


Duncan Polytechnical High

10621661030295

Principal's Name: Rene Eric Martinez

Principal's Signature: 

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Eric Rene Martinez	X				
2. Chairperson – Kayla Her					X
3. Jonaven Souksamlane					X
4. Brissia Leon Salvador					X
5. Crystal Arteaga				X	
6. Leon Green				X	
7. Gladis Fernandez				X	
8. Christina Swertfager		X			
9. Francisco Nunez		X			
10. Ashley Jones		X			
11. Willie Vang		X			
12. Dominique Caglia			X		
13. Chris Orosco			X		
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Duncan Polytechnical 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	Rene Eric Martinez		4/23/25
SSC Chairperson	Kayla Her		4/24/25

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

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

FY 2025/26

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	\$105,781 *
7090	LCFF Supplemental & Concentration	\$360,880
7091	LCFF for English Learners	\$50,048

TOTAL 2025/26 ON-SITE ALLOCATION	\$516,709
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$4,108
Program Budget	\$101,673
Total Title I Allocation	\$105,781

ESSA Assistance Status: Not Identified for Assistance

Duncan Polytech 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	✓		37.9 %	2024-2025	30 %
SBAC ELA - Average distance from standard	✓	20 pts	-3.1 pts	2023-2024	15 pts
SBAC ELA - percentage of students met/exceeded standard	✓	65.7 %	53.8 %	2023-2024	65 %
SBAC Math - Average distance from standard	✓	-100 pts	-97.9 pts	2023-2024	-77 pts
SBAC Math - percentage of students met/exceeded standard	✓	25.8 %	20.5 %	2023-2024	30 %

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.

Math - POP:

POP 1 - Enhancing foundational mathematical skills and targeted support for students

POP 2 - Increasing student engagement and improving mathematical communication skills for students

ELA - POP

Continue to develop the reading and writing literacy skills in all content areas through the implementation of a comprehensive literacy plan.

D/F Grade Reduction - POP

POP 1

- A gap in foundational literacy and mathematical skills in combination of students not experiencing prior academic success in specific subject areas, perpetuates the cycle of earning Ds and Fs in future semesters.

POP 2

- Students have difficulty navigating the different grading systems that exist from between subject matter and grade levels.

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

Math - Section

POP 1:

- Students enter their current math courses without a solid foundation in essential mathematical concepts and skills. This gap makes it difficult for them to grasp more advanced topics and succeed in their coursework.
- There is a notable lack of targeted support and interventions for students, particularly those in the upper grades (10th grade and above). Without these interventions, students who are struggling may not receive the help they need to improve their skills and performance.

POP 2:

- Students often struggle to stay engaged with math practice during class and outside of school. This lack of engagement can stem from a variety of factors, including a lack of interest, motivation, or understanding of the material's relevance.
- Challenges with students' mathematical communication. Students frequently struggle with articulating their mathematical reasoning and processes. This skill is crucial for demonstrating understanding and for success in both academic and real-world contexts

ELA - Section

- Students are learning the literacy and writing skills in the ELA classes but are having difficulty transferring those skills from one content area to another.
- Students are learning the critical reading strategies needed to be successful in ELA but are having difficulty transferring and applying those skills in other content areas.
- Literacy and writing strategies vary from content area to content area.
- Literacy strategies are not being implemented with fidelity across all content areas.

D/F Grade Reduction:

POP 1

- Students transitioning from 8th to 9th grade did not have a need to demonstrate proficient understanding of standards in math and ELA.
- The small percentage of students earning Ds in math and ELA will allow for those students to meet graduation requirements.
- Possible lack of interest and/or success that has existed from multiple years - growth mindset of learning has yet to be established.

POP 2

- Grading systems are not aligned within content and or grade level.
- Grading systems that are used are mixed between traditional/standard and new researched based practices.
- Adequate time is not spent on students understanding the importance of grades and how to meet the mark in all classes and content areas.

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.

Math - Needs

POP 1:

- Students enter their math courses without the necessary foundational skills, making it challenging to keep up with the curriculum. To address this, schools should utilize existing SBAC data and other relevant data sources, alongside diagnostic assessments, to identify skill gaps early on. Targeted remediation programs and in-class interventions, including differentiated instruction, are essential. Providing training and support to staff on effective data utilization and differentiation techniques is crucial. Ensuring all students, especially those from under-resourced communities, have access to high-quality tutoring and intervention programs will help bridge these gaps.
- Upper-grade students often lack the targeted support they need to succeed in critical areas. Schools should create specialized intervention programs tailored to these students' needs. This requires additional funding and resources, particularly for schools serving high numbers of low-performing students. By investing in these programs, we can provide the necessary support to help these students improve their skills and performance.

POP 2:

- Engaging students in math practice can be challenging, especially when they don't see the relevance of the material. To combat this, educators should develop culturally relevant and interactive math activities that resonate with students' interests and experiences. Incorporating technology can also make learning more engaging.
- Students struggle to articulate their mathematical reasoning and processes, which is crucial for demonstrating understanding. To address this, educators should incorporate regular opportunities for students to practice these skills through group work, presentations, and written explanations. Additionally, it's essential for adults to promote a growth mindset around mathematics and foster a school-wide focus on eliminating negative attitudes toward the subject. Professional development for teachers is necessary to equip them with strategies to support diverse learners and encourage a positive mindset. Ensuring all students have access to collaborative learning environments will help them develop strong mathematical communication skills and a more positive attitude towards math.

ELA - Needs

- All content areas need to strategically and intentionally address the literacy and writing standards in order to support the transfer of skills from ELA to all content areas. Provide teachers with professional learning to identify critical literacy and writing standards. Develop appropriate and timely interventions for students who are struggling based on assessment data.
- All content areas need to teach and apply critical reading strategies in order to help support the transfer of skill from ELA to all content areas. Provide teacher with professional learning on critical reading strategies. Develop appropriate and timely interventions for students who are struggling based on assessment data.
- The current literacy plan needs to be revisited and updated to include research based literacy and writing strategies that address the needs of all students in order to support the transfer of skills. Create a professional learning calendar to provide teachers professional learning.
- Create a system of accountability for the implementation of agreed upon literacy, writing and critical reading strategies across all content areas.

D/F Grade Reduction - Needs

POP 1

- 9th grade students need learning about what grades in high school mean, the importance of earning grades of a C or better, and how higher-grade marks translate to more opportunities and essential learning.
- Need for students and all staff to understand the implications of meeting graduation requirements verses meeting A-G requirements.
- Social emotional learning is needed for students to shift their mindset that grade level content can be met over time.
- School staff to embrace the mindset that all students can achieve in both math and ELA

POP 2

- At a minimum, opportunities to align grading practices within content teams to allow for continuity within content.
- Professional learning and research to researched based grading practices that support student motivation and learning.
- Students need to be explicitly taught the importance the grades they earn in high school will have on them in the near and present future.

- Students need opportunities and time from teachers to support their pace of learning depending on the course and grade level.

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: Math Achievement Plan

Partially Implemented

During the 2024/2025 school year, our math achievement plan focused on developing support systems to help students at lower levels, with extra funds allocated for student interventions outside the school day, utilizing our credentialed teachers for before and after-school programs. This initiative continued throughout the Spring semester. Professional learning funds were repurposed to facilitate math pull-out days by funding substitutes, thereby increasing the number of teachers available to support our Winter Session for Algebra. While we made significant strides, the goal was only partially implemented, and we plan to carry over these efforts into the 2025/2026 school year, aligning them with our new POPs to ensure comprehensive support for all students. Specifically, we will enhance foundational mathematical skills and provide targeted support for all students while increasing student engagement and improving mathematical communication skills through relevant activities and regular opportunities for articulation.

Action 2: Literacy Achievement Plan

Partially Implemented

During the 2024-2025 school year the literacy action plan was partially implemented. Departments emphasized reading strategies that focused on creating context, forming analysis and reading closely. For writing, departments focused on strategies that were themed in supporting arguments, conveying complex ideas and information and developing structure. The ELA department focused on creating vertical alignment of essential standards in order to support student proficiency from one grade level to another. Although there is current discussion of implementing the use of IABs and FIABs a well-developed plan needs to be created to ensure that it happens.

Action 3: D/F Grade Reduction Plan and A-G Requirement Completion

Partially Implemented

During the 2024-2025 school year the implementation of the actions for reducing D and F grades for students to be achieve A-G status upon graduation was partially implemented. There was good improvement with identifying and implementing during school hours/class time interventions in the 9th grade content areas, however, the implementation is still a work in progress for other grade levels. In addition, there were improvements and implementation of protocols to support PLTs in their development to best meet the needs of students. In addition, adjustments to grading systems were observed as a result of the professional learning and small group studies that took place during this school year.

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: Math Achievement Plan

Partially Effective

The action for the math goal was partially effective. We observed academic growth in math classes, as evidenced by improved student performance and engagement. This progress was attributed to the targeted interventions outside the school day, facilitated by our credentialed teachers, and the repurposing of professional learning funds to support math pull-out days and the Winter Session for Algebra. However, the partially effective indicator was given due to the limited implementation of in-class interventions and the consistency of newly researched best practices across all grade levels. While we made significant strides, these efforts were not fully realized, and we plan to continue building on them in the 2025/2026 school year, guided by our new POPs. Specifically, we will enhance foundational mathematical skills and provide targeted support for upper-grade

students, while also increasing student engagement and improving mathematical communication skills through culturally relevant activities and regular opportunities for articulation.

Action 2: Literacy Achievement Plan

Partially Effective

The action plan for the literacy goal was partially effective. As a result of the partial implementation of literacy and common practices within the English department, the growth metric maintained as is. The areas of creating a fully developed literacy and reading plan did not materialize for most departments, however, there was observable growth of using reading and writing within all content areas. The next step to provide a possible impact, is the implement with fidelity and receive the intended professional learning that did not take place throughout the year.

Action 3: D/F Grade Reduction Plan and A-G Requirement Completion

Partially Effective

The action was partially effective- There was a decrease in D and F grades in the 9th grade year as measured by BTSC data dashboard and changes within grading practices with the 9th grade year to increase the validity of the grades assigned and motivation from the students earning the grades. This was due to the time and professional learning provided during multiple lunch, PLT and Buyback sessions. The partially effective indicator was given as items such as full use of in class interventions and consistency of newly researched based best practices of grading were mildly implemented at the 10-12th content and grade levels.

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.

With the strategic and researched based plan established from the previous year, major changes will not be made for the 2025-2026 school year in support of math/literacy achievement and efforts to reduce D and F grades for all grade levels. However, there will be updates to help communicate and monitor the implementation to ensure that the desired student outcomes are achieved and additional support on the utilization of SBAC developed assessments to assist in determining the instructional needs for students.

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:

Data analysis took place with the SCC from which the following feedback and suggestions were communicated:

Math

- Increase availability of tutoring sessions both during and outside of school hours to support students in foundational and advanced mathematics.
- Provide professional development for teachers to learn effective strategies for addressing diverse student needs in mathematics

ELAC:

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

Math

- Offer specialized tutoring for higher levels of mathematics to support English Learners and other students struggling with advanced concepts.
- Develop targeted intervention programs for upper-grade students to address specific skill gaps in mathematics.

Literacy

Staff:

Staff members were organized into groups to analyze the data and current action plans aligned to this goal. The following was their feedback and suggestions:

Math

- Foster a school-wide focus on developing a growth mindset in mathematics, encouraging students to view challenges as opportunities for learning and growth.
- Integrate real-world applications of mathematical concepts into the curriculum to help students understand the relevance

Literacy

- Implement literacy support programs across all subjects to enhance students' reading and writing skills, ensuring they can comprehend and articulate content effectively.
- Raise awareness among students and parents about the importance of literacy skills for academic success and future opportunities.

English Language Adv

D/F Grade Reduction:

- provide more support for students such as tutoring - in and outside of class.
- teacher professional learning to help learn of strategies to meet the needs of students.
- more awareness of what grades mean and the importance of earning a C or better in all classes.

- Emphasize the importance of literacy across all subjects, integrating reading and writing activities into various content areas to support English Learners.
- Provide professional development for teachers on incorporating literacy strategies into their instruction to better support English Learners and all students.

D/F Grade Reduction:

- support for EL students with ELA and Math in forms of tutoring.
- better communication with parents from staff so parental support can be provided.
- additional learning on grading systems and how to connect with teaching staff.

and importance of math in everyday life

Literacy

D/F Grade Reduction:

- continue with 9th grade leading interventions and look to scale at all grade levels.
- utilize teaching fellows and other tutoring supports for students in high area of Ds and Fs.
- ELA and Math foundational support to help students remain on grade level/ close the learning gaps.
- explore equitable grading practices to ensure grading is equitable for all students.

Action 1 :

Math Achievement Plan

Action Details:

There is a need to apply continual focus on the delivery of high quality first instruction and learning for student achievement in mathematics. This is evident in current math achievement results from previous CAASPP, District Interim Assessments, Interim Assessment Blocks/Focused, and student semester grades. This will be achieved through meaningful collaboration between teachers around both common lessons, and results of common formative assessments, improved vertical articulation amongst math teachers to fully address the rigor of each standard at grade level and the development of a comprehensive system for students who require additional time for learning. All actions will need alignment to the practices of high functioning Professional Learning Communities and systematic supports to meet the need of students and increase the professional capacity of our Duncan Poly staff.

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

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

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

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

Tier 1:

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

Tier 2:

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support of software that is embedded in the Promethean boards and other digital and physical materials/resources.
- Use of California Teaching Fellows to support groups during class time to help differentiate the instruction to each student's need. In addition, opportunities provided to students to receive outside class time support through before school, during lunch and after school tutoring via walk-in and scheduled appointment times. (Subs and Supplemental Contracts for teachers and staff.)
- Appointment and walk-in before school, during lunch, and after school math support by math teaching staff.
- TSA- Intervention to support in organization of materials and navigation of grade recovery path the interventions that are offered by the student's teacher.

Tier 3:

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

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 at the lowest level in areas of Mathematics and English Language Arts

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

- With Title I monies, we plan to support our EL families by funding 1 part-time Home School Community Liaison to foster relationships with bilingual families and increase participation in school engagements. This partnership will help parents support students in achieving academic success in mathematics. Additionally, our parent engagement meetings will aim to promote math awareness, emphasizing the importance of math in real-life applications, career/college goals, and understanding how SBAC goals are intertwined.
- Allocate planning time to better design lessons that include ELD integrated supports, helping EL students demonstrate more success in mathematics. A particular focus will be on math literacy, such as comprehension of reading the questions, which is a crucial part of the four mathematical claims.

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

English Learner (EL):

- To have 2 Home School Liaisons, it will be necessary to utilize 7090/7091 funds to split-fund the second position. This position will engage Spanish-speaking parents and provide learning opportunities to better equip them to guide their children towards academic success in mathematics. Our parent engagement meetings will also aim to promote math awareness, emphasizing the importance of math in real-life applications, career/college goals, and understanding how SBAC goals are intertwined.

General School Community:

- Use funds to provide professional learning for teachers to best meet the needs of our general student body in mathematics.
- Fund substitutes to allow teachers to engage in data review and plan for and execute lessons that are engaging and increase student grade outcomes.
- Offer extra pay contracts for out-of-school hour tutoring in mathematics.
- Provide supplemental contracts to pay for planning hours to redesign math lessons for more positive student outcomes.
- Offer incentives for student growth and performance in mathematics.
- Celebrate student and staff achievements in mathematics.

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

Admin Team:

- Provide and organize professional learning in PLC+, equitable grading, and assessment practices and lead academic and instructional shifts through data-informed decisions in mathematics.

Department Chair:

- Outline school-wide and departmental structural supports such intervention/tutorial supports to help with student improvement in mathematics. As well as strategically analyzing which course offerings best suit our students.

ILT:

- Lead instructional decisions and pedagogical shifts with teachers and leads within their departments that have the most impact on students' math achievement. Engage in classroom walk observations to support their peers in and outside the department.

CCD:

- Promote a growth mindset on campus around mathematics, encouraging students to embrace challenges and view mistakes as learning opportunities.

Coordinators:

- Promote a growth mindset around mathematics within CTE courses, emphasizing the importance of mathematical practices beyond basic precision. Focus on more advanced skills such as communicating

reasoning and thinking critically.

Counselors:

- Monitor caseloads of students and provide support through encouragement and brokering meetings with students, staff, and parents to support academic outcomes in mathematics. Engage and support parent-teacher conferences for students not earning Cs or better in math coursework throughout the year.

Advanced Coursework Coordinator:

- Monitor student achievement data in AP and dual enrollment math courses to meet with students and refer them to appropriate supports. Work with the head counselor to ensure that students who desire to take advanced math coursework are in the appropriate class and receive individual teacher support when necessary.

Intervention Team:

- Plan, organize, and execute parent-teacher conferences for students who are not meeting the 2.0 GPA metric and are earning Ds and Fs in their respective math coursework. Emphasize monitoring and supporting 9th-grade students to earn grades of C or better through their work with the Freshman Success Team.

Office and Classified Staff:

- Promote positive math talk to create a supportive environment for students. Assist in organizing and communicating information about math tutoring sessions and intervention programs to students and parents.

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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning through examining the current practices that exist in PLC+ work with teacher clarity, instructional strategies, and student engagement in mathematics through working with department instructional leads and PLT leads.</p> <p>The outcomes will be measured by:</p> <ul style="list-style-type: none"> • PLC+ rubric • Math achievement data (e.g., CAASPP, District Interim Assessments) • Grade book review <p>These outcomes will be monitored by:</p> <ul style="list-style-type: none"> • PLCs • ILT • Counselors and Administration • Intervention Team 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Behaviors of our staff will adjust to best practices in math instruction, intervention, and PLC+ practices to improve student engagement and performance in mathematics.</p> <p>The outcomes will be measured by:</p> <ul style="list-style-type: none"> • Math achievement data - 10% improvement from students meeting standards on Interim Assessment #2 • ILT Digital Organization TEAMS • Changes in instructional practices <p>The outcome will be monitored by:</p> <ul style="list-style-type: none"> • PLC leads • Department Chairs • ILT • Site Administration • Intervention Team 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve the goal of improving math achievement by 10% at the end of the 2025 Fall semester and increasing student engagement and understanding of mathematical concepts.</p> <p>These outcomes will be measured by:</p> <ul style="list-style-type: none"> • Student awareness of math impacts and positive growth mindset through end-of-semester student surveys • Improvement in math proficiency levels as measured by standardized assessments (SBAC results) - +15 point gain distance from standards from previous school year • Growth on our own school-wide assessments maps/plans <p>The outcomes will be monitored by:</p> <ul style="list-style-type: none"> • PLC leads • Department Chairs • ILT • Site Administration • Intervention Team

Action 2 :

Literacy Achievement Plan

Action Details:

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

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

Furthermore, our ELA department will unpack content standards and work towards ensure there is vertical alignment to the essential standards that students will need to be proficient in to be successful in their current and following grade level. In addition, the ELA team will adopt a common write assessment to intervene and track progress writing through the 4 years students are taking English Course. Also, in class and out of class interventions will be made

available by our teaching staff and supported through extra pay supplemental contracts. For EL students, those who are receiving intergraded ELD instruction will be monitored by our pseudo ELD coordinator, with action plans of supporting each student independently with tier II interventions. The English department will be provided with a minimum of 2 full planning days to create, monitor and respond to ensure our students are meeting grade level competencies/essential standards.

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

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

Tier 1:

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

Tier 2

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding.
- Appointment and walk-in before school, during lunch, and after school math support by ELA teaching staff. Saturday academy support multiple times throughout the school year.
- Support and mentorship provided by California Teaching Fellows to support students who are not meeting grade level expectation in literacy development.

Tier 3

- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Daily monitoring from Reengagement teacher through check-in /check-outs if behaviors are manifesting and are impacting student learning.
- Skill development through explicitly assigned Khan academy to support student's ability to complete grade level literacy work.
- Needs analysis from the intervention team to determine the necessary resources and next steps for student success.

Funds will provide supplemental contracts for teachers and staff, and supplemental resources, technology and equipment to support these goals.

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 at the lowest level in areas of Mathematics and English Language Arts

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

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

Fund Home School Liaisons (general and Spanish) to support families engage in their child's education and help them navigate the importance of gaining proficiency in literacy

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

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

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

- With Title I monies, we plan to support our EL families by funding 1 part-time Home School Community Liaison to foster relationships with bilingual families and increase participation in school engagements. This partnership will help parents support students in achieving academic success in Literacy (reading and writing) . Additionally, our parent engagement meetings will aim to promote literacy awareness, emphasizing the importance of literacy in real-life applications, career/college goals, and understanding how SBAC goals are intertwined.
- Allocate planning time to better design lessons that include ELD integrated supports, helping EL students demonstrate more success in with literacy in all content areas .

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

English Learner (EL):

- To have 2 Home School Liaisons, it will be necessary to utilize 7090/7091 funds to split-fund the second position. This position will engage Spanish-speaking parents and provide learning opportunities to better equip them guide their children towards academic success in all content areas with the focus on literacy. Our parent engagement meetings will also aim to promote literacy awareness, emphasizing the importance of literacy in real-life applications, career/college goals, and understanding of the importance of literacy.

General School Community:

- Use funds to provide professional learning for teachers to best meet the needs of our general student body with the implementation of literacy strategies.
- Fund substitutes to allow teachers to engage in data review and plan for and execute lessons that are engaging and increase student grade outcomes.
- Offer extra pay contracts for out-of-school hour tutoring that focuses on literacy skill..
- Provide supplemental contracts to pay for planning hours to redesign lessons with the focus on literacy specifically reading and writing for more positive student outcomes.
- Offer incentives for student growth and performance in literacy.
- Celebrate student and staff achievements in literacy.

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

Admin Team:

- Continue to provide professional learning in PLC+, assessment practices, assessment systems, data analysis an the implementation of effective literacy strategies. Monitor the implantation of the plan through consistent classroom walks.

Department Chair:

- Lead the work around vertical alignment amongst all grade levels, lead the analysis of assessment data to help develop and implement interventions. Provide professional learning focused on reading and writing strategies to all teachers,

ILT:

- Lead instructional decisions that focus on literacy. Provide supports in the implantations of selected reading and writing strategies. Engage in classroom walks to identify best practices around literacy.

Coordinators:

- Collaborate with department chair and ILT to support the implantation of literacy strategies around reading and writing in the CTE curriculum and classrooms. Support CTE teachers with the incorporation of literacy strategies into their lesson plans.

Counselors:

- Monitor the progress of all students on their caseloads and provide appropriate supports where needed. Communicate with families regarding academic progress of all students. Facilitate meeting between parents, teachers and students to ensure student success.

Advanced Coursework Coordinator:

- Monitor student achievement data in AP and dual enrollment math courses to meet with students and refer them to appropriate supports. Work with the head counselor to ensure that students who desire to take advanced math coursework are in the appropriate class and receive individual teacher support when necessary.

Intervention Team:

- Plan, organize, and execute parent-teacher conferences for students who are not meeting the 2.0 GPA metric and are earning Ds and Fs in all their coursework. Emphasize monitoring and supporting 9th-grade students to earn grades of C or better through their work with the Freshman Success Team.

Office and Classified Staff:

- Assist in organizing and communicating information about math tutoring sessions and intervention programs to students and parents.

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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning through researching best practice and learning for the student outcomes in ELA</p> <p>The outcomes will be measured by:</p> <ul style="list-style-type: none"> • PLC agendas and minutes • Assessment data: District interims, IABs, FIABs, CFAs, writing samples • Gradebook reviews <p>These outcomes will be monitored by:</p> <ul style="list-style-type: none"> • PLCs • ILT • Admin Team • Intervention Team 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Behaviors of our teachers and will be in alignment with best practices that are designed to improve student outcomes and receive good data from maximum efforts from students.</p> <p>The outcomes will be measured by:</p> <ul style="list-style-type: none"> • Assessment data: District interims (10% improvement from students meeting standards on Interim Assessment #2) with 60% of students meeting standards on IABs, FIABs, CFAs, writing samples • Gradebook reviews • Adjustments to unit design the is rooted in backwards mapping. <p>The outcome will be monitored by:</p> <ul style="list-style-type: none"> • PLCs • ILT • Admin Team 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve the goal of teachers administering assessments to inform instruction that meet the individual needs of students, which will result in high achievement and growth on the ELA SBAC assessment.</p> <p>These outcomes will be measured by:</p> <ul style="list-style-type: none"> • Assessment data: District interims, IABs, FIABs, CFAs, writing samples . • Adjustments to unit plans based upon student assessment data. • SBAC data +15 points distance from standard. <p>The outcomes will be monitored by:</p> <ul style="list-style-type: none"> • PLCs • ILT • Admin Team

Action 3 :

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

Action Details:

Duncan will continue to provide 9th-12th grade students with opportunities to meet their A-G requirement by earning grades of a C or better in 2025-2026. Duncan will accomplish this by establishing and continuing academic supports for students who are not earning a grade of a C- or better (in and outside of the school day), exploring equitable grading practices in all departments, adjust PLC practices to work towards being a high functioning PLT, early and often communication regarding the importance of grades of a C or better, and continuing to utilize credit recovery options to remain eligible for A-G completion status upon graduation.

Early and often communication about the importance and impact of grades earned will be implemented as early as the incoming 8th grade student and family nights. Resources and information for families and students will be provided in multiple areas where grades and successful student outcomes are the focus of discussion. Our team will also utilize advisory periods to allow for students to investigate their academic standing and the impact of grades in their current and future years. Parents will also continue to receive communication and invitations through ParentSquare to review their child's grades and meet with teachers and staff to ensure the needs of their child are met.

Furthermore, through the use of PLC practices and engaging in professional learning in equitable grading practices, our team in all content areas will continue to utilize PLC+ guiding questions and Teacher Clarity resources to support the overall student performance of achieving grades of Cs or better. Specifically for 9th grade students our Freshman Success leads and VPs/Principal will continue to be responsible for developing, monitoring and maintaining highly effective interventions for students at all grade levels (emphasis on the 9th grade year). With this extra layer of monitoring and utilizing student success data to inform decisions, students will be better served to remediate their achievement levels to a C or better prior to semester grades becoming final; thus keeping more students on the A-G track. In addition, grading as a whole will be addressed with our Freshman Success Team leading the work to ensure best practices are used as it pertains to student mastery learning and grades that are reported that represent student success. Use of teacher pull outs, institute and Buyback days will be utilized to take the next step in aligning grading systems to researched based best practices.

As a secondary support to best 1st time instruction, the before and after school tutoring model will continue to be math centered. More subject areas of support will look to be added by utilizing supplemental pay contracts for teachers to support students outside the school day. However, the shift of intervention and additional support will move towards in-class interventions to ensure that there is equity among the students who are able to receive this additional time during the normal cadence of the school year. In addition, Math and ELA teachers in grades 9-10 will also provide extended days during the Winter and Summer sessions for students to demonstrate proficiency (mastery model). English language learners and SPED students will utilize their case managers to help as liaisons with students and teachers to help develop and monitor grade improvement plans.

Students who are enrolled in AP and Dual enrollment courses that are traditionally more difficult to earn a C- or better, additional supports/interventions such as extended tutorials will be added for each content area to help students. Additional supports for grade achievement in these courses will also include efforts with parent nights, and one-on-one guidance and support from our AP/Dual Enrollment coordinator to partner with families and students so they have the necessary resources and support to do well in their advanced coursework without a decline in other A-G college preparatory courses. Additionally, Edgenuity usage to help rectify D and F grades for A-G purposes will be maximized through the FTE credit recovery allotment when space permits.

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

Tier 1:

- Incoming 8th grade orientation to establish impact of grades: learning, graduation and college/career options after high school.
- Additional support from teachers from those students who are earning a D/F in their class.
- Grade level class meetings/ classroom presentations on graduation/A-G, study skills
- Study skills and advise all students during Pre-registration about A-G, AP, and electives options
- Teachers will provide outside of class learning experiences for all AP students
- Incentives and baseline tutorial session will be provided for all students enrolled in AP coursework and any students who is earning a D and F in course outside of the school day
- Grading and assessment strategies utilized such as reassessment without penalty and make up days throughout the school year

Tier 2:

- One on one counselor-student grade level conferences.
- Review all student schedules for accurate course placements in addition to review of transcripts and A-G status with students.
- Tutorial referrals of students to teachers and before/after school tutoring
- Provide college admissions requirements and resources to students to reinforce requirements of earning a C- or better in each class
- Parent/Student/Teacher/ Counselor conferences for students who are in jeopardy of losing A-G status due to low grades and attendance.

Tier 3:

- Extended Fall and Spring dates for on the cusp students to demonstrate proficiency in all sections of math and ELA.
- Provide credit recovery options for a-g (Edgenuity, Summer School, Night School sessions, etc).
- Weekly check-in and check outs with counselor and reengagement teacher, supported by additional appropriate interventions by TSA over intervention.
- Student/Teacher/parent conferences for students who are at-risk of failing or considering dropping AP course at end of Fall Semester

[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 at the lowest level in area of earning grades with a C- or better as compared to the general student body.

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

With Title I funds we plan to support English learner students by funding both a general community and Spanish speaking home school liaison to build stronger connections with families and educate them on the navigation of being successful in all the classes that they are enrolled in. These positions will help foster better communication to ensure that our EL students get tiered supports based upon their individual needs. In addition, extra pay contracts will be

available for our pseudo EL coordinator and other teachers to support our EL students, especially in Math and ELA.

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

- With 7090 or 7091 funds we plan to support English learner students by providing extra pay contracts of our Home School Liaisons to support individual parent/teacher/student counseling conferences.
- In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve and maintain good grade standing of a C or better in all classes.
- Continued efforts to establish partnerships with families through parent outreach meetings such as parent engagement meetings, classroom walks to observe instruction and opportunities to express consistent feedback to principal and site administration.
- Professional learning through conference attendance to provide our teachers and admin team with best practices to lead and instruct our EL students to achieve great EL student outcomes. .

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

- As a PLC - better identification and early intervention with our EL students through use of previous year and current year data..
- Better utilization of the academic referral system to ensure that EI students get the necessary additional support from their counselor and teachers who are specifically monitoring EL students.
- EL students to receive daily integrated ELD instructional strategies in mathematics and ELA that will support their English Language proficiency to help access to grade level curriculum.

Student Groups

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

English Learner (EL):

- With Title 1 monies we plan to support our EL families with funding 1 part-time Home School Community Liaisons that will help foster relationships with our bilingual families and increase the level of participation in school engagements. This partnership and connection will help parents support students navigating how to academically be successful in the course work their students take.
- Planning time to better design lesson to include ELD integrated supports to help our EI students demonstrate more success.

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

English Learner (EL):

- to have 2 HSL it will be necessary to utilize 7090/7091 to split fund the second position. This position will help engage our Spanish speaking parents and provide learning so they are better equipped to guide their child towards academic success.

General School Community:

- Use of funds to provide professional learning for teachers to best meet the needs of our general student body.
- Funding of substitutes to allow for teachers to engage in data review to plan for and execute lessons that are engaging and increases student grade outcomes.
- Extra pay contracts for out of school hour tutoring
- Supplemental contracts to pay for planning hours to redesign lessons for more positive student outcomes.
- Incentives for student growth and performance.
- Celebrations of student and staff achievement with reduction of D and F data.

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

Admin Team:

- provide and organize professional learning in PLC+, equitable grading and assessment practices and lead academic and instructional shifts through data informed decisions.

Department Chair:

- outline school-wide and department structural supports such as scheduling, recruitment for tutorials to support student grade improvement.

ILT:

- lead instructional decisions and pedagogical shifts with teachers and leads within their departments that have the most impact on students.
- engage in classroom walk observations to support their peers in and outside the department.

Counselors:

- monitor caseload of students and provide support through encouragement and brokering meetings with students, staff and parents to support academic outcomes.
- engage and support parent teacher conferences for students not earning Cs or better in course work throughout the year.

Advanced Coursework Coordinator:

- monitor student achievement data in AP and Dual enrollment courses to meet with students and refer to the appropriate supports.
- work head counselor to ensure that students who desire to take advanced course work are in the appropriate class and receive individual teacher support when necessary.

Intervention Team:

- plan, organize and execute parent teacher conferences for students who are not meeting the 2.0 GPA metric and are earning Ds and of Fs in their respective coursework. For all grade levels.
- emphasis on monitoring and support 9th grade students earn grades of a C or better through their work with the Freshman Success Team.

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.

We will achieve these changes in knowledge and learning through examining the current practices that exist in PLC+ work with teacher clarity, grading practices and student knowledge of impact on grades through working with department instructional leads and PLT leads.

The outcomes will be measured by:

- PLC+ rubric
- D and F Grade Data
- Grade book review
- Student Surveys (culture and climate, BTSC)

These outcomes will be monitored by:

- PLCs
- ILT
- Counselors and Administration
- Intervention Team

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.

Behaviors of our staff will adjust to best practices in grading, intervention and PLC+ practices to reduce the number of Ds and Fs from previous years.

The outcomes will be measured by:

- D and F grade data - decrease of 5% overall from previous semester
- ILT Digital Organization TEAMS
- Changes in grading practices

The outcome will be monitored by:

- PLC leads
- Department Chairs
- ILT
- Site Administration
- Intervention Team

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.

We will ultimately achieve the goal of reducing D and F percentages by 10% at the end of the 2025 Fall semester and increasing student knowledge of impact of grades, and sustainable changes in equitable grading practices.

These outcomes will be measured by:

- number of grade book changes in structure from pervious year.
- student awareness of grade impacts through end of semester student survey during the advisory period.
- A-G status gained after each semester. - with more than 70% meeting A-G requirements through earning grades of a C or better

The outcomes will be monitored by:

- PLC leads
- Department Chairs
- ILT
- Site Administration
- Intervention Team

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	prep buyout for master scheduling purposes	14,498.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sub			substitutes to support parent teacher conferences - pre and post execution of the events	530.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			utilization of supplemental resources to support content literacy	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			funds to support tutoring services, EL student academic resource needs and other enrichment activities to increased student connectivity and student achievement *No Food or Incentives*	7,929.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	prep buyout for master schedule purposes	14,498.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	prep buyout for master schedule purposes	14,498.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts to support student participation and engagement (coaching), winter and summer planning, along with summer bridge.	36,780.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Classroom/School Technology resources and supplies	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			funding of substitutes for teachers to engage in academic planning to support EL student literacy and math performance.	7,156.00

\$113,245.00

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	✓		67.7 %	2023-2024	75 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90.7 %	88.6 %	2024-2025	92 %
Graduation Rate	✓	100 %	99.6 %	2023-2024	100 %

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.

CCI - Percentage Students who are Prepared - POP

Student achievement on SBAC assessment in Math and ELA is not meeting the state standard and is limiting the potential of graduating students being deemed prepared.

Percent Favorable Response in Student Centered/Real-World Experience Domain - POP

Students not making the connection or observing the course work/opportunities provided as real-world experiences due to these experiences/opportunities not as student centered as they could be.

Graduation Rate - POP

Student(s) that prevent achievement of a 100% graduation rate, historically did not meet graduation requirements due to attendance issues

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

CCI - Percentage Students who are Prepared - POP

- pathway completion: not all students earning grades of C or better in the pathway courses and learning the connections that would benefit them in their ELA and Math development. .
- unbalanced/ lower achievement in math and ELA courses which create gaps in learning of content standards.
- partial implementation on the previous year's action plan to support ELA and Math development and success on the 11th grade SBAC assessment.

Percent Favorable Response in Student Centered/Real-World Experience Domain - POP

- instruction that students receive although relevant to the real world, students do not see the relevance to them and their needs.
- there has been a decrease with industry connection for students in grades 9 and 10 - student in these grade levels once had 3 touch points during these two years.
- not all 11th and 12th grade students have not experienced frequent WBL and additional industry interactions on-site.

Graduation Rate - POP

- historically did not meet graduation requirements due to attendance issues.
- students end the school year in off track status due to failing 2 or more classes during the 9th grade year.
- remediation of courses failed are met but students fail additional graduation required classes in subsequent semesters.

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.

CCI - Percentage Students who are Prepared - POP

Pathway completion: not all students earning grades of C or better in the pathway courses and learning the connections that would benefit them in their ELA and Math development.

- refinement in unit plans with teacher clarity to assist in more students understanding and able to demonstrate their learning at acceptable levels.
- in-class intervention development to assist students who need more support and time to demonstrate proficiency of the standard(s).

Unbalanced/ lower achievement in math and ELA courses which create gaps in learning of content standards.

- utilization of PLC+ resources and guiding questions to improve teaching and learning.
- use of assessments such as IABs/FIAB to analyze the data and make the necessary instructional decisions to meet the individual needs of students.

Partial implementation on the previous year's action plan to support ELA and Math development and success on the 11th grade SBAC assessment.

- communication and review of 2025-26 action by all site members.
- monitoring and implementation of action plan with fidelity.

Percent Favorable Response in Student Centered/Real-World Experience Domain - POP

Instruction that students receive although relevant to the real world, students do not see the relevance to them and their needs.

- review of unit design to determine if the content and details of the instruction provided requires updates to promote real-world relevance.
- conduct student informal and formal interviews to learn what student centered instruction means and looks like to the general student body.

There has been a decrease with industry connection for students in grades 9 and 10 - student in these grade levels once had 3 touch points during these two years.

- teachers, coordinators and site administration to engage in additional outreach to past and potentially new industry partners.

Not all 11th and 12th grade students have not experienced frequent WBL and additional industry interactions in the lower grade levels.

- continue to provide more on-site industry student centered activities throughout the year for all grade levels.
- use of CCR personnel, job developer and on-site staff to engage in outreach and organize more frequent and consistent WBL opportunities for students, especially 12th grade students.

Graduation Rate - POP

Historically did not meet graduation requirements due to attendance issues.

- tighter systems of monitoring student attendance and use of strategic interventions for students below a specific metric throughout the 4 years.

Students end the school year in off track status due to failing 2 or more classes during the 9th grade year.

- intensified monitoring and support from 9th grade teacher teams with support from the Freshman success team.
- student knowledge of grade implications and the time invested in credit remediation.

Remediation of courses failed are met but students fail additional graduation required classes in subsequent semesters.

- students need to acquire essential knowledge and/or skills from previous grade levels/courses.
- monitoring and follow through of students receiving interventions to support foundational knowledge/skills.

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: Work Based Learning Development Plan

Fully Implemented

During the 2024/2025 school year, the implementation of the work based learning plan was fully implemented. Those items in the plan that have yet to be implemented/completed to demonstrate soft skills and engage with industry partners such as Capstone and Portfolio day will take place in the coming months. Although there was full implementation of the action plan, the depth in which it was achieved in regard to industry/ community connections and opportunities could have increased, especially in the lower levels within the MASH and IDATA academy courses.

Action 2: Graduation and Student Learner Outcome Achievement

Fully Implemented

During the 2024/2025 school year, the implementation of the graduation and student learner outcome achievement was fully implemented. This implementation resulted in near a 100% graduation rate and a slight increase in favorable responses of student-centered learning data. The supports from grades 9 through 12 played a pivotal role with ensuring there was positive student outcomes for this goal. The only area that was not implemented was the assessment of the student learning outcomes and use of industry partners to do so. However, there was little to no impact of the absences of this part of the plan.

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: Work Based Learning Development Plan

Effective

The action for Work Based Learning Development was effective. We observed growth in the percentage of students who responded favorably to student-centered, real world experience domain. This effectiveness is attributed to the multiple opportunities students have to engage in real world learning and the developed skills that they are able to directly apply to grade level projects or time within their WBL placements (grades 11-12). Throughout this school year, efforts in transportation to ensure students received the WBL experience weekly and bringing in industry partners to provide instruction to students in all grade levels hit the highest levels of consistency during the 2024-2025 school year. Furthermore, the MASH and IDATA academy PLTs improved their collaborative and interdependent practices which lead to more efficient and effective learning opportunities for their students.

Action 2: Graduation and Student Learner Outcome Achievement

Effective

The action plan for graduation and student learner outcome achievement was effective. There was a slight increase in the graduation rate at near 100%. The efforts with monitoring and supporting students in all grade levels has had a very beneficial impact on keeping students on track from graduation throughout their 4 years of high school. In addition, the emphasis on the development of collaborative and "soft skills" through embedding the student learning outcomes in CTE and other class contents, provided skills for students to demonstrate their overall success and have a good understanding that these skills are student and real-world centered. Furthermore, for the students who needed credit recovery, the use of during school and outside of school time credit recovery options were maximized and met the needs of the students who needed this additional support.

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.

For the 2025-2026 school year, there will not be any major changes to the student-centered work-based learning plan other than increase the level of understanding and application of how the learning and opportunities can be made more relevant to our students to increase the level of student centeredness. The plan will also include additional monitoring and embedding of the SLOs rather than internal and outside assessment of these learning outcomes.

However, the biggest change to the goal will be how to increase the College and Career Indicator for our students being more prepared. This will include instructional, systematic, professional learning and monitoring adjustments to meet the defined measure of prepared as it is outlined in the California School Dashboard. In add move from strictly work based learning to incorporate the college and career indicator areas of emphasis.

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:

Data analysis took place with the SCC from which the following feedback and suggestions were communicated:

- continue giving students opportunities to go to job sites.
- continue to fund transportation as needed to allow for jobsites to continue.
- more community engagements and opportunities for students to participate.

ELAC:

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

- provide more parent communication on the opportunities that students have.
- keep the funding in place to allow students to receive real-world training and learning that allows them to earn certifications.

Staff:

Staff members were organized into groups to analyze the data and current action plans aligned to this goal. The following was their feedback and suggestions:

- Increasing the number of experiences per semester of one type.
- Increasing the industry partners exposure to students in the lower grade levels, earlier in their academic career.
- Connecting to jobsites earlier on- when and where applicable- if time and resources allow.

Action 1 :

CCI & Student-Centered Work Based Learning Plan

Action Details:

Duncan will continue its use of WBL activities such as internships, guest speakers, projects, job shadows, and study trips, can improve student learning by connecting classroom instruction to authentic workplace issues and skills, and also make classwork and projects more relevant and engaging to students. WBL opportunities are regularly embedded into many classroom activities at Duncan, however there is a need for improving the WBL plan that provides a consistent structure to these experiences across all pathways and all grade levels to ensure equity and quality of experiences for all students. Duncan will continue to improve upon a school wide High Quality Work Based Learning (WBL) Plan which will focus on increasing and improving opportunities for students to apply learning and skills in hands-on, real world, professional settings. Resources and materials needed to build and support a quality CTE program will continue to be provided. With district and local vendor transportation arrangements necessary to the success of WBL, we will continue to develop and plan with these partners to maximize the overall WBL for our students.

To support learning of classroom content and transferable "soft skills" Duncan will continue with its implementation of a school wide High-Quality Work-Based Learning (WBL) Plan that allows students many opportunities to collaborate with industry professionals in workplace settings such as in internships, job shadows, and study trips. Keen focus will be placed on the upper grades (11th & 12th) where a significant amount of time with students at industry-based job sites and clinical settings during the school day to strengthen career technical skills and provide meaningful experiences. However, additional onsite opportunities will be explored and provided for 9th and 10th grades. The site will maintain four vehicles which will be used in partnership with district and charter buses to transport students during work-based learning opportunities to fill the gaps that district transportation may have with transporting students and will balance out potential needs to add additional vehicles. Resources to maintain vehicle maintenance will be allocated to support the WBL plan.

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

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

In order to achieve our goal of having college and career ready graduates as defined by the CCI from the California School Dashboard, various new monitoring and implementation strategies to address Math and ELA performance will be emphasized. The plan to increase the performance on the state 11th grade assessment to gain improvements on this State indicator can be found in the Math, Literacy, D and F action plans outlined in Goal 1 of the SPSA. To supplement these strategies further interdisciplinary work will be implemented.

Duncan's interdisciplinary teams currently create grade level pathway projects where students are expected to apply their learning in real world contexts, and teachers utilize content area standards and the student learner outcomes to determine project learning targets. Many of these projects could also include standards related to math, but math teachers are not currently part of the interdisciplinary teams. Partnering math teachers with these grade level interdisciplinary teams could allow for mathematics concepts to be integrated into the projects and also allow for math teachers to have additional means to increase student understanding through real world application of mathematics through industry connections in their own classrooms.

Furthermore, professional learning for curricular development and unit design in CTE pathways to embed in-class interventions to support achievement with grades of a C or better will be initiated. This will allow for more pathway completers as our school is designed to produce with our unique master schedule.

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

Tier 1:

- Consistent implementation of high-quality WBL experiences in all courses across grade levels to help students make connections between the real-world and the content they are learning in class.
- High quality WBL activities for all students to enable them to demonstrate the character and competencies for workplace success, which is a district goal for all schools.
- Appropriate supplies and equipment will be provided to students for training, job shadowing and work based learning experiences.
- High quality instruction in Math and ELA to support growth and proficiency in these state tested subjects
- Enrollment of identified Dual Enrollment courses that represent the student proportionality of our student body.

Tier 2:

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

- Individual support from advanced course work coordinator to assist students with study skills and efficient approach to achieving in dual enrollment and AP courses.

Tier 3:

- Students who have demonstrated poor engagement in WBL and not meeting standards in CTE course work will be provided with one-on-one conferences with teachers, coordinators, Vice Principals and parents to support their needs for WBL achievement.
- TSA of Intervention will provide support and analysis to determine what the needs of the student must be met to help increase his or her level of success.
- Winter and Summers session mastery learning to be utilized as the grade recovery model to strengthen foundational skills.

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.

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

Not applicable as English Learner student population is performing at high levels for graduation rates and favorably responding to student centered/real-world experiences and are not in the red indicator on the California School Dashboard.

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

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

Extra pay contracts to help teachers plan with intentionality to embed EL teaching strategies to supports students in literacy and mathematics.

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

With 7090 or 7091 funds we plan to support or EL students by ensuring that they are aware of all post-secondary options upon graduation, identified students will have the opportunity to participate in experiences that expose them to a variety careers and career pathway opportunities. These opportunities will include scholarships and paid apprenticeships, including Apprenticeship Day, Job Shadow Day, Day at the Hospital, Mini Med School at UCSF, Engineering Camp at CSUF, Valley Children's Teen Health Fair, and Harris Construction Day. Students will also have the opportunity to participate in field trips to local community colleges to learn about certificate and degree programs.

Extra pay contracts to help teachers plan with intentionality to embed teaching strategies to supports students in literacy and mathematics.

Supplemental pay contracts for tutoring by certificated teaching staff and by California Teaching Fellows.

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

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

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

High Dosage English Tutoring program will be expanded to students who will benefit from receiving addition ELD support so literacy in math and ELA becomes more fluid for the students in the program.

Student Groups

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

English Learner (EL):

- Funding will include a general and Spanish Home School Liaison to ensure that families are connected and are partnering in their child's education. In addition, funds will be used to conduct parent engagement

meetings and night engagements that parents can learn more about the WBL and educational opportunities with CTE at Duncan Poly.

- Extra pay contracts to help teachers plan with intentionality to embed EL teaching strategies to supports students in literacy and mathematics.

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

English Learner (EL):

- Funding of substitute teachers to allow for teachers to have each content areas multiple pull-out days to engage in intentional planning to best meet the needs of the students.
- High Dosage Tutoring Support will be available with supplemental contracts provided to certificated teachers to provide additional support in ELA

General Student Body:

- Funding to provide supplemental pay contracts to support the before and afterschool tutoring in math and expanding to ELA
- Funding of California Teaching fellows specifically in mathematics to provide in class tutoring support and to allow for differentiation of instruction with the teacher of record.
- Support transportation for jobsites in the WBL plan and the general upkeep and maintenance of the fleet of vehicles.
- Cover a portion of student and adult cost with CNSOs to allow for more participation in real-world application competitions.

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

Admin Team:

- monitor achievement data in all content areas and CTE pathways and provide professional development to teachers to help them improve upon their instructional strategies.
- provide secondary support and participate with industry partnerships to continue to stay current with industry standards.

Department Chair:

- review CTE and CCI indicator data to determine what systematic teacher lead supports can be initiated and/or continued to help students achieve at desirable levels.

ILT:

- support the improvement of school wide instruction and learning through leading their departments in the development of PLC+ practices.

Coordinators:

- support instructional and systematic needs with their respective pathway.
- connect with industry partners regularly to strengthens the current partnerships that exist and seek out new opportunities for student WBL.
- coordinate purchases that provide teachers with the latest industry equipment to support student learning.

Counselors:

- monitor students A-G progress and overall achievement
- develop improvement plans for students not meeting the standards in ELA and Math along with those who are earning grades lower than a C in their pathway courses.

Advanced Coursework Coordinator:

- monitor and expand possible courses and the number of students who successfully complete a dual enrollment course.

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.

We will achieve these changes in knowledge and learning through identifying the student-centered relevance that is important to our student body and further inquiry on all the possible combinations of achieving college and career readiness.

The outcomes will be measured by:

- the number of students who are interviewed to gather information on the relevance/ student centered course work in general content areas and CTE.
- admin, counselors and teachers are able to articulate how students can achieve prepared status.

These outcomes will be monitored by:

- coordinators
- counselors
- site administration.

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.

Behaviors of our staff and students will show changes to engagement and orientation to content that is learned throughout the school year. In addition, more interventions provided in current pathway courses to achieve student academic success.

The outcomes will be measured by:

- number of unit plans adjusted to account for relevance in both core and CTE content classes.- increase of 20% from pervious unit plans developed with relevance embedded.
- added intervention support for CTE courses observable in daily classroom walkthroughs.

The outcome will be monitored by:

- coordinators
- intervention team
- site administration

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.

We will ultimately achieve the goal of increasing the number of college and career prepared student to at least 75% and having all 12th grade students experience a comprehensive student centered core and WBL education.

These outcomes will be measured by:

- College and Career ready graduates - 80% of students meeting the CCI.
- Student centered and WBL experiences yielding near 100% favorable responses and opportunities.

The outcomes will be monitored by:

- site administration
- coordinators

Action 2 :

Graduation Plan

Action Details:

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

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

At other grade levels students will also receive the necessary social emotional, behavioral and academic supports. Our re-engagement teacher, school counselors and school social worker will work with specific caseloads of students who need continuous social emotional support and will also respond in live time to those who have specific situation to ensure they can continue to excel in their academic courses. Academically, we will engage in practices that are referenced in Goal 1 to ensure that students earn grades of a C- or better in all coursework (i.e. additional tutorials, teacher support outside of the school and academic days, improvement with instructional practices). Linked Learning

teams and additional support staff (counselors, intervention team, site-admin) monitoring of grades and progress will also provide multiple layers of monitoring to ensure student success. However, if students are not responsive to the strategies credit recovery options will be assigned to all students through use of district allotted and site assigned FTEs. Behaviorally, we will continue with ensuring students and parents are aware of our expectations through continuous communication during student advisory meetings and parental communication (parent square, parent teacher conferences etc.). Duncan will also continue to utilize our restorative model, and PBIS to responding to student behaviors-supported by our re-engagement, intervention team, counselors and administrators.

In connection to the above supports the development and cultivation of the SLOs are essential to supporting students towards graduation in a relevant manner. Therefore, we will further align and embed SLOs through Linked Learning PBL projects, Portfolio, and the Senior Capstone activities. These efforts will provide students the opportunity to evaluate their growth over time in the different SLOs areas and identify their own needs for their future in the job market or college. Duncan students in the 11th and 12th grades will also be participate in the Work-based Learning Internship Training program. This program partners Duncan with various businesses related to both the Medical (MASH) Academy and the Applied Technology (iDATA) Academy. In addition to further emphasize the importance of Duncan's specific SLOs, our bimonthly advisories will be themed in each SLO to help students with their understanding and soft skill development in each area. Our student's development will also be monitored by embedding SLO learning and application in throughout the 4 years at Duncan, especially within their CTE courses in high impact assignments and presentations.

Additionally, attendance monitoring and support for students will take a complementary role to achieving the 100% graduation mark and supporting the overall success of students. In alignment with our school goal of achieving a 97% and above daily attendance rate, additional monitoring of students' attendance early in the semester will be the task of office staff, counselors and intervention team. The tiered level of supports that will include parental meetings and cycling in teachers where students are not meeting the mark due to attendance. For a proactive approach our Attendance TST will utilize improvement data to recognize and incentivize students who are improving their attendance for each semester throughout their 4 years of high school.

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

Tier 1:

- Teacher instruction in all content areas that meet the general needs of all students and teachers responding to student academic, behavioral and academic needs.
- 9th grade transition through summer bridge - use of engagement and social emotional learning tools resources and incentives.
- Student Learning Outcomes (SLO's) are embedded in each teacher's curriculum, lesson plans, direct class discussions, and behavior expectations
- Summer Bridge and Advisory lessons themed in SLOs
- Duncan students demonstrate understanding of SLOs and their impact on their learning experience in creation of portfolios for grades 9-12.
- In addition, daily incorporation of the SLOs relevance and real world application present in the daily lives of students.
- Attendance reminders and information shared with students on the impact of good attendance on their overall student outcomes.

Tier 2:

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support
- Goal setting and follow up monitoring of students not on track with behaviors and academic achievement.
- Attendance TST monitoring and meetings with students to provide a baseline for positive movement for attendance to celebrated.

Tier 3:

- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Senior meetings for graduation path and/or credit recovery plan
- Daily monitoring from Reengagement teacher and intervention team through check-in /check-out process to determine if student misbehaviors are in violation of the SLOs.
- Teachers will utilize SLOs talking points when dealing with Level 1 misbehaviors and intervention team/Vice principal's office will utilize SLOs talking points when dealing with Level 2 and Level 3 student misbehaviors.
- Home visits to address students who are chronically absent

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.

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

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

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

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

Engagement meetings with our families to support and encourage student attendance as well will be provided.

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

With 7090 or 7091 funds we plan to support or EL students by ensuring that they are aware of all post-secondary options upon graduation, identified students will have the opportunity to participate in experiences that expose them to a variety careers and career pathway opportunities. These opportunities will include careers that do not require post-secondary education, and/or provide opportunities for scholarships and paid apprenticeships, including Apprenticeship Day, Job Shadow Day, Day at the Hospital, Mini Med School at UCSF, Engineering Camp at CSUF, Valley Children's Teen Health Fair, and Harris Construction Day. Students will also have the opportunity to participate in field trips to local community colleges to learn about certificate and degree programs.

Additional teacher led academic supports will also be available to all students with EL students monitored closely with attendance and impact of support. Extra pay contracts will also be provide for planning of instruction to allow for more engaging lessons that can further support the academic needs of our EL students so they can progress towards graduation with options to also apply to 4 year universities.

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

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

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

Utilization of Attendance TST to monitor individual students to determine intensified interventions and celebrate growth in individual attendance rates per semester.

Student Groups

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

English Learner (EL):

- With Title 1 monies we plan to support our EL families with funding 1 part-time Home School Community Liaisons that will help foster relationships with our bilingual families and increase the level of participation in school engagements. This partnership and connection will help parents support students navigating how to academically be successful through graduation.
- Planning time to better design lesson to include ELD integrated supports to help our EL students demonstrate more success.

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

English Learner (EL):

- funding of extra pay contracts to support individual student needs.
- professional learning to support teacher development on meeting the specific needs of EL students.

General Student Body:

- investment in supplemental contracts for 9th grade success work to ensure students are monitored and best practices are implemented at the 9th grade year.
- support IMAGO curriculum licenses as necessary
- provide planning to time for Linked Learning Teams through use of pull-out days.
- marketing materials to communicate efforts connected to CTE learning

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

Admin Team:

- consistent monitoring of grade data as it relates to earning graduation credits and aligning the necessary support to achieve positive student outcomes.

Department Chair:

- credit attainment data reviewed and schools structured recommendations to support all students meet graduation requirements/

ILT:

- reviewing and adapting lessons/unit plans to engage students at high levels so high academic achievement can be made by all students.

Coordinators:

- pathway support to help departments make the learning applicable to their pathways and gain skill development through focusing on the school's SLOs.

Counselors:

- monitoring and support students meet graduation requirements.
- enroll and monitor the completion of credit recovery for the students who are credit deficient.

Intervention Team:

- provide tier II level of supports to help students academically and social emotionally get back on track so they are able to meet the demands of the course work at Duncan Poly High School.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>We will achieve these changes in knowledge and learning through conducting data analysis to ensure that students are on track and know what students will need different levels of supports.</p>
<p>The outcomes will be measured by:</p> <ul style="list-style-type: none">• reports that differentiate the needs of all students grades 9-12.• the number of students who are received tiered supports such as weekly meetings to support grade achievement and/or credit recovery options.
<p>These outcomes will be monitored by:</p> <ul style="list-style-type: none">• counselors• site administration

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Behaviors of our students and staff will support an improvement in student academic outcomes for graduation through interventions implemented and monitored.</p>
<p>The outcomes will be measured by:</p> <ul style="list-style-type: none">• increased number of students who are on track for graduation. - by start of spring semester 95% of 12th grade students will be on track.• students demonstrating elements of the SLOs to benefit their overall performance in their coursework.• reduction in students who need tier II and tier III supports to achieve graduation status.
<p>The outcome will be monitored by:</p> <ul style="list-style-type: none">• coordinators• counselors• intervention team• site administration

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>We will ultimately achieve the goal of meeting the 100% graduation mark for the class of 2026</p>
<p>These outcomes will be measured by:</p> <ul style="list-style-type: none">• number of students meeting graduation requirements by the end of the Spring Semester. - 100% graduation rate at the June graduation• students earning their diploma and having options for continuing their education or joining the workforce.
<p>The outcomes will be monitored by:</p> <ul style="list-style-type: none">• counselors• site administration

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Travel			use for conferences and travel to support growth and capacity for our staff and students	32,767.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/travel needs for extra and cocurricular activities	15,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Repair, refurbish and installation of the following: auto maintenance for CTE vans and trucks, CCD and Principal golf carts.	4,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Laundry/ dry cleaning for workwear uniforms and other laundry needs for CTE pathways	1,700.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental pay for teaches to supports student learning, before and afterschool and other outside of school time based upon student need. *No IEPs OR 504s*	13,487.00

\$66,954.00

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
Section Attendance - Semester 1 - percentage of students with 90% and above			79.7 %	2024-2025	85 %
Suspension Rate	✓	2.25 %	4.8 %	2023-2024	1.75 %

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.

Attendance POP

Chronic absenteeism has a slight increase from quarter 2 to quarter 3 as compared to other academic marking periods.

Suspension Rate POP

POP 1

- Based upon student engagement/survey data, those students who are suspended lack connection or engagement in co-curricular activities.

POP 2

- Physical altercation and possession/under the influence have made up the majority of suspensions over the last two years.

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

Attendance POP

- Lack of parent and student understanding on the impact of school absences
- After the completion of the first semester of schooling, students typically go through a slight regression in their sense of urgency.

- Learning opportunities such as field trips and other co-curricular/instructional engagements are reduced during this time of the school year.

Suspension Rate POP

POP 1

- there are a finite number of engagements available for students and those available may not be of interest to this group of students.
- students who are not involved or show a lack of connection are not followed up with to the degree that may be needed
- social emotional learning is happening with more regularity but there could still be a need to increase the frequency of such learning.

POP 2

- accessibility of drugs and alcohol have unfortunately increased for adolescents
- students lack knowledge of the impact of vape pens and the factual consequences of using this drug.
- mental health and other supports service available to students on and off site not widely known by student body

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.

Attendance POP

Lack of parent and student understanding on the impact of school absences.

- consistent communication that correlates student attendance with academic progress and connection to school through parent engagement meetings and through various digital communication methods.

After the completion of the first semester of schooling, students typically go through a slight regression in their sense of urgency.

- in class interventions and refining lesson to ensure active engagement activities are used during this time period.
- increase in campus culture events to promote emotional and mental health during quarter 3.

Learning opportunities such as field trips and other co-curricular/instructional engagements are reduced during this time of the school year.

- ensure that there are on campus student relevant co-extra curricular activities are available for students to engage in.
- promote and fund off campus curricular for each grade level field trips during this time of year.

Suspension Rate POP

POP 1

There are a finite number of engagements available for students and those available may not be of interest to this group of students.

- as part of the discipline process, survey students on their interest and create an on-going list that can be provided to students.

Students who are not involved or show a lack of connection are not followed up with to the degree that may be needed

- utilize counselors and the culture and climate team to seek out these students to engage in relationship building.

Social emotional learning is happening with more regularity but there could still be a need to increase the frequency in content areas.

- engage ILT and department chairs with embedding elements of SEL learning during each advisory meeting and within content instruction when appropriate.

POP 2

Accessibility of drugs and alcohol have unfortunately increased for adolescents

- SRO to provide educational sessions to parents about how students are accessing/purchasing drugs and alcohol in the community.

Students lack knowledge of the impact of vape pens and the factually consequences of using this drug.

- provide educational sessions to students and families about the dangers of adolescent usage of drugs and alcohol

Mental health and other supports service available to students on and off site not widely known by student body

- have campaigns to promote mental health and other supports that are available for students and families to access on and off site.

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: Campus Culture Development to Reduce Suspension Rate

Fully Implemented

During the 2024/2025 school year there was full implementation of the building campus culture to reduce suspension rates. The support and increase in the number of opportunities for students to engage with one another and staff continued the positive campus culture momentum. This translated into students being more involved in school activities and increased their connections to the adults on campus. The emphasis on relationship building through our Weeks of Welcome set the tone for students and staff to follow. Informational items on the supports that are available for students was done, however there is an opportunity for this information to be streamlined so it does reach all students and parents of Duncan Poly High School. The use of the 5-star system to recognize student desired behaviors and participation was an area that is still in progress but has not meet the desired level of implementation that our school site desires.

Action 2: Chronic Absenteeism

Fully Implemented

During the 2024/2025 school year was there was full implementation of the chronic absenteeism plan. The primary reason why implementation was done with full fidelity on the systematic school-wide level was that the chronic absenteeism was monitored by more individuals and was in alignment with the WASC action plan as well. The social emotional learning and connectivity that were the driving pillars to the engagement activities that were offered maintained the focus for this goal. However, there were some missed opportunities in the communication and campaigning of attendance importance that could have been more embedded in the monthly actions of the attendance and admin team.

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: Campus Culture Development to Reduce Suspension Rate

Effective

The action for Campus Culture Development to Reduce Suspension Rate was very effective. The significant of reduction of suspension and the current data trends that were achieved could be attributed to the efforts of all staff members developing deep rooted relationships with students. In addition, the interventions, guidance and opportunities for students to remediate behaviors to potentially could lead to suspensions were closely

monitored and individualized as needed. The tier approach that was developed allowed for students to not slip through the cracks. In addition, adequate resources were allocated to allow for students to be recognized and participate in events/activities throughout the school year.

Action 2: Chronic Absenteeism

Effective

The action for reducing chronic absenteeism was effective. Actions to increase campus culture activities and engagements support student connectivity and overall school attendance. In addition the use of our human resources (home school liaisons, intervention team, counselors) helped our school partner with parents and reduce the chronic absenteeism rate from the previous school year. In addition, the leveraging of the Freshman Success team to build stronger relationships with the 9th grade class and execute engaging daily lessons, reduced 9th grade absenteeism the most as compared to other grade levels.

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.

With the strategic planning and initiatives that were developed making a positive impact to the measurable metrics, the goals and action plans will not have any major changes. Further resources and monitoring of students prior to reaching chronic absenteeism through use of maximizing support personnel and student relevant incentives will be monitored more closely and more student incentives provided. In addition, frequent communication and awareness of the on-site supports will increase throughout the school year, specifically during the 3rd quarter.

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:

Data analysis took place with the SCC from which the following feedback and suggestions were communicated:

- We need to ensure that there are engaging activities and events throughout the school year, especially after the first semester. This can help maintain students' sense of urgency and keep them motivated.
- Field trips and co-curricular activities are essential for student engagement. We should look into funding and promoting these opportunities more, even during the less active parts of the school year.

ELAC:

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

- It's important to have more frequent and varied communication methods, such as emails, text messages, and in-person meetings, to ensure that all parents are informed and engaged.
- We should have educational sessions for parents in the afternoons/after school as well. About topics such as the dangers of drugs and alcohol, especially vape pens. Many parents are unaware of how accessible these substances are to their children.

Staff:

Staff members were organized into groups to analyze the data and current action plans aligned to this goal. The following was their feedback and suggestions:

- Maintain all of the added school functions and engagement activities.
- Adapt WOW week to current needs of staff and students
- Maintain staffing of intervention team
- Parent courses or information that shares resources or agencies that can address some of needs of families
- Troubleshoot issues with FUSD morning transportation
- Continue with mental health counseling and support on campus Community culture shift in expectations
- Counselor intervention when students are chronically absent but still passing courses

Action 1 :

Campus Culture Development to Reduce Suspension Rate

Action Details:

Duncan will increase the number of students engaged in activities through offering activities to connect with a broader student body base while developing interpersonal, leadership and academic skills through increased involvement in clubs, academic/professional competitions and service organizations. To ensure the school year starts with student and staff culture building in mind we will continue with the Week of Welcome events and activities during the first week of the Fall semester and develop and similar structure upon the return of students after Winter break. Similarly, Duncan will further commit to academic and professional learning opportunities through offering club experiences with academic/professional competitions and including: Skills USA, HOSA, and Duncan Poly Drum Line among others. Duncan will increase student awareness by promoting a master list of activities taking place on and off campus through bi-weekly video announcements, poster campaigns and through the advisory periods during the school year. The Duncan Poly Vice Principal will arrange transportation for Duncan students to participate in competition days off campus. Support through development of the Duncan AFJROTC armed and unarmed drill teams through professional coaching via independent contractors (Drill Team Dynamics) and guidance and participation in events both locally and nationally with the help of a local drill team instructor. Duncan will increase the amount of 9th grade students connected to school early on through recruitment visits, orientation nights, and summer/winter bridge opportunities and LINK Crew engagements. The above opportunities for students will also be recomunicated and followed up upon through our BSU and A4 organizations to reach our African-American youth for their connectedness to our school. In addition, similar measures of communication, monitoring and follow through for students with disabilities will take place with the students RSP teacher to ensure tier I and II supports are provided for these student groups.

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

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

Duncan will continue to develop participation and school involvement for incoming 9th grade students via recruitment visits and promotional materials, videos, and information given with the support and work of independent contractors. In addition, specifically make efforts to recognize 9th grade student achievement, connectivity and focus in on student groups who are not having positive outcomes as measured by survey data. Summer bridge activities and resources will be utilized to help with the transition of our new 9th grade class.

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

The Campus Culture Team is pivotal in the development of our Multi-tiered System of Support (MTSS); specifically in strengthening classroom management skills in dealing with level 1 misbehavior and providing students with appropriate interventions at the classroom level. This requires ongoing professional development in the use of programs such as CHAMPS and interventions outlined in the ATLAS student management system. In addition, the team will continue to work in conjunction with the CCD and student ASB leadership to build student connectivity to adults and peers through various campaigns and supporting the efforts of class meetings as well as increasing school pride for all grade levels. Principal will utilize Principal's student advisory committee to ensure that student voice and experience is heard in determining how to best ensure students meet behavioral expectations and our staff creates an environment in which students desire to meet these outcomes.

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

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

Tier 1:

- Conduct general connectivity and engagement campaigns for student body to be aware of the number of engagement opportunities that exist at Duncan: Club Rush, promotions of large and small activities and events for all students.
- Utilization of 5 Star student system to reward students for their participation in the engagement opportunities.
- Summer Training of Link Crew Leaders and continued training throughout the year to support all incoming 9th grade students with skills and knowledge for school engagement.

Tier 2:

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

Tier 3:

- Individual peer mentors to encourage connectivity, engagement and productivity for students who are not engaged and who need additional support.
- Individual meetings with academic counselors to determine the barriers of success, connectivity and participation to plan out a pathway for success and engagement in student activities.
- Intervening with students who exhibited high incidents of off task behaviors and/or have been suspended.

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.

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

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

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

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

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

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

Continued efforts to establish partnerships with families through parent outreach meetings such as parent engagement meetings, principal office hours dedicated to EL student success- behaviorally, social emotionally and academically. In addition, events both during school and outside of school hours will be offered that connect our school vision to the culture of our EL students.

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

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

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

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

Survey a sample group of EL student to learn about potential relevant engaging events that they actively participate in.

Student Groups

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

English Learner (EL):

- Funding of both a general and Spanish speaking home school liaison to build stronger connections with families and educate them on the multiple opportunities to be an active participant in creating/establishing a strong school culture and the navigation of being successful in high school.

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

English Learner (EL):

- Utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support for EL student engagement in co and extracurricular activities to ensure they have a positive experience at school,
- Continued efforts to establish partnerships with families through parent outreach meetings such as parent engagement meetings, principal office hours dedicated to EL student success- behaviorally, social emotionally and academically. In addition, events both during school and outside of school hours will be offered that connect our school vision to the culture of our EL students.

General Student Body:

- monthly student activities to promote connection with peers and staff
- incentives for students who are consistency leading and participating in
- extra pay contracts for co and extracurricular engagements for students to participate in.
- support of competition teams to increase campus culture and school pride, as well as an opportunity for students to engage in.

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

Admin Team:

- Coordinate and oversee the implementation of school-wide engagement activities, ensuring they are inclusive and cater to diverse student interests.
- Monitor and evaluate the effectiveness of interventions and engagement strategies, making adjustments as needed to improve student connection and reduce suspensions.

Department Chair:

- Embed social-emotional learning (SEL) elements into curriculum and advisory meetings, ensuring consistent reinforcement of positive behaviors and emotional well-being.
- Facilitate professional development for teachers on classroom management and engagement strategies to address level 1 misbehavior effectively.

ILT:

- Support teachers in integrating SEL and engagement activities into their lesson plans and classroom routines.
- Collaborate with department chairs to ensure alignment and consistency in SEL and engagement practices across all subjects.

CCD:

- Develop and promote school-wide campaigns to increase student awareness of available activities and support services.
- Conduct quarterly checks to ensure accurate recording of student participation in activities using the 5 Star Students information system.

Coordinators:

- Organize and manage extracurricular activities, clubs, and competitions to provide diverse engagement opportunities for students.
- Communicate and follow up with students and parents about available resources and support services, ensuring they are well-informed and connected.

Counselors:

- Identify and support students who show a lack of connection or involvement, providing targeted interventions and relationship-building activities.

- Conduct educational sessions for students and families about the dangers of substance abuse and the importance of mental health support.

Advanced Coursework Coordinator:

- Promote and facilitate advanced coursework opportunities, ensuring students are challenged and engaged academically.
- Support students in balancing academic rigor with extracurricular involvement to maintain a healthy and connected school experience.

Intervention Team:

- Provide targeted interventions for students at risk of suspension, focusing on building connections and addressing underlying issues.
- Collaborate with counselors and other support staff to ensure comprehensive and effective intervention strategies.

Office and Classified Staff:

- Assist in the organization and execution of school-wide events and activities, ensuring smooth operations and student participation.
- Support communication efforts by helping disseminate information about available resources and engagement opportunities to students and parents.

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.

We will achieve these changes in knowledge and learning through surveying and learning what culture building engagements are making the most impact and refine those that are not.

The outcomes will be measured by:

- number of students who are surveyed, a balanced and representative sample group.

These outcomes will be monitored by:

- campus culture director
- site administration
- intervention team

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.

Behaviors of our students and staff will embrace the connection opportunities and use content and advisory time to engage in culture building activities.

The outcomes will be measured by:

- the frequency of advisory lessons incorporating SEL and connectivity learning. - an increase of 25% for all advisory lessons developed.
- student leaders who have planned and led student-centered activities that upbuild students and staff.

The outcome will be monitored by:

- campus culture director
- site administration
- intervention team

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.

We will ultimately achieve the goal of having 100% of students participate in 2 engagement activities or belong to a school organization that leads to positive behavior outcomes and a continued reduction in suspension rates.

These outcomes will be measured by:

- number of students who are suspended are reduced to meet yearly goal of less than 2% per student percentage rate
- all students (100%) are connected to the school through engagements and co/extracurricular activities.

The outcome will be monitored by:

- campus culture director
- site administration
- intervention team

Action 2 :

Reduction of Chronic Absenteeism

Action Details:

With Duncan being one of the choice schools for Fresno Unified School District many of the students who attend Duncan have relatively good attendance records and complete the necessary course work at acceptable levels to graduate on time with their peers. Nevertheless, there are students who are at risk due to being chronically absent students due to various reasons. Therefore, there is a need to reduce chronic absenteeism as the primary method of keeping students on track to graduate.

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

Duncan will also restructure the system of monitoring of attendance and to now include our Intervention team, Home School Liaisons Counselors and School Psychologist. Along with the systematic monitoring of attendance metrics, this team will also provide interventions to best match the need of each specific student prior to meeting the threshold of being declared chronically absent. Those students who have similar supports will be organized into student support group sessions focusing on behavioral, attendance and academic challenges facing these students. This tier III intervention led by our reengagement teacher is predicted to have a positive impact on daily attendance. Students who also show improvement in their daily attendance and those who are meeting the goal of 95% daily attendance or higher will receive incentives to promote the continuation of these student attendance behaviors. Our newly formed attendance targeted support team will disaggregate attendance data and set goals for students to make gains in their daily attendance through the school year. Although it may take this team multiple semesters to help students move beyond the chronically absent thresholds, the purpose is to gradually improve individual attendance and incentivize the incremental improvements students can and will make.

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

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

Tier 1

- Administrators, counselors, academy teams, the reengagement teacher, and social emotional counseling staff work to provide academic, behavioral, and social emotional supports to all students to ensure student learning and daily attendance.
- General parental communication about the importance of school attendance and the purpose of SARB reviews.
- Week of Welcome to help build community and connectivity at the start of the school year and a follow up at the beginning of the spring semester.
- Use of advisory lesson to communicate the importance of attendance.

Tier 2

- Use of our attendance and intervention team to connect with students who are working towards being classified as chronically absent. Develop a plan and provide the necessary resources at this step in the intervention process.
- Home School Liaisons to provide individual support to families to through engagement events and through conferencing with parents and potentially students.
- Intervention team and/or counselor to counsel student and create attendance goals that will be monitored prior to students reaching the threshold of being deemed chronically absent.
- Advisory teachers to create attendance goals for students who are chronically absent or on the verge of meeting the criteria. Goals will be forwarded to students counselor and VP.

Tier 3

- Individual counseling meetings with student, parent, and academy team (including teachers as needed) to develop and implement intervention strategies for student academic, behavior, graduation credit, and/or attendance issues
- Reengagement teacher to create heterogenous support groups for students who have a similar circumstance that are impacting their school attendance at chronic levels.
- Behavior counseling by School Social Worker and/or school counselor to explore the unique needs of the student to determine the intervention that is needed.
- Determine the need for additional supports provided by various departments within Fresno Unified School District to help alleviate familial circumstances and improve a student's opportunity for success at all levels of their education.

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.

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

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

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

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

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

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

Use of incentives to support positive growth with EL students.

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

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

Student leaders through the direction of the CCT will advertise events through Video Announcements, Posters, newsletters and flyers to help inform EL students of school site events and activities.

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

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

Counseling team to review EL student data and conference with students and parents to update them on areas for improvement and areas of success that are directly connected to attendance.

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

- Use of incentives to support positive growth with EL students.
- Continued efforts to establish partnerships with families through parent outreach meetings such as parent engagement meetings and principal office hours dedicated to EL student success- behaviorally, social emotionally and academically as these are critical variables to student attendance.

General Student Body

- Use of funds to reward student attendance growth through incentives
- Reimbursement when necessary to support staff home visits for chronically absent students.
- Vehicle gas and maintenance to support home visits when appropriate.
- Funding for event and engagement activities to foster a culture where students want to attend school
- Professional learning for staff that would incur travel expenses.

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

Admin Team:

- Coordinate and oversee the implementation of school-wide engagement activities, ensuring they create a welcoming and inclusive environment for all students.
- Monitor and evaluate attendance metrics (pulling data that is relative) and the effectiveness of interventions, making adjustments as needed to improve student attendance

Department Chair:

- Embed social-emotional learning (SEL) elements into curriculum and advisory lessons to help students navigate challenges and stay engaged.
- Facilitate professional development for teachers on delivering high-quality, engaging lessons that cultivate a desire for students to attend school regularly

ILT:

- Support teachers in integrating SEL and engagement activities into their lesson plans and classroom routines.
- Collaborate with department chairs to ensure alignment and consistency in SEL and engagement practices across all subjects.

CCD:

- Develop and promote school-wide campaigns to increase student awareness of engagement opportunities and the importance of attendance.
- Conduct quarterly checks to ensure accurate recording of student participation in activities using the 5 Star Students information system.

Coordinators:

- Organize and manage extracurricular activities, clubs, and competitions to provide diverse engagement opportunities for students.
- Communicate and follow up with students and parents about available resources and support services, ensuring they are well-informed and connected.

Counselors:

- Identify and support students who show a lack of connection or involvement, providing targeted interventions and relationship-building activities.
- Conduct individual counseling meetings with students and parents to develop and implement intervention strategies for attendance issues.

Advanced Coursework Coordinator:

- Promote and facilitate advanced coursework opportunities, ensuring students are challenged and engaged academically.
- Support students in balancing academic rigor with extracurricular involvement to maintain a healthy and connected school experience.

Intervention Team:

- Provide targeted interventions for students at risk of chronic absenteeism, focusing on building connections and addressing underlying issues.
- Collaborate with counselors and other support staff to ensure comprehensive and effective intervention strategies.

Office and Classified Staff:

- Assist in the organization and execution of school-wide events and activities, ensuring smooth operations and student participation.
- Support communication efforts by helping disseminate information about the importance of attendance and available engagement opportunities to students and parents.

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.

We will achieve these changes in knowledge and learning through establishing which students are chronically absent and discovering the potential root causes of their chronic absenteeism.

The outcomes will be measured by:

- frequent creation/downloading of data that establishes groups of chronically absent students.
- Attendance TST agendas, data and minutes

These outcomes will be monitored by:

- site administration
- counselors
- School Social Worker
- Home School Liaisons

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.

Behaviors of our students will show improvement of daily attendance rates and more efficient establishment of root causes and supports provided by staff.

The outcomes will be measured by:

- data tracking of chronically absent students
- data tracking of students who are approaching being termed chronically absent.
- root causes of 25% of students who are chronically absent known.

The outcome will be monitored by

- site administration
- counselors
- School Social Worker
- Home School Liaisons

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.

We will ultimately achieve the goal of reducing chronically absenteeism by 8% at the end of the 2026 school year.

These outcomes will be measured by:

- end of year chronically absenteeism data will be reduced by 10% from previous semester/ year

The outcomes will be monitored by:

- site administration
- counselors
- School Social Worker
- Home School Liaisons

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources, study trips related expenses. Food for extended learning sessions (winter and summer) and other student events and activities. Publications and home mailing, graphics, school and building branding, communication and recruitment, staff retention and appreciation, community engagement materials and supplies. Equipment to support student and family engagement.	87,812.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Overtime for campus safety assistants to support events and other school activities that are student centered.	3,624.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Department Pullouts, professional development, school business such as Skills USA, HOSA, Robotics, Drumline and other related school competitions. In addition, other resources to allow for teachers to engage in math PL and other activities to support student achievement.	29,818.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			support supplemental pay for events and initiatives for student attendance and engagement	3,928.00
G3A2	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Over			Overtime for clerical and office staff to complete attendance and other functions to communicate with families and students. Also to support cocurricular activities.	2,588.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Local Mileag			mileage for HSL to conduct home visits	949.00

\$128,719.00

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	✓	96.7 %	92.2 %	2024-2025	97.3 %

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.

POP 1:

Although overall 92% of staff favorably responded about the school's organizational culture, as the sub questions were analyzed only 83% of the staff feels valued.

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

- The recognition that takes place may not recognize all individuals equally for the work that they do, which translates to not feeling valued.
- The validation that takes place from staff members is typically done by validating the team or group efforts.
- Staff have not been surveyed to know what acts/actions would make all staff members feel valued.

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.

The recognition that takes place may not recognize all individuals for the work that they do, which translates to not feeling valued.

- Identify those individuals who have not been recognized and find areas to recognize the work that they also do to demonstrate that they are highly valued as well.

The validation that takes place from staff members is typically done by validating the team or group efforts.

- Use opportunities throughout the school year to validate individual work through verbal and written feedback in addition to the current methods/celebrations.

Staff have not been surveyed to know what acts/actions would make all staff members feel valued.

- At the start and midway point of the school year, learn what each individual's value language is and develop a plan to act upon this information.

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: Retention and Recruitment of Highly Qualified Staff

Partially Implemented

During the 2024-2025 school year the implementation of the actions to increase recruitment and retention of staff reflection on the diversity of our community were partially met. The areas of recruitment and recognition of staff were carried out with fidelity. However, the areas of providing professional development to better prepare our teachers to meet the needs of their students, thus improving self-efficacy and job validation had mixed results. New teachers did receive a Duncan Poly on-boarding, however off-site professional learning for both new and veteran teachers was not met as intended. Efforts will be made to ensure stay interviews are conducted at the end of the Spring semester.

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: Retention and Recruitment of Highly Qualified Staff

Effective

The actions were effective- The Fall Climate & Culture survey shows overall high levels of favorable responses of the organizational culture. The efforts to recognize new and veteran staff as well as the efforts to increase professional learning opportunities had a positive impact on the measured metric. Nevertheless, there are still opportunities to meet the individualized needs of all staff members.

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.

Due to the metrics improving and the level of favorable responses from our staff, there will be no major changes to the plan. However, we will increase the number of off-site professional learning in alignment with PLC+ work and take a more individualized approach to ensuring the staff feels valued and providing additional professional learning and time to implement their learning to experience increased success in their roles and responsibilities. Furthermore, new staff appreciation approaches will also be incorporated to those that are in place.

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:

Data analysis took place with the SCC from which the following

ELAC:

Data analysis took place with our ELAC from which the following

Staff:

Staff members were organized into groups to analyze the data and

feedback and suggestions were communicated:

- Increase the level of supports teachers receive.
- More counseling services to help teachers meet the needs of students. - take some of the pressure off of them.
- Continue with the staff recognition and teacher appreciation week festivities.

feedback and suggestions were communicated:

- Retain the HSL as they have been a big support

current action plans aligned to this goal. The following was their feedback and suggestions:

- Continue with the comradery events such as Coffee and Waffles
- Increase the number of times staff are recognized and feel valued with small gestures of appreciation.
- Purchase spirit wear for the staff throughout the school year.
- Survey the staff on what they need to feel valued and recognized for their work

Action 1 :

Retention and Appreciation of Highly Qualified Staff

Action Details:

Duncan will provide staff with professional learning opportunities and appreciation events to build a positive staff culture where teachers feel supported and valued.

Building and promoting a positive culture for staff so staff feel appreciated and valued in an effort to retain teachers will continue to be priority. Teachers will be recognized for efforts relating to instruction, testing, student certification, etc. Funding will be used for supporting elements of a positive faculty/staff culture and staff appreciation/culture building events. The continuation of Coffee and Waffles and other team comradery focused events will take place with weekly and monthly frequency. Duncan admin will also engage in the activity of completing veteran teachers in stay interviews to better understand how we can collectively enhance their satisfaction of being part of our staff. Furthermore, at the start of the school year, all teachers will be surveyed to learn how they feel appreciated and valued.

At Duncan Poly High School teachers specifically will be provided with meaningful opportunities centered to strengthen their abilities to successfully perform their role at high levels. Duncan teachers will be provided a variety of training, coming together as subject alike, grade alike, linked learning teams and academies, in addition the opportunities to attend appropriate off site teacher conferences to ensure the above takes place. In addition, new teacher who are hired to fill vacancies will take part in our new Duncan Poly teaching seminars that will be taught by our current staff who demonstrate expertise in the specific topic of discussion/learning (grading/assessment, linked learning, classroom environment strategies, PLTs etc.) Furthermore, the new to Duncan staff will also attend PLC + Institutes within the first half of the school year (summer break or Fall Semester) as collective efficacy is the path to obtaining and sustaining professional growth and achieving desired outcomes. Also, veteran teachers, instructional coaches, site-admin, coordinators, etc. will also identify team and individual PL needs for quarterly subject alike and academy meetings, where teachers receive a full day of site and professionally led PL.

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 for teachers will allow them to provide instructional supports and strategies for students and promotion of a positive learning environment/community for all.
- PLC+ professional learning to increase collective efficacy will have a direct effect on staff ownership and organizational culture of the school.

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.

- Professional learning for teachers will allow them to provide instructional supports and strategies to support student learning and promotion of a positive learning environment for our EL students. Such an effort will ideally create a sense of self and collective efficacy by supporting our students who are most in need of language acquisition.
- Professional learning with UDL an developing lesson that provide supports for EL.
- Pseudo- EL coordinator to support and lead instructional strategy professional learning for teachers to carry out integrated EL support and instruction.

Student Groups

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

Not applicable as goal is directed to staff.

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

Not applicable as goal is directed to staff.

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

Not applicable as goal is directed to staff.

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.

We will achieve these changes in knowledge and learning through individualizing the support, professional learning and staff appreciation.

The outcomes will be measured by:

- Culture and Climate staff survey results organizational domain and value favorable responses.

These outcomes will be monitored by:

- the site administration
- CCD
- Culture and Climate Team

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.

Behaviors of staff individually feeling valued and demonstrating self and collective efficacy will be easily observed by all staff.

The outcomes will be measured by:

- Staff participation in appreciation events will increase to 85% during special events
- Culture and Climate staff survey results organizational domain and value favorable responses to 96%

The outcome will be monitored by:

- Culture and Climate Team
- CCD
- VPs
- Principal

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.

We will ultimately achieve the goal of increasing favorable responses of staff feeling valued to 96% and organizational domain favorable responses reaching 100%.

These outcomes will be measured by:

- All staff receiving individualized gestures of validation by site administration and their colleagues.
- Culture and Climate staff survey results organizational domain and value favorable responses to reach 100% favorable.

The outcomes will be monitored by:

- Culture and Climate Team
- CCD
- VPs
- Principal

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Off Eq Lease			Copy lease agreement	6,500.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			See list in description: Various services : Keith Cappelluti Nightengale Consulting Drill Team Dynamics Airforce PT Training Consulting (former JROTC in active duty)	28,000.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for academic planning to support EL student literacy and math performance.	7,234.00

\$41,734.00

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	✓	95.4 %	94.8 %	2024-2025	98 %

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.

- POP 1:**
 Eighty-seven total responders represented approximately 7% of our student body. We have many families who are not participating in the survey to provide their feedback.
- POP 2:**
 Of those parents who responded, 91% of families feel like they are a partner in making decisions at their child's school. This was the lowest favorable percentage from all sub-questions in this section of the survey.

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

- POP 1:**
- Accessibility to the survey as these surveys are done digitally.
 - Survey fatigue - different students at multiple schools throughout the district as well as the number of surveys parents are asked to complete.
 - Interest to complete surveys potentially decrease with age of their student.
- POP 2:**
- Parents may not be aware of the multiple opportunities that are available to be a partner.
 - Most of the communication has moved digital through ParentSquare, school website and social media handles. This may exclude some parent groups
 - Opportunities for parent feedback to be made visible takes time due to the number of steps for implementation to take place.

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.

POP 1

Accessibility to the survey as these surveys are done digitally.

- During school event, have digital access available for parents to complete the survey and in the office during the survey window

Survey fatigue - different students at multiple schools throughout the district as well as the number of surveys parents are asked to complete.

- Reduce any unnecessary surveys for families to complete

Interest to complete surveys potentially decrease with age of their student.

- Provide rationale and importance of the Fall and Spring Parent Culture and Climate Survey especially at High School grade level.

POP 2

Parents may not be aware of the multiple opportunities that are available to be a partner.

- Provide this communication through flyers at the school and through weekly parent communication via ParentSquare.

Most of the communication has moved digital through ParentSquare, school website and social media handles. This may exclude some parent groups.

- Incorporate a newsletter home once per semester that is in English, Spanish and Hmong that contains information on partnership/school decision opportunities.

Opportunities for parent feedback to be made visible takes time due to the number of steps for implementation to take place.

- Identify areas in which quick parental feedback and decision making can be implemented quickly and communicate the results to our school community.

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 Engagement to Promote Community and Student Success

Fully Implemented

During the 2024-2025 school year the implementation of the actions for increasing inclusive opportunities for families to engage in their child's education was done with high fidelity and all elements of the action will be fully implemented with the exception of utilizing our A4 resources as intended. Although the use of A4 has not yet materialized as planned, we will look to implement this strategy during the Spring Semester.

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 Engagement to Promote Community and Student Success

Effective

The actions were effective- The Fall Climate & Culture survey shows that parents feel engaged, and their level of favorable responses has increased from the previous year. In combination with the opt in and personal invitations for parent engagement (parent conferences, classroom walks etc.) we have also experienced an increase in the number of parents engaging in these opportunities. We as a site have progressed to having more intimate engagements for parents which has likely led to them feeling more included in their child's education and a part of the school.

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.

Due to the metrics improving and the level of favorable responses from our parents/guardians, there will be no major changes to our plan to increase inclusive opportunities for our families to engage with our school. However, minor adjustments to increase the level of parent participation in the completion of the Fall and Spring survey will be addressed along with additional methods to provide information on the different opportunities available to be part of the school decisions making teams.

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:

Data analysis took place with the SCC from which the following feedback and suggestions were communicated:

- continue with parent teacher conferences
- keep the staff with HSL to support in family connection and relationship building
- provide advanced notice of events and opportunities for parents to engage
- incorporate parent groups to lead and be part of family engagements on campus

ELAC:

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

- continue with parent engagement sessions
- continue the parent classroom walks that are done through the ELAC committee.

Staff:

Staff members were organized into groups to analyze the data and current action plans aligned to this goal. The following was their feedback and suggestions:

- Incentive the completion of family surveys to gain more participation.
- Have the survey available in a non-digital form.
- Continue with the variety of parent engagement opportunities (parent conferences, awards ceremonies)
- Streamline family communication on how to get involved.
- Provide food and drink the family events

Action 1 :

Family Engagement to Promote Community and Student Success

Action Details:

Parent Systematic Engagement: Parent communication will continue to be an important variable on keeping parents engaged in the many opportunities exist. With use of Parent Square as the primary means of communication, our home school liaisons and registrar will ensure that current parent contacts are listed and are accurate in ATLAS. The collection and verification of this information will start prior to the beginning of the year and will conclude within the first 3 weeks of the Fall semester. Methods such as letters home, connection with students to gain parental contacts for the information that is not up to date will start to take place. In addition to communication methods, Duncan will continue to promote and advertise parent engagement events, such as Family Engagement Nights (Fall and Spring Semesters), Coffee Hours, Back to School Nights/Showcase Evening and other viable before and after school parent engagement opportunities. In these communications we will emphasize how their participation can shape the decisions that are made at the school level.

Also, in continuation of the previous year initiate, parent organizations such as ELAC and School Site Counsel parent members will have opportunities to engage in classroom walks during school hours at least two times per semester to provide feedback on how we can best meet the needs of our students. At these events, Duncan will ensure translation services are made available to parents, so they are able to get the full content of these engagements. Additional

resources will be allotted and delegation of personnel to lead these events, will be established at the start of the school year to ensure such events are well promoted and attended. As an area of focus and result of the absent data indication on of our African American families completing the family surveys, Duncan will utilize our A4 advisory to do additional parental outreach to ensure our parents of our African American youth are active participants in our family engagements early on in the Fall semester to allow for their partnership and engagement throughout the school year.

Parent Individualized Engagement: Duncan will continue to emphasize the strategies of parental meetings (teacher, counselors, site-admin) to engage them in their child's education. We will continue to hold parent-student-teacher conferences in the Fall semester and a smaller version of these conferences during the Spring dedicated to students who are at risk of becoming off track for graduation to partner with our families. Lastly, updated and pertinent information will continue to be posted on our school website and social media handles to provide timely and themed supports throughout the school year. These postings will happen with at least a months' notice to allow for parents to arrange their schedules to attend our school engagements.

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

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

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.

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

Student Groups

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

English Learner (EL):

With Title 1 monies we plan to support our EL families with funding 1 part-time Home School Community Liaisons that will help foster relationships with our bilingual families and increase the level of participation in school engagements and survey completion.

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

English Learner (EL):

With 7090/7091 monies we plan to support our EL families with funding an additional part-time Home School Community Liaisons that will help foster relationships with our bilingual families and increase the level of participation in school engagements and survey completion.

General School Community:

In addition, we will utilize funds for materials and supplies along with food and drink provisions to support our family events that include:

- Fall and Spring Family Engagement Nights
- Back to School and Showcase Night

- Excellence Awards
- 4.0 Dinners, Top Stallions Night, Sports Banquets and Scholarship Night
- Parent Classroom Walks

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

Admin Team:

- Focus will continue to be on providing excellent customer service to our parents and ensuring that all our parental engagements are organized and monitored to ensure they are meaningful.

Department Chair:

- Group will be the thinking partners and provide feedback how we can better serve our parents and improve upon the parent engagement events and gain more participation on surveys and attending the events.

CCD:

- Will provide supports to ensure that parents feel the warmth and are welcomed in a manner that they feel that their participation and inclusion of school events is worthwhile and necessary to the success of their child.

Intervention Team:

- Focus will be on bridging the incoming 8th grade student parents and keeping them informed and engaged as students transition to high school through their 9th grade year.

Office and Classified Staff:

- As the first areas our parents see or interact with, we will continue to monitor and maintain providing excellent customer service and a school that is complementary to the high expectations we have for all staff and students.

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.

We will achieve these changes in knowledge and learning through the direct and indirect feedback provided by our parent groups and general parent school community.

The outcomes will be measured by:

- event participation numbers
- Through the Culture and Climate survey data for parent inclusions and parents feel like they are part of the decision making at Duncan Poly High School.

These outcomes will be monitored by:

- the site administration
- campus culture team.

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.

Behaviors of our staff will maintain the positive momentum we have established through refining our current parent engagement opportunities and adjusting/adding new opportunities based upon parent survey responses.

The outcomes will be measured by:

- an increase in parent contributions and providing additional feedback to site administration and teachers.
- parents providing novel ideas to best attract more parent involvement in school activities.
- Increase the level of parent participation at decision making meeting by 50%.

The outcome will be monitored by:

- Home School Liaison
- VP of parent engagement
- Principal

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.

We will ultimately achieve the goal of having 98% of families providing a favorable response to their family engagement with Duncan Poly High School and a 96% favorable response to families feeling like they are a partner in making decisions at their child's school.

These outcomes will be measured by:

- The Fall Culture and Climate survey data family response to the engagement and partnership domain at a 96% favorable level.

The outcomes will be monitored by:

- CCD
- VP
- Principal

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Spanish Homes School Liaison - Primary Role *HSL cannot be used for translation of mandatory items (i.e., ELAC, IEPs, 504s)*	79,365.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Extra time for clerical and classified staff to support co-curricular activities and community events.	3,624.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies for EL and non-EL family engagement nights. \$10,00 split between 7091 and 7090.	7,356.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, School/Community	0.5000	Add - Did not load due to Avg. Sal. Error - TV Adjusted funding sources for 2025-2026 school year -Spanish preferred	48,359.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			subs for classified staff to support school and student activities off campus.	530.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for our EL family engagement nights. \$10,00 split between 7091 & 7090	2,644.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, School/Community	0.2500	Add - Did not load due to Avg. Sal. Error - TV Adjusted funding sources for 2025-2026 school year -Spanish preferred	24,179.00

\$166,057.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0130 Duncan Polytechnical (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	prep buyout for master scheduling purposes	14,498.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sub			substitutes to support parent teacher conferences - pre and post execution of the events	530.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			utilization of supplemental resources to support content literacy	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			funds to support tutoring services, EL student academic resource needs and other enrichment activities to increased student connectivity and student achievement *No Food or Incentives*	7,929.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	prep buyout for master schedule purposes	14,498.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	prep buyout for master schedule purposes	14,498.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts to support student participation and engagement (coaching), winter and summer planning, along with summer bridge.	36,780.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Classroom/School Technology resources and supplies	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			funding of substitutes for teachers to engage in academic planning to support EL student literacy and math performance.	7,156.00
G2A1	Sup & Conc	Instruction	Travel			use for conferences and travel to support growth and capacity for our staff and students	32,767.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/travel needs for extra and cocurricular activities	15,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Repair, refurbish and installation of the following: auto maintenance for CTE vans and trucks, CCD and Principal golf carts.	4,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Laundry/ dry cleaning for workwear uniforms and other laundry needs for CTE pathways	1,700.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental pay for teaches to supports student learning, before and afterschool and other outside of school time based upon student need. *No IEPs OR 504s*	13,487.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incectives, awards, classroom resources, AP classroom resources, study trips related expenses. Food for extended learning sessions (winter and summer) and other student events and activities. Publications and home mailing, graphics, school and building branding, communication and recruitment, staff retention and appreciation, community engagement materials and supplies. Equipment to support student and family engagement.	87,812.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Overtime for campus safety assistants to support events and other school activities that are student centered.	3,624.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Department Pullouts, professional development,	29,818.00

G3A2		Instruction	Teacher-Subs			school business such as Skills USA, HOSA, Robotics, Drumline and other related school competitions. In addition, other resources to allow for teachers to engage in math PL and other activities to support student achievement.	29,818.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			support supplemental pay for events and initiatives for student attendance and engagement	3,928.00
G3A2	Sup & Conc	Instructional Supervision & Admin	CL&Tech-Over			Overtime for clerical and office staff to complete attendance and other functions to communicate with families and students. Also to support cocurricular activities.	2,588.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			mileage for HSL to conduct home visits	949.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Copy lease agreement	6,500.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			See list in description: Various services : Keith Cappelluti Nightengale Consulting Drill Team Dynamics Airforce PT Training Consulting (former JROTC in active duty)	28,000.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for academic planning to support EL student literacy and math performance.	7,234.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Spanish Homes School Liaison - Primary Role *HSL cannot be used for translation of mandatory items (i.e., ELAC, IEPs, 504s)*	79,365.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CL&Tech-Ext			Extra time for clerical and classified staff to support co-curricular activities and community events.	3,624.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies for EL and non-EL family engagement nights. \$10,00 split between 7091 and 7090.	7,356.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, School/Community	0.5000	Add - Did not load due to Avg. Sal. Error - TV Adjusted funding sources for 2025-2026 school year -Spanish preferred	48,359.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sub			subs for classified staff to support school and student activities off campus.	530.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for our EL family engagement nights. \$10,00 split between 7091 & 7090	2,644.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, School/Community	0.2500	Add - Did not load due to Avg. Sal. Error - TV Adjusted funding sources for 2025-2026 school year -Spanish preferred	24,179.00

\$516,709.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$105,781.00
Sup & Conc	7090	\$360,880.00
LCFF: EL	7091	\$50,048.00
Grand Total		\$516,709.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$113,245.00
G2 - Expand student-centered and real-world learning experiences	\$66,954.00
G3 - Increase student engagement in their school and community	\$128,719.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$41,734.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$166,057.00
Grand Total	\$516,709.00