Dewolf High

10621661031632

.

Principal's Name: William Podsakoff

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

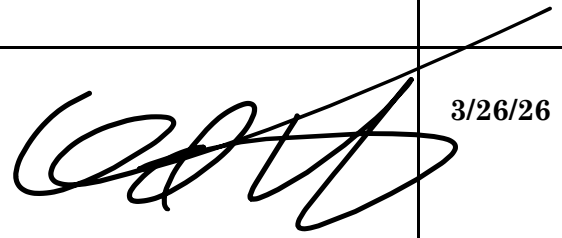
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal – William Podsakoff	**X**				
2. Chairperson - Liliana Zarate					**X**
3. Joselyn Marron Godinez					**X**
4. Nanci Gardner		**X**			
5. Nick Gamber				**X**	
6. Anthony Alcaraz			**X**		
7. Vice Chairperson Nick Merrick		**X**			
8. Jose Perez			**X**		
9. Jennifer Crackel			**X**		
10. Celeste Villareal					**X**
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
X **ELAC voted to consolidate with the SSC. Date 10/9/25 .**

Required Signatures

School Name: Dewolf High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**William Podsakoff**		**3/26/26**
SSC Chairperson	**Liliana Zarate**		**3/26/26**

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

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

FY 2026/27

DeWolf - 0125

ON-SITE ALLOCATION

3010	Title I	$18,643	*
7090	LCFF Supplemental & Concentration	$56,653	
7091	LCFF for English Learners	$10,980	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$86,276**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$724
Program Budget	$17,919
Total Title I Allocation	$18,643

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Dewolf High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	CCI - percentage of students who are Prepared (ALL)	7.4 %	15.5 %	2024-2025	**19 %** ↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		15.5 %	2024-2025	**17.5 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		6.7 %	2024-2025	**7.8 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		44 %	2024-2025	**45.1 %** ↑
Goal 1	Graduation Rate (ALL)	70 %	89.5 %	2024-2025	**90.6 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		29.1 %	2025-2026	**30.2 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		36 %	2025-2026	**37.1 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		23.6 %	2025-2026	**24.7 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		36.1 %	2025-2026	**37.2 %** ↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		31.1 %	2025-2026	**32.2 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-96.5 pts	-104.4 pts	2024-2025	**-89.4 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		13.3 %	2024-2025	**18.3 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-190.9 pts	-186.8 pts	2024-2025	**-171.8 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		4.5 %	2024-2025	**9.5 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		60.1 %	2025-2026	**59.5 %** ↓
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	98.6 %	95 %	2025-2026	**96.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	**90 %** ↑

Goal 2	Suspension Rate (ALL) Semester 1	6.97 %	3.3 %	2025-2026	**2.97 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Problem of Practice (POP):

DeWolf has made measurable progress in expanding access to high-quality, standards-aligned instruction and has seen an increasing number of students demonstrate college and career readiness, reflecting intentional instructional focus and improved academic supports. Teachers are engaging students more consistently in grade-level curriculum, and systems have been strengthened to promote academic rigor and postsecondary preparation. These efforts resulted in growth in SBAC scores from the previous year: ELA +7 pts and Math +19.1 pts.

Student absenteeism and truancy continue to impact student demonstration of standards mastery as measured by SBAC.

To build on existing strengths and sustain progress, the school will continue to strengthen instructional practices, attendance support systems, and targeted academic interventions to ensure that all students, particularly those most impacted by mobility and absenteeism, have consistent access to grade-level learning and the opportunity to demonstrate continued growth in ELA and math achievement.

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

Causes:

- Student lack of access to district transportation and limited city bus access
- High rates of absenteeism and truancy
- Historic lack of school engagement and connection to school
- High levels of transiency impacting student access to grade level instruction

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

Needs:

- Continue to provide students access to city bus passes
- Continue to offer more opportunities for students to access on-campus clubs and activities
- Progress monitor student attendance rates and implement research-based interventions to improve students' daily attendance
- Provide opportunities for student and family voice to strengthen school and family connection
- Continue to develop writing and math IABs and FIABs

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Year Round Program Interventions & Support

Fully Implemented

Investigation: Implementation

DeWolf has fully implemented a year-round program intervention and supports as evidenced by:

- Increased opportunities for student engagement on campus, including clubs and certificate based instruction
- Increased access to grade-level content by improving writing in all areas
- Student access to mental health and social-emotional support increased on campus with the addition of a School Social Worker and on-campus mentoring support
- Student SBAC DFS increased in both ELA by 7 points and math by 19 points

Engaging Experiences Supporting College and Career Readiness

Fully Implemented

Investigation: Engaging Experiences Supporting College and Career Readiness

Student access to Career College Readiness (CCR) measures increased through the implementation of fully aligned readiness initiatives, including the addition of a new career pathway, expanded access to industry-recognized, skills-based certificates, and increased participation in Dual Enrollment opportunities. These actions were designed to ensure equitable access to college- and career-aligned coursework and credentials that support postsecondary success.

As a result of these interventions, DeWolf's CCR indicator increased by **11.6 percentage points** compared to the previous year. Students enrolled in Dual Enrollment demonstrated a **100% course pass rate**, indicating strong academic readiness and effective instructional support. Additionally, **54 students reached Approaching Pathway Completion status**, and a significant increase was observed in the number of students who fully completed a CCR-aligned pathway. Collectively, these outcomes resulted in an overall **11.6% increase in the percentage of DeWolf students identified as prepared for Career College Readiness**, reflecting meaningful progress toward the district CCR goal.

Graduation Rate

Fully Implemented

Investigation: Graduation Rate

Investigation: Graduation Rate

DeWolf's graduation rate increased by **22.6 percentage points** compared to the previous year, demonstrating the effectiveness of fully implemented schoolwide interventions. Contributing factors include increased access to grade-level content, expanded academic writing opportunities across content areas, and the expansion of postsecondary and career pathway options available to all students. In addition, intentional master scheduling and targeted credit recovery structures increased student access to coursework and supported timely progress toward graduation.

DeWolf serves a student population impacted by high rates of transiency, chronic absenteeism, and truancy. In response, staff implemented strategies focused on strengthening student engagement, campus connectedness, and academic support systems. The addition of mental health and social-emotional support providers increased students' access to counseling, wellness services, and trusted adult relationships. These supports improved students' sense of belonging and engagement, contributing to improved attendance, credit completion, and graduation outcomes.

Increase Campus Culture and Student Engagement Experiences

Fully Implemented

Investigation: Increase Campus Culture and Student Engagement Experiences

DeWolf demonstrated continued improvement in campus culture and student engagement through the implementation of expanded enrichment and leadership opportunities. An increased number of student clubs were offered, providing students with structured opportunities to build peer relationships, leadership skills, and a stronger sense of belonging. Cross-age mentoring opportunities with students from a neighboring elementary school further supported student leadership development and fostered a positive school community.

Additional hands-on learning opportunities in areas such as welding, music, and visual arts increased student engagement by allowing students to build practical skills aligned with personal interests and career pathways. These experiences supported student agency, persistence, and connection to school.

As a result of these efforts, student satisfaction increased across all surveyed areas. Notably, survey results reflected a six-point increase in student satisfaction related to school environment, indicating improved perceptions of campus climate, safety, and overall student experience.

Decrease the Percentage of Chronically Absent Students

Fully Implemented

Investigation: Decrease the Percentage of Chronically Absent Students

DeWolf implemented focused, sitewide strategies to address student attendance, chronic absenteeism, and truancy as critical factors impacting academic achievement and access to grade-level instruction. Many students enroll at DeWolf with established patterns of inconsistent attendance, which have historically limited their access to grade-level curriculum and contributed to learning gaps.

In response, the site prioritized a comprehensive approach centered on increasing student access to grade-level content while providing targeted academic and social-emotional supports. Staff implemented consistent attendance monitoring, proactive outreach to students and families, and targeted interventions designed to reengage students and remove barriers to regular attendance. These efforts were supported by intentional scheduling, credit recovery opportunities, and instructional practices that maximize engagement when students are present.

This coordinated focus reflects an understanding that improving attendance is essential to closing achievement gaps and supporting student progress toward graduation and Career College Readiness. By aligning attendance interventions with academic supports, DeWolf continues to strengthen student engagement, improve access to grade-level instruction, and promote positive attendance behaviors over time. Student rate of chronic absenteeism decreased by 0.6 points.

Staff Recruitment and Retention

Fully Implemented

Investigation: Staff Recruitment and Retention

DeWolf demonstrated positive results in staff climate and wellness as reflected in the staff satisfaction survey. Intentional efforts to strengthen campus culture, collaboration, and professional belonging contributed to improved staff perceptions of support and engagement.

Survey results indicated strong outcomes across measures of staff well-being and workplace climate. Notably, within the **Health and Wellness guardrail**, the statement *"I feel like a valued member of my school"* received a **100% favorable response rate**, reflecting a shared sense of belonging, respect, and appreciation among staff. This outcome underscores the effectiveness of schoolwide practices that prioritize relationship-building, inclusive decision-making, and staff support systems.

Family and School Partnership

Partially Implemented

Investigation: Family and School Partnership

DeWolf has demonstrated continued efforts to strengthen family and community partnerships through targeted outreach and engagement activities; however, implementation of Family and School Partnership strategies remains **partial** as the site works to expand consistency, access, and opportunities for family voice.

During the year, the site engaged families and community members through a variety of outreach efforts, including career-focused events, family speakers, FAFSA completion events, and communication initiatives designed to increase awareness of academic, college, and career supports. These efforts increased family participation and helped build initial connections between families, students, and staff.

On-campus events such as **Back-to-School Night** and **Open House** drew significant interest and attendance from families and community members, indicating strong engagement when structured opportunities are provided. These events supported relationship-building, information-sharing, and community visibility.

Moving forward, DeWolf will continue to strengthen family connections by expanding opportunities for family voice, input, and feedback in schoolwide decision-making. The site remains committed to increasing the frequency, accessibility, and responsiveness of family engagement efforts to ensure families are active partners in supporting student attendance, academic growth, graduation, and Career College Readiness.

Dewolf will continue to provide opportunities for parent and community voice and feedback using a variety of mechanisms for feedback and collaboration. Strengthening partnerships with families is essential to support student learning, increase engagement, and improve outcomes for all students.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Year Round Program Interventions & Support

Effective

DeWolf has fully implemented a comprehensive year-round program designed to increase student access to instruction, engagement, and targeted supports. The effectiveness of this intervention is evidenced by both expanded opportunities for students and measurable academic outcomes.

Implementation of the year-round program increased student engagement on campus through expanded access to enrichment opportunities, including student clubs and certificate-based instructional offerings aligned to student interests and career pathways. These opportunities supported consistent student participation and strengthened connections to campus.

Academic effectiveness was further supported by increased access to grade-level content, with a specific emphasis on improving writing across all content areas. This focus strengthened literacy skills and content understanding, enabling students to engage more effectively with rigorous, standards-aligned coursework.

In addition, student access to mental health and social-emotional supports increased through the addition of a School Social Worker and on-campus mentoring supports. These services enhanced students' well-being, persistence, and readiness to engage in learning, contributing to improved academic participation and outcomes.

As a result of these fully implemented supports, student performance on state assessments demonstrated measurable growth. SBAC Distance from Standard (DFS) scores increased by **7 points in English Language Arts** and **19 points in Mathematics**, indicating meaningful progress toward grade-level proficiency and validating the effectiveness of the year-round program intervention.

Engaging Experiences Supporting College and Career Readiness

Effective

DeWolf has fully implemented a comprehensive set of Career College Readiness (CCR) interventions designed to ensure equitable access to college- and career-aligned learning experiences, credentials, and real-world applications. These initiatives include the addition of a new career pathway, expanded access to industry-recognized, skills-based certificates, increased participation in Dual Enrollment coursework, and structured work-based learning opportunities.

As part of these efforts, students participated in **mock interviews conducted twice per year**, providing authentic practice in professional communication, interview skills, and self-advocacy. Students also accessed both **paid and unpaid internship opportunities**, allowing them to apply academic and technical skills in real-world settings, strengthen career awareness, and build workplace readiness competencies aligned with postsecondary and employment success.

The effectiveness of these fully implemented CCR interventions is evidenced by measurable improvements across multiple readiness indicators. DeWolf's CCR indicator increased by **11.6 percentage points** compared to the previous year, reflecting growth in the number of students meeting state-defined readiness criteria. Students participating in Dual Enrollment achieved a **100% course pass rate**, demonstrating strong academic readiness and effective instructional supports. Additionally, **54 students reached Approaching Pathway Completion status**, and a significant increase was observed in the number of students who fully completed a CCR-aligned pathway.

Collectively, these outcomes resulted in an overall **11.6% increase in the percentage of DeWolf students identified as prepared for Career College Readiness**, confirming the effectiveness of the site's CCR strategies and demonstrating meaningful progress toward the district's Career College Readiness goal.

Graduation Rate

Effective

DeWolf implemented and sustained a set of fully aligned, schoolwide interventions that resulted in a **22.6 percentage point increase in the graduation rate** compared to the previous year. This significant growth demonstrates the effectiveness of coordinated academic, structural, and student support strategies aligned to improving on-time graduation outcomes.

Key contributors to this improvement included increased access to grade-level, standards-aligned instruction, with a targeted focus on strengthening academic writing across content areas to support credit-bearing coursework. Expansion of postsecondary and career pathway options increased student relevance, engagement, and persistence. Additionally, intentional master scheduling and the implementation of targeted credit recovery structures improved student access to required courses, increased credit accumulation, and supported timely progress toward meeting graduation requirements.

DeWolf serves a student population disproportionately impacted by high rates of transiency, chronic absenteeism, and truancy—factors that have historically limited consistent access to instruction and delayed progress toward graduation. In response, the site fully implemented strategies focused on strengthening student engagement, campus connectedness, and coordinated academic support systems. The addition of mental health and social-emotional support providers increased access to counseling, wellness services, and consistent connections to caring adults on campus.

These supports contributed to improved student engagement, persistence, and attendance, which in turn supported higher rates of course completion, credit recovery, and successful attainment of graduation requirements. Collectively, these outcomes validate the effectiveness of DeWolf's comprehensive graduation-focused interventions and demonstrate meaningful progress toward the district's graduation rate goals.

Increase Campus Culture and Student Engagement Experiences

Effective

DeWolf's expanded enrichment, leadership, and mentoring opportunities demonstrated measurable effectiveness in improving campus culture and student engagement. The implementation of an increased number of student clubs provided structured, inclusive opportunities for students to build peer relationships, develop leadership skills, and strengthen their sense of belonging to the school community. Cross-age mentoring partnerships with a neighboring elementary school further enhanced student leadership development while contributing to a positive and inclusive campus climate.

Hands-on enrichment opportunities in welding, music, and visual arts increased student engagement by aligning learning experiences with student interests and Career College Readiness pathways. These experiences supported student agency, persistence, and sustained connection to school, particularly for students who have historically faced barriers to engagement.

The effectiveness of these interventions is reflected in improved student perception data. Student satisfaction increased across all surveyed areas, with a **six-point increase in satisfaction related to school environment**. This growth indicates stronger student perceptions of campus climate, safety, and overall school experience, validating the impact of the site's engagement-focused strategies and their contribution to a more supportive and connected learning environment.

Decrease the Percentage of Chronically Absent Students

Partially Effective

DeWolf implemented focused, sitewide interventions to improve student attendance and reduce chronic absenteeism and truancy, recognizing attendance as a critical driver of academic achievement, access to grade-level instruction, and progress toward graduation and Career College Readiness. Many students enroll at DeWolf with pre-existing patterns of inconsistent attendance developed at prior school sites, which have historically limited instructional access and contributed to learning gaps.

In response, the site fully implemented a coordinated approach centered on increasing student access to grade-level content while providing targeted academic and social-emotional supports. Strategies included consistent attendance monitoring, proactive communication and outreach to students and families, and targeted interventions designed to reengage students and address barriers to regular attendance. These efforts were reinforced through intentional scheduling, expanded credit recovery opportunities, and instructional practices that maximize engagement and learning outcomes when students are present on campus.

The effectiveness of these interventions is reflected in a **0.6-point decrease in the rate of chronic absenteeism**, indicating progress toward improving attendance patterns during students' enrollment at DeWolf. This improvement supports the site's continued emphasis on attendance as an essential condition for closing achievement gaps and accelerating academic progress.

Recognizing the unique needs of DeWolf's student population and instructional schedule, the site has continued—and will continue—to explore and refine attendance data collection tools and progress-monitoring systems. Ongoing efforts focus on isolating attendance data specific to students' time at DeWolf, rather than prior school sites, to more accurately evaluate intervention effectiveness and inform timely supports. Through continued refinement of data practices, DeWolf remains committed to strengthening attendance outcomes, improving access to grade-level instruction, and supporting student success over time.

Staff Recruitment and Retention

Effective

DeWolf's intentional focus on staff climate, wellness, and professional belonging demonstrated clear effectiveness as reflected in staff satisfaction survey results. Schoolwide practices that emphasized collaboration, relationship-building, and inclusive decision-making strengthened staff engagement and perceptions of support across the campus.

The effectiveness of these efforts is evidenced by strong outcomes across measures of staff well-being and workplace climate. Notably, within the **Health and Wellness guardrail**, the statement *"I feel like a valued member of my school"* received a **100% favorable response rate**, indicating a shared sense of belonging, respect, and appreciation among all staff respondents. DeWolf has a 100% retention rate of teachers and staff.

These results confirm that DeWolf's practices to support staff voice, recognition, and professional connection are effectively contributing to a positive and supportive work environment. A strong staff climate promotes collective efficacy, supports staff retention and well-being, and strengthens the conditions necessary for high-quality instruction and positive student outcomes, reinforcing the overall effectiveness of schoolwide improvement efforts.

Family and School Partnership

Partially Effective

DeWolf's family and school partnership efforts demonstrated emerging effectiveness in building trust, increasing participation, and strengthening connections between families, community members, and the school. While implementation of family engagement strategies continues to evolve as we work to find the most effective way to connect with the school community, structured outreach efforts resulted in increased family presence and meaningful opportunities for connection when accessible and intentional engagement opportunities were provided.

Effectiveness is evidenced by increased family and community participation in school-sponsored events, including career-focused activities, family speakers, FAFSA completion events, and on-campus gatherings such as **Back-to-School Night** and **Open House**. These events drew significant interest and attendance, indicating that families are willing to engage when opportunities are clearly communicated, welcoming, and aligned to student goals. These interactions supported relationship-building, information-sharing, and increased visibility of school programs and supports.

The site recognizes that many DeWolf families have experienced prior alienation from school settings, long-standing patterns of limited engagement, and barriers to participation shaped by previous educational experiences. DeWolf approaches this reality with intentionality and optimism, recognizing that rebuilding trust and partnership takes time, consistency, and responsiveness. Current engagement outcomes suggest that initial outreach efforts are positively disrupting these patterns and establishing a foundation for continued growth.

DeWolf will continue to strengthen the effectiveness of Family and School Partnership strategies by expanding systems to actively solicit, collect, and respond to family and community voice. The site remains committed to offering multiple mechanisms for feedback and collaboration, increasing accessibility, and ensuring that family input informs schoolwide planning and decision-making. Strengthening partnerships with families and community members is essential to supporting student attendance, academic growth, graduation, and Career College Readiness, and DeWolf will continue to build these relationships through sustained, trust-centered engagement practices.

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.

NEXT SCHOOL YEAR: Major Changes and Action Steps

As a result of the analysis conducted in Sections A and B, DeWolf will implement targeted, strategic changes next school year to strengthen academic access, student wellness, Career College Readiness, and equitable supports for its unique student population. These changes build on demonstrated areas of effectiveness while addressing identified needs related to attendance, graduation progress, social-emotional supports, and student engagement.

To further support student well-being, engagement, and persistence, DeWolf will increase mental health services by adding an additional full-time School Social Worker, increasing support from **1.5 FTE to 2.0 FTE**. This expansion responds directly to the demonstrated impact of social-emotional supports on attendance, credit completion, and graduation outcomes, and will enhance the school's capacity to provide timely interventions, counseling, and family support. At the same time, DeWolf will continue its on-campus mentoring program, with a planned reduction of **1.0 FTE**, while maintaining core mentoring services aligned to student need and engagement priorities.

To advance the district goal of **Career College Readiness**, DeWolf will expand access to **Dual Enrollment opportunities**, building on prior success that resulted in a 100% pass rate and increased CCR preparedness. Additionally, the site will expand student access to **paid and unpaid internships**, mock interviews, and cross-age mentoring opportunities, strengthening real-world skill development, career exploration, and student agency. DeWolf will continue the development and expansion of **CTE pathways**, increasing the variety of CTE options available to ensure all students have access to relevant, interest-aligned pathways that support postsecondary success.

In response to analysis highlighting the impact of inconsistent attendance and non-traditional student schedules on instructional access, DeWolf will implement **Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs) in all classes**, aligned to grade-level academic standards. This strategy ensures that all students—regardless of course schedule, entry point, or enrollment timing—have consistent access to grade-level content and opportunities to demonstrate learning. This action supports equitable instruction, progress monitoring, and targeted instructional adjustments.

DeWolf will also continue refining data collection and progress-monitoring systems, with a focus on attendance, credit accrual, academic growth, and CCR indicators. These systems will be further developed to reflect students' progress **while enrolled at DeWolf**, rather than prior school sites, ensuring data more accurately informs intervention effectiveness and instructional planning.

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:

From the Student Site Council's perspective, the outline was formally reviewed at the last meeting. Members provided input, shared ideas, and offered suggestions to help guide the development of the SPSA for the 2026–2027 school year.

*Increase Communication to Students and Parents

*Tighten up Systems/ Data collections

*Student Voice/ Input on systems and communication

ELAC:

From the ELAC team's perspective, the outline was formally reviewed at the last meeting. Members provided input, shared ideas, and offered suggestions to help guide the development of the SPSA for the 2026–2027 school year.

*Increase Communication to Team

*Tighten up Systems/ Data collections/

*Team Voice/ Input on systems and communication/ Data

Staff:

From DeWolf's perspective, the outline was formally reviewed at the last meeting. The team provided input, shared ideas, and offered suggestions to help guide the development of the SPSA for the 2026–2027 school year.

*Increase Communication to Staff

*Tighten up Systems/ Data collections/ Access for staff

*Staff Voice/ Input on systems and communication weekly

*Student goal setting/ by Quarters

*Data Review Monthly with Team

*Team goal setting/ by Quarters

*Data goal setting/ Review/ Quartey

*Data Review Monthly with Staff

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Year Round Program Interventions & Support

Action Details

Literacy Intervention

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

DeWolf High School will implement Criteria for Succes and learning intentions in each classroom to close the gap on students who are not meetings standards on SBAC, core class and elective courses. Each classroom teacher will implement a Warmup/Ticket in and Exit Ticket/Ticket Out to gather student data to gauge where students are at in their learning. DeWolf will continue offering 0 and 7th period to support master schedule needs for grade level instruction and gain the prior knowledge they need to be engaged in grade level instruction, this will also support classes that are not offered in the master schedule through support with the Edgenuity platform As a site we will focus on issuing i-Ready testing 4 times a year, use of Edcite, FIABs, teachers will offer tutoring during lunch and after school, bi-monthly progress monitoring, RSP interventions, MTSS, and pre/post assessments.

Direct Instructional Services

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

STUDENT FOCUS:

Tier 1

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

Tier 2

- attend tutoring during lunch/after school

- progress monitoring bi-monthly, progress reporting period every 4 weeks, and transcript review every 8 weeks. Progress letters will be sent out every 4 weeks with an outline of where the students land on credit recovery, and every 8 weeks a progress letter will be sent out to let the families and student know if student is on track or off track for graduation.
- scaffolding throughout the lesson

Tier 3

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

STAFF FOCUS:

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

FAMILIES FOCUS

- Parent Portal
- Parent Square, by Principal, Vice-principal, counselor and staff, one time a week by all the stake holders
- Parent Emails weekly.
- Parent University at Back to School Night and Open House
- Increasing parent involvement for SSC, ELAC, DAC and LCAP meetings
- Communication with Parent meeting.
- Meetings with Admin, Academic Counselor and CSSW SSW to find ways to best support students.

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offer Flexible Participation Options

Provide multiple ways for families to engage so they can participate in ways that fit their schedules and comfort levels.

- Host events at different times (morning, evening, virtual).

- Provide both in-person and online meeting options.
- Share recordings, summaries, or newsletters for families who cannot attend.

2. Provide Language and Accessibility Supports

Ensure all families can understand and contribute.

- Offer translation and interpretation services.
- Translate key documents and communications.
- Provide accessibility supports such as closed captions, large print, or disability-friendly meeting spaces.

3. Create Welcoming Family Events

Plan activities that encourage families to feel connected to the school community.

- Family learning nights, workshops, or cultural celebrations.
- Student showcases where families can see student work or performances.
- Informal gatherings (coffee chats, family forums) where families can share input.

4. Use Multiple Communication Channels

Reach families using the communication methods they prefer.

- Email, text messaging, phone calls, school apps, and printed flyers.
- Social media updates and translated messages.
- Surveys to gather feedback and input from families.

5. Invite Families to Participate in Decision-Making

Create opportunities for families to have a voice in programs and initiatives.

- Family advisory committees or parent leadership groups.
- Feedback surveys about school programs.
- Opportunities to collaborate on planning events or initiatives.

6. Recognize and Value Diverse Family Perspectives

Make space for families to share their cultural knowledge, experiences, and ideas.

- Invite families to share traditions, skills, or community resources.
- Celebrate multilingual and multicultural contributions.
- Ensure families from historically underrepresented groups are intentionally included.

7. Remove Participation Barriers

Address practical barriers that may prevent engagement

- Offer transportation support or virtual options.
- Provide food at family events to make participation easier.

Overall goal: Build strong, two-way partnerships where families feel respected, heard, and empowered to support student learning.

Professional Learning

Describe Professional Learning related to this action.

By June 2026, DeWolf High School will decrease the percentage of students not meeting standards in English Language Arts from 62.5% to 47.5% as measured by the Smarter Balanced Summative Assessment (SBAC). Professional learning will focus on strengthening literacy instruction across all content areas to improve reading, writing, and academic language outcomes for all students while supporting consistent instructional practices, targeted interventions, and data-driven decision making.

Focus Areas for Professional Learning

1. Literacy Instruction Across All Content Areas

Professional learning will focus on strengthening literacy instruction in every classroom to ensure students regularly engage in reading, writing, and academic language aligned to content standards. Teachers across all disciplines will receive training on integrating discipline-specific literacy strategies that support comprehension, vocabulary development, and written expression. Emphasis will be placed on building students' writing skills in every subject, supporting their ability to articulate thinking, explain reasoning, and cite evidence aligned to content expectations and SBAC rigor.

2. Learning Intentions and Criteria for Success

Professional learning will support all classroom teachers in implementing clear learning intentions and criteria for success aligned to literacy and priority standards. Teachers will develop student-friendly learning goals and success criteria that are consistently posted, referenced, and used to guide instruction, formative assessment, and student reflection in both core and elective courses. These practices will promote student clarity, ownership of learning, and progress toward meeting standards.

3. Formative Assessment and Classroom Data Collection

Teachers will engage in professional learning focused on effective formative assessment practices, including consistent use of Warm-Up/Ticket In and Exit Ticket/Ticket Out strategies. Training will emphasize designing literacy-focused prompts, analyzing student responses, and using real-time data to adjust instruction and address misunderstandings in reading, writing, and academic language development.

4. Interim Assessments and Data-Driven Instruction

Professional learning will support teachers in collaboratively analyzing interim assessment data, including IABs and FIABs, to identify literacy gaps, prioritize standards, and plan targeted instructional responses. Staff will also receive ongoing training on the administration and instructional use of i-Ready diagnostic assessments (four times per year), Edcite, and pre- and post-assessments aligned to literacy standards. PLCs will engage in bi-monthly data analysis cycles to monitor student progress and adjust instruction and supports.

5. Targeted Interventions and MTSS

Professional learning will strengthen staff capacity to implement targeted literacy interventions within the Multi-Tiered System of Supports (MTSS). Training will include strategies for differentiated instruction, progress monitoring, and targeted supports for students not meeting standards. Teachers will be supported in delivering tutoring during lunch and after school and in using Edgenuity for students enrolled in 0 and 7th period to build foundational skills, recover credits, and access courses not available in the master schedule.

6. PLC Collaboration and Instructional Coherence

Professional Learning Communities will be structured to support vertical and horizontal collaboration around literacy instruction. PLCs will:

- Identify priority literacy standards aligned to SBAC
- Use interim and classroom data to identify student needs
- Plan instructional strategies that strengthen reading, writing, and academic language
- Review student work samples to monitor progress toward proficiency

Implementation

Professional learning will occur through scheduled PLC meetings, staff workshops, collaborative planning sessions, and instructional coaching cycles. Time will be intentionally allocated to support continuous learning while addressing the unique pacing and intervention needs of alternative education students.

Monitoring and Evidence of Effectiveness

Effectiveness will be monitored through:

- PLC agendas, data analysis documentation, and instructional plans
- Classroom walkthroughs focused on learning intentions, criteria for success, and literacy practices
- Student performance data from i-Ready, IABs, FIABs, Edcite, and classroom assessments
- Bi-monthly progress monitoring results

Adjustments to professional learning and instruction will be made based on ongoing data analysis.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Classroom walkthroughs utilizing "Look For's" for teacher feedback
- Outcomes measured by walkthrough data focused on "Look For's" and PL school focus areas.

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.

- Outcomes measured by growth by assessment to assessment and through iReady Personalized Learning Lessons.

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.

- SBAC results: decrease the distance from meeting standards in ELA from -104.4 to -89.4 and Math from -186.8 to -171.8.
- Outcomes measured by growth from distance from standard
- Outcomes monitored by Principal, VP, Counselor and teachers.

- Outcomes monitored by Principals, VP, and classroom teachers.

- 70% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.
- Outcomes monitored by teacher's, PLC, and admin

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Engaging Experiences Supporting College and Career Readiness

Action Details

College & Career Readiness

By the end of the 2026-27 school year, DeWolf High School will increase the number of students engaging in CTE, enrolled in Dual Enrollment Courses, and earning industry certifications. Upon enrollment and during pre-registration at DeWolf, students will have the opportunity to learn about the CTE programs offered at DeWolf and at Alternative partner sites that they may want to take advantage of. Students will be able to engage in simultaneous, off-site programs and will receive transportation by DeWolf staff (if needed) to alternative partner sites and industry internship/apprenticeship locations. DeWolf students will be submitting projects to Fresno Fair, partnering with Scout Island to make new signs/ restore buildings, partnering with GRID solar company and doing a hands-on workshop with students, building benches for our campus. DeWolf will also continue with guest speakers wherein industry sectors, business professionals, and post-secondary recruiters (tech school, military, etc) host a lunchtime speaker series. By expanding CTE experiences and certifications for every student based on College and Career competencies, DeWolf High School students will be more engaged in achieving their graduation goals as well as have baseline skills, industry experiences, and transferrable certifications supporting entry-level positions in employment and career options. DeWolf will also continue with Project Based Learning designed to introduce students to financial literacy, resume writing, interview, and workplace skills. The "Adulting" project will assist students with their post-secondary transition as they create vision boards and plan for their individual futures. Educational Employee Credit Union and Imago lessons will support as students engage in financial literacy and post-secondary exploration. We will also begin incorporating 5 Star to track attendance for clubs and any extracurricular activities.

Direct Instructional Services

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

STUDENT FOCUS:

- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementing of PLC+ Foundations, and use of formative assessments
- Job developer will provide opportunities for students to engage in job shadowing days, on campus career days, support with filling out job applications, completing resumes, and issuing work permits
- Job developer will create both a physical job board and virtual job board updating them with new job postings
- Military presentations will be scheduled so that students have an opportunity to learn mor about the different military units
- Students will have the opportunity to take the ASVAB test
- Job developer will work with students and their employer to make sure students meet the work place competencies and go to the job sites where students are employed to meet with their employer and observe the student

- 0 period, 5th 7th period, three sessions of summer school, and winter session
- Continued use of Edgenuity to provide access to more online credit attainment options
- Group Meeting after school that will be with Academic Counselor, parents/guardians, and student to complete FAFSA applications
- Group meeting with Academic Counselor, parents/guardians and student to complete scholarship applications
- College campus visits
- CTE partnerships with Scout Island and GRID solar company

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Dewolf will strengthen family engagement to support student college and career planning by providing inclusive, accessible learning opportunities for families. Dewolf will host family workshops and information sessions focused on college and career pathways, financial aid, Career Technical Education (CTE) programs, dual enrollment opportunities, and graduation requirements. These sessions will be offered at varied times and in multiple formats, including in-person and virtual options, to accommodate diverse family schedules.

Communication with families will be accessible and inclusive through translated materials, interpretation services, and clear, family-friendly explanations of college and career planning processes. Information will be shared through newsletters, school communication platforms, and guides designed to support families' understanding of course planning, college applications, scholarships, and career exploration.

Dewolf will host family FAFSA nights, career nights, and career fairs that invite parents and guardians to share their professional experiences, cultural knowledge, and career pathways with students. These opportunities will highlight diverse career options and strengthen connections between families, students, and real-world career experiences.

Families will also be involved in college and career readiness planning through surveys, advisory opportunities, and feedback sessions to ensure programming reflects community needs and interests. When possible, childcare, transportation support, and welcoming environments will be provided to reduce barriers to participation.

Through these strategies, families will be active partners in supporting students' exploration of college, career pathways, and postsecondary opportunities, contributing to increased engagement, informed decision-making, and student success.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning Plan: College and Career Readiness, CTE, and Experiential Learning

Purpose and Alignment

Professional learning at DeWolf High School will be designed to build staff capacity to expand Career Technical Education (CTE), increase dual enrollment participation, and support students in earning industry-recognized certifications by the end of the 2026–27 school year. Professional learning will focus on College and Career competencies, project-based learning (PBL), industry-aligned instruction, and postsecondary transition readiness to ensure all students are prepared for graduation, employment, and continued education.

Focus Areas for Professional Learning

1. **CTE Awareness and Pathway Alignment**
    - Staff will participate in professional learning focused on understanding CTE pathways offered on campus and through alternative partner sites.
    - Teachers, counselors, and support staff will collaborate to align student recruitment, counseling conversations, and instructional practices to available CTE programs, dual enrollment opportunities, and industry certifications.
    - Training will support staff in clearly communicating CTE options to students during enrollment, pre-registration, and ongoing advising.
2. **Industry Partnerships and Experiential Learning**
    - Professional learning will prepare staff to coordinate and integrate real-world learning experiences such as internships, apprenticeships, off-site programs, and industry workshops.
    - Teachers will collaborate with community and industry partners (e.g., Fresno Fair, Scout Island, GRID Alternatives) to design authentic learning experiences aligned to academic and CTE standards.
    - Staff will receive support on supervising students in off-site programs and managing logistics, including transportation and scheduling, to ensure equitable student access.
3. **Project-Based Learning and College & Career Competencies**
    - Teachers will engage in ongoing professional learning focused on high-quality Project-Based Learning that integrates financial literacy, workplace skills, resume writing, interview preparation, and professional communication.
    - Professional learning will support the implementation of interdisciplinary PBL projects, including campus improvement projects and community-based initiatives.
    - Staff will be trained to implement the “Adulting” project with fidelity, supporting students’ postsecondary planning through vision boards, goal setting, and individualized transition plans.
4. **Postsecondary Transition and Financial Literacy**
    - Professional learning will support teachers in using Educational Employee Credit Union resources and Imago curriculum lessons to embed financial literacy and postsecondary exploration into instruction.
    - Staff will build capacity to guide students through postsecondary options, including college, technical schools, military, and workforce pathways.
    - Teachers and counselors will collaborate to connect classroom learning to guest speaker presentations and real-world career applications.
5. **Student Engagement, Attendance, and Monitoring**
    - Professional learning will support staff in using the 5-Star system to track student attendance and engagement in clubs, CTE activities, and extracurricular opportunities.
    - Staff will analyze engagement data to identify students who need additional outreach or support to participate in CTE, dual enrollment, and career exploration activities.

Implementation

- Professional learning will occur through:
    - PLC meetings, staff workshops, and collaborative planning sessions
    - Partner-led trainings with industry and community organizations
    - Ongoing coaching and reflection on PBL and CTE-aligned instructional practices
- Cross-disciplinary collaboration will ensure academic classes reinforce CTE, industry skills, and college and career competencies.
- Counselors, administrators, and teachers will collaboratively align instruction, advising, and student supports.

Monitoring and Evidence of Effectiveness

- Evidence of implementation will include:
    - PLC agendas and professional learning attendance records
    - Lesson plans and PBL units aligned to CTE and College and Career competencies
    - Documentation of industry partnerships, internships, and guest speaker participation
    - Student participation data in CTE courses, dual enrollment, certifications, and extracurricular activities tracked through 5-Star
- Effectiveness will be monitored through:
    - Increased student enrollment in CTE and dual enrollment courses
    - Growth in industry certification attainment
    - Improved student engagement, attendance, and graduation progress
    - Student artifacts from PBL, internships, and community-based projects

Expected Outcomes

Through intentional and sustained professional learning, DeWolf High School will increase staff capacity to deliver industry-aligned instruction and experiential learning opportunities. This will result in higher levels of student engagement, increased access to CTE pathways and certifications, and stronger postsecondary readiness, ensuring students graduate with transferable skills and meaningful career experiences.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.
	• Construction classes have started OSHA certifications	• 100% completion of OSHA 10 for construction students

- Informal classroom observations by Admin to gather data on real-world learning experiences in the classroom (Principal and VP)
- CTE partnerships scheduled for 25-26 school year(Admin and CTE teachers)
- Financial Literacy workshops scheduled for 25-26 school year(Admin and teachers)
- 2 Mock interviews scheduled for 25-26 school year(Admin, CTE Coordinator, Job Developer, and

- First financial literacy workshop completed for all students
- 1 round of Mock Interviews completed
- GRID Solar company scheduled

- 100% of students complete at least one financial literacy class
- 100% of students participate in at least 1 Mock interview

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Graduation Rate

Action Details

College & Career Readiness

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

Direct Instructional Services

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

STUDENT FOCUS:

Tier 1

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

Tier 2

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

Tier 3

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

STAFF FOCUS:

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offer Flexible Participation Options

Provide multiple ways for families to engage so they can participate in ways that fit their schedules and comfort levels.

- Host events at different times (morning, evening, virtual).
- Provide both in-person and online meeting options.
- Share recordings, summaries, or newsletters for families who cannot attend.

2. Provide Language and Accessibility Supports

Ensure all families can understand and contribute.

- Offer translation and interpretation services.
- Translate key documents and communications.
- Provide accessibility supports such as closed captions, large print, or disability-friendly meeting spaces.

3. Create Welcoming Family Events

Plan activities that encourage families to feel connected to the school community.

- Family learning nights, workshops, or cultural celebrations.
- Student showcases where families can see student work or performances.
- Informal gatherings (coffee chats, family forums) where families can share input.

4. Use Multiple Communication Channels

Reach families using the communication methods they prefer.

- Email, text messaging, phone calls, school apps, and printed flyers.
- Social media updates and translated messages.
- Surveys to gather feedback and input from families.

5. Invite Families to Participate in Decision-Making

Create opportunities for families to have a voice in programs and initiatives.

- Family advisory committees or parent leadership groups.
- Feedback surveys about school programs.
- Opportunities to collaborate on planning events or initiatives.

6. Recognize and Value Diverse Family Perspectives

Make space for families to share their cultural knowledge, experiences, and ideas.

- Invite families to share traditions, skills, or community resources.
- Celebrate multilingual and multicultural contributions.
- Ensure families from historically underrepresented groups are intentionally included.

7. Remove Participation Barriers

Address practical barriers that may prevent engagement

- Offer transportation support or virtual options.
- Provide food at family events to make participation easier.

Overall goal: Build strong, two-way partnerships where families feel respected, heard, and empowered to support student learning.

Professional Learning

Describe Professional Learning related to this action.

Dewolf will implement a coherent professional learning plan to strengthen instructional practices, student engagement, and social-emotional development in order to increase the graduation rate. Professional learning will focus on building staff capacity to support academic success, student motivation, goal setting, and the development of transferable skills necessary for postsecondary success.

Professional Learning Communities (PLCs) will be intentionally structured to foster interdisciplinary collaboration aligned to graduation outcomes. PLCs will connect **Mathematics, Science, and Career Technical Education (CTE)** to strengthen real-world application of learning, data analysis, and career relevance, supporting student engagement and persistence. **English and History/Social Science (HSS)** PLCs will collaborate to strengthen literacy, writing, critical thinking, and content comprehension, ensuring students can meet graduation requirements across disciplines. PLCs will regularly analyze student data, including course completion, credit accumulation, and formative assessments, to identify students at risk and adjust instruction and interventions accordingly.

Professional learning will also support staff in implementing consistent practices for **student goal setting and progress monitoring**, empowering students to understand graduation requirements, set academic and personal goals, and track their progress toward completion. Teachers and support staff will receive training on instructional strategies that promote student motivation, relevance, and ownership of learning, including lessons that build perseverance, self-advocacy, and responsible decision-making.

Additionally, professional learning will focus on the development and integration of **Social Emotional Learning (SEL)** across content areas. Staff will engage in training to design and deliver lessons that support relationship skills, self-awareness, emotional regulation, collaboration, and workplace-ready "soft skills," such as communication, problem-solving, and adaptability. These skills will be embedded into academic instruction and advisory supports to strengthen student connection to school and persistence toward graduation.

Implementation of this professional learning will occur through PLC meetings, staff workshops, collaborative planning, and coaching cycles. Effectiveness will be monitored through PLC documentation, observation of instructional practices, student engagement indicators, credit completion data, and graduation rate trends. Through sustained, aligned professional learning, Dewolf will ensure staff are equipped to support students academically, socially, and emotionally, resulting in increased graduation rates and improved postsecondary readiness.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Parent/guardian meetings for students who did not earn 30 credits on a full schedule by Q1
- Every 4 weeks Alt Ed report mailed home
- Every 8 weeks mail home a grad status update letter
- Students will complete their grad tracker during progress reports and at the end of Q1

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.

- Parent/guardian meetings for students who did not earn 30 credits on a full schedule by Q2
- At progress report, Alt Ed report mailed home
- At the end of Quarter 2 mail home a grad status update letter
- Students will complete their grad tracker during progress reports and at the end of Q2

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.

- Parent/guardian meetings for students who did not earn 30 credits on a full schedule by Q1
- At progress report, Alt Ed report mailed home
- At the end of Q3, mail home a grad status update letter
- Students will complete their grad tracker during progress reports and at the end of Q2 and Q3

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	12,600.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	3,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC & SBAC Assessors/Proctors **Budget lines for personnel include salaries and related benefits	7,178.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	2,402.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies / Parent Engagement	1,400.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food or Incentives*	4,043.00

$31,123.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Increase Campus Culture and Student Engagement Experiences

Action Details

Life Skills

By the end of the 2026-27 school year, 100% of the DeWolf student population will have either engaged in a club, eSport, class related or lunchtime activity or off site social event. DeWolf will create a culture that celebrates diversity by showcasing our ever changing student population and their interests/creativity. Students will be provided the opportunity to represent DeWolf and give back to their community through CTE courses, clubs, project based learning, industry related internships, student leadership events/drives, etc. DeWolf will provide students with school memorabilia (as well as specific club memorabilia) like shirts, hoodies, backpacks, water bottles, hats, beanies, etc so that they can feel more connected and a sense of belonging. Students that attend DeWolf will be motivated to do so daily so that they can participate in social activities with their peers. DeWolf will continue to use the Leadership class to garner student voice and bridge student relationship gaps through student requested activities and engagements so that each student feels connected to our school and the students/staff here. DeWolf will serve as the hub for students to grow and launch themselves into their individual futures by both learning more about themselves and their peers so that they can graduate and building a stronger community.

Direct Instructional Services

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

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

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

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

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

English Learner Students

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

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and studet meeting with Admin and Counselor

- Built in curriculum for EL students in ELA classes
- Review Ellevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

African American (AA):

Socio-economically Disadvantaged (SED):

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

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

African American (AA):

Socio-economically Disadvantaged (SED):

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

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

African American (AA):

Socio-economically Disadvantaged (SED):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offer Flexible Participation Options

Provide multiple ways for families to engage so they can participate in ways that fit their schedules and comfort levels.

- Host events at different times (morning, evening, virtual).
- Provide both in-person and online meeting options.
- Share recordings, summaries, or newsletters for families who cannot attend.

2. Provide Language and Accessibility Supports

Ensure all families can understand and contribute.

- Offer translation and interpretation services.
- Translate key documents and communications.
- Provide accessibility supports such as closed captions, large print, or disability-friendly meeting spaces.

3. Create Welcoming Family Events

Plan activities that encourage families to feel connected to the school community.

- Family learning nights, workshops, or cultural celebrations.
- Student showcases where families can see student work or performances.
- Informal gatherings (coffee chats, family forums) where families can share input.

4. Use Multiple Communication Channels

Reach families using the communication methods they prefer.

- Email, text messaging, phone calls, school apps, and printed flyers.
- Social media updates and translated messages.
- Surveys to gather feedback and input from families.

5. Invite Families to Participate in Decision-Making

Create opportunities for families to have a voice in programs and initiatives.

- Family advisory committees or parent leadership groups.
- Feedback surveys about school programs.
- Opportunities to collaborate on planning events or initiatives.

6. Recognize and Value Diverse Family Perspectives

Make space for families to share their cultural knowledge, experiences, and ideas.

- Invite families to share traditions, skills, or community resources.

- Celebrate multilingual and multicultural contributions.
- Ensure families from historically underrepresented groups are intentionally included.

7. Remove Participation Barriers

Address practical barriers that may prevent engagement

- Offer transportation support or virtual options.
- Provide food at family events to make participation easier.

Overall goal: Build strong, two-way partnerships where families feel respected, heard, and empowered to support student learning.

Professional Learning

Describe Professional Learning related to this action.

Purpose and Alignment

Professional learning at DeWolf High School is designed to build staff capacity to intentionally foster life skills, student engagement, and a positive, inclusive campus culture. This professional learning aligns to the goal that by the end of the 2026–27 school year, 100% of students will participate in at least one club, eSport, class-related activity, lunchtime activity, or off-site social event, strengthening student belonging, attendance, and connection to school.

Focus Areas for Professional Learning

1. Building Life Skills and Student Engagement

Staff will engage in professional learning focused on integrating life skills—such as collaboration, communication, leadership, responsibility, and self-advocacy—into classroom instruction, clubs, leadership activities, and extracurricular programs. Teachers, advisors, and support staff will learn strategies to intentionally connect academic learning with student interests, school activities, and real-world experiences to increase motivation and participation.

2. Inclusive Campus Culture and Sense of Belonging

Professional learning will support staff in creating a welcoming and inclusive school environment that celebrates the diversity, creativity, and evolving identities of the DeWolf student population. Training will emphasize culturally responsive practices, relationship-building strategies, and inclusive engagement so that all students feel seen, valued, and connected to peers and adults on campus.

Staff will collaborate to design and support inclusive schoolwide activities, clubs, and events that reflect student voice and interests. Professional learning will also address strategies for increasing student participation in clubs, leadership opportunities, and community-based experiences, ensuring equitable access for all students.

3. Student Voice and Leadership Development

Professional learning will focus on empowering student voice through the Leadership class and broader campus engagement efforts. Staff supporting leadership, clubs, and student activities will collaborate to learn facilitation strategies that elevate student input, support student-requested activities, and strengthen peer connections. Emphasis will be placed on bridging relationship gaps and ensuring students play an active role in shaping campus culture and engagement opportunities.

4. Community Engagement and School Pride

Staff will receive professional learning on supporting student participation in community service, CTE projects, project-based learning, internships, and leadership-driven initiatives. This learning will focus on helping students represent DeWolf positively, give back to the community, and develop pride in their school. Strategies for reinforcing school identity, including the use of school and club memorabilia to promote belonging and connection, will be incorporated into student engagement practices.

5. Attendance, Engagement Monitoring, and Support

Professional learning will include training on tracking and monitoring student engagement in clubs, activities, and events, with a focus on identifying students who are not yet connected. Staff will collaborate to use engagement and attendance data to provide targeted outreach and support, reinforcing the message that daily attendance enables participation in meaningful social and enrichment opportunities.

Implementation

Professional learning will be delivered through:

- PLC meetings focused on student engagement and life skills
- Leadership team collaboration and activity planning sessions
- Staff workshops on inclusive practices, student voice, and engagement strategies
- Ongoing reflection and sharing of successful engagement practices across campus

Cross-role collaboration among teachers, counselors, administrators, classified staff, and leadership advisors will ensure a unified approach to student engagement and campus culture.

Monitoring and Evidence of Effectiveness

The effectiveness of professional learning will be monitored through:

- PLC agendas, notes, and reflections focused on engagement strategies
- Documentation of student activities, clubs, leadership events, and community projects
- Participation data showing student involvement in at least one activity
- Attendance trends and student feedback on school connectedness
- Evidence of expanded student voice and student-led initiatives

Expected Outcomes

Through sustained professional learning, DeWolf High School staff will be equipped to intentionally create engaging, inclusive experiences that promote life skills, school pride, and a strong sense of belonging. As a result, students will be more motivated to attend school consistently, actively participate in campus life, build meaningful relationships, and graduate prepared to launch into their individual futures as connected, confident members of a strong school community.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- student engagement data (including guest speakers/mentors, field trips, off campus social activities) (Admin, OM, and club leads)
- weekly campus activities (admin and C&C lead)
- class sponsored activities (admin and club leads)
- student generated clubs (C&C lead)
- leadership course enrollment (Admin, counselor, and leadership teacher)
- school spirit gear (admin, OM)

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.

- student engagement data (including guest speakers/mentors, field trips, off campus social activities) (Admin, OM, and club leads)
- weekly campus activities (admin and C&C lead)
- class sponsored activities (admin and club leads)
- student generated clubs (C&C lead)
- leadership course enrollment (Admin, counselor, and leadership teacher)
- school spirit gear (admin, OM)

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.

- student engagement data (including guest speakers/mentors, field trips, off campus social activities) (Admin, OM, and club leads)
- weekly campus activities (admin and C&C lead)
- class sponsored activities (admin and club leads)
- student generated clubs (C&C lead)
- leadership course enrollment (Admin, counselor, and leadership teacher)
- school spirit gear (admin, OM)

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease the Percentage of Chronically Absent Students

Action Details

Life Skills

Goal Participation Rate

By the end of the 2026-27 school year, DeWolf will decrease the chronic absenteeism rate from 46.7% to 20% by June 2027. This goal will be accomplished by implementing strategic interventions to engage and support all students to attend school daily. DeWolf will engage students in weekly Mentoring and Coaching during community leadership period. Students will work through School-Connect that encourages them to self-reflect on their own patterns of behavior, work habits, and emotional resilience. By creating individual connections with each student, the staff at DeWolf High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students feel cared about by staff members through regular recognition of moments of success, individual student conferences/chats, support provider referrals and improving opportunities for parents to be involved with their student's education. DeWolf will also strategically utilize our CWA to make home visits and provide supports to families who are struggling with ensuring their student(s) attend school regularly.

Direct Instructional Services

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

1. Full/Partial Schedule of courses based on individual student needs and flexible master schedule
2. Online Learning and Direct Instructional models
3. AB1802 Conferences
4. FAS Night school, On Site DeWolf Night School, Winter Session and 3 Sessions of Summer School
5. Academic Mentoring and Coaching in weekly advisory
6. School to Home communication
7. Student Enrichment Field trips
8. GED, HSET, CHSP-High School Equivolency Diploma Options
9. CTE Course offerings
10. Dual Enrollment College Courses

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

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

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

English Learner Students

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

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

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

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

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

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

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

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

A. Technology to support academic literacy and credit attainment

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

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

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

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

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

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

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrollment Community College enrollment

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

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

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

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

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

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

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

Student Groups

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

White (WH):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Homeless (HM):

Hispanic (HI):

Foster Youth (FY):

Long Term English Learner (LTEL):

English Learner (EL):

Asian (AS):

African American (AA):

A. Technology to support academic literacy and credit attainment

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

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

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

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

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

White (WH):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Homeless (HM):

Hispanic (HI):

Foster Youth (FY):

Long Term English Learner (LTEL):

English Learner (EL):

Asian (AS):

African American (AA):

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

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

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

Students with Disabilities (SWD):

White (WH):

Socio-economically Disadvantaged (SED):

Multiple Races (MR):

Homeless (HM):

Hispanic (HI):

Foster Youth (FY):

Long Term English Learner (LTEL):

English Learner (EL):

Asian (AS):

African American (AA):

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

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

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

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

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

7. iReady assessment software for redesignation

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offer Flexible Participation Options

Provide multiple ways for families to engage so they can participate in ways that fit their schedules and comfort levels.

- Host events at different times (morning, evening, virtual).
- Provide both in-person and online meeting options.
- Share recordings, summaries, or newsletters for families who cannot attend.

2. Provide Language and Accessibility Supports

Ensure all families can understand and contribute.

- Offer translation and interpretation services.
- Translate key documents and communications.
- Provide accessibility supports such as closed captions, large print, or disability-friendly meeting spaces.

3. Create Welcoming Family Events

Plan activities that encourage families to feel connected to the school community.

- Family learning nights, workshops, or cultural celebrations.
- Student showcases where families can see student work or performances.
- Informal gatherings (coffee chats, family forums) where families can share input.

4. Use Multiple Communication Channels

Reach families using the communication methods they prefer.

- Email, text messaging, phone calls, school apps, and printed flyers.
- Social media updates and translated messages.
- Surveys to gather feedback and input from families.

5. Invite Families to Participate in Decision-Making

Create opportunities for families to have a voice in programs and initiatives.

- Family advisory committees or parent leadership groups.
- Feedback surveys about school programs.
- Opportunities to collaborate on planning events or initiatives.

6. Recognize and Value Diverse Family Perspectives

Make space for families to share their cultural knowledge, experiences, and ideas.

- Invite families to share traditions, skills, or community resources.
- Celebrate multilingual and multicultural contributions.
- Ensure families from historically underrepresented groups are intentionally included.

7. Remove Participation Barriers

Address practical barriers that may prevent engagement

- Offer transportation support or virtual options.
- Provide food at family events to make participation easier.

Overall goal: Build strong, two-way partnerships where families feel respected, heard, and empowered to support student learning.

Professional Learning

Describe Professional Learning related to this action.

1. Building Life Skills and Student Engagement

Staff will engage in professional learning focused on integrating life skills—such as collaboration, communication, leadership, responsibility, and self-advocacy—into classroom instruction, clubs, leadership activities, and extracurricular programs. Teachers, advisors, and support staff will learn strategies to intentionally connect academic learning with student interests, school activities, and real-world experiences to increase motivation and participation.

2. Inclusive Campus Culture and Sense of Belonging

Professional learning will support staff in creating a welcoming and inclusive school environment that celebrates the diversity, creativity, and evolving identities of the DeWolf student population. Training will emphasize culturally responsive practices, relationship-building strategies, and inclusive engagement so that all students feel seen, valued, and connected to peers and adults on campus.

Staff will collaborate to design and support inclusive schoolwide activities, clubs, and events that reflect student voice and interests. Professional learning will also address strategies for increasing student participation in clubs, leadership opportunities, and community-based experiences, ensuring equitable access for all students.

3. Student Voice and Leadership Development

Professional learning will focus on empowering student voice through the Leadership class and broader campus engagement efforts. Staff supporting leadership, clubs, and student activities will collaborate to learn facilitation strategies that elevate student input, support student-requested activities, and strengthen peer connections. Emphasis will be placed on bridging relationship gaps and ensuring students play an active role in shaping campus culture and engagement opportunities.

4. Community Engagement

Staff will receive professional learning on supporting student participation in community service, CTE projects, project-based learning, internships, and leadership-driven initiatives. This learning will focus on helping students represent DeWolf positively, give back to the community, and develop pride in their school. Strategies for reinforcing school identity, including the use of school and club memorabilia to promote belonging and connection, will be incorporated into student engagement practices.

5. Attendance, Engagement Monitoring, and Support

Professional learning will include training on tracking and monitoring student engagement in clubs, activities, and events, with a focus on identifying students who are not yet connected. Staff will collaborate to use engagement and attendance data to provide targeted outreach and support, reinforcing the message that daily attendance enables participation in meaningful social and enrichment opportunities.

Implementation

Professional learning will be delivered through:

- PLC meetings focused on student engagement and life skills
- Leadership team collaboration and activity planning sessions
- Staff workshops on inclusive practices, student voice, and engagement strategies
- Ongoing reflection and sharing of successful engagement practices across campus

Cross-role collaboration among teachers, counselors, administrators, classified staff, and leadership advisors will ensure a unified approach to student engagement and campus culture.

Monitoring and Evidence of Effectiveness

The effectiveness of professional learning will be monitored through:

- PLC agendas, notes, and reflections focused on engagement strategies
- Documentation of student activities, clubs, leadership events, and community projects
- Participation data showing student involvement in at least one activity
- Attendance trends and student feedback on school connectedness
- Evidence of expanded student voice and student-led initiatives

Expected Outcomes

Through sustained professional learning, DeWolf High School staff will be equipped to intentionally create engaging, inclusive experiences that promote life skills, school pride, and a strong sense of belonging. As a result, students will be more motivated to attend school consistently, actively participate in campus life, build meaningful relationships, and graduate prepared to launch into their individual futures as connected, confident members of a strong school community.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Progress reports, credits, grades (Admin, Counselor, PLC, ILT)
- Quarterly reports, credits, grades(Admin, Counselor, PLC, ILT)
- Classroom walkthroughs using IPG (Admin)
- EECU mini lessons
- Mock Interview prep (resume, speaking)
- Guest speakers
- School-Connect
- Incentive program to support grades, attendance, and behavior
- Parent meetings to support credits, grades and behavior
- Clubs

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.

- Progress reports, credits, grades(Admin, Counselor, PLC, ILT)
- Quarterly reports, credits, grades(Admin, Counselor, PLC, ILT)
- EECU Wise Up
- Mock Interviews
- Guest speakers
- School-Connect
- Incentive program to support grades, attendance, and behavior
- Parent meetings to support credits, grades and behavior
- Clubs

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.

- Progress reports, credits, grades(Admin, Counselor, PLC, ILT)
- Quarterly reports, credits, grades(Admin, Counselor, PLC, ILT)
- EECU Wise Up
- Mock Interviews
- Guest speakers
- School-Connect
- Incentive program to support grades, attendance, and behavior
- Parent meetings to support credits, grades and behavior
- Clubs

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

By the end of the 2026–2027 school year, 100% of DeWolf High School students will engage in at least one arts-related opportunity—including visual arts, performing arts, digital media, design, music, or arts-integrated classroom or extracurricular experiences—**to intentionally develop life skills and social-emotional competencies** such as self-expression, self-awareness, collaboration, communication, creativity, and perseverance.

Student participation will be **measured by course enrollment, club and activity rosters, documented project-based learning experiences, or school-sponsored arts events**, ensuring equitable access and meaningful engagement for all students. Through consistent participation in arts experiences, students will strengthen their connection to school, build confidence in expressing their identity and ideas, and develop transferable skills that support academic success, positive relationships, and postsecondary readiness.

Direct Instructional Services

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

- Classroom materials like art supplies, guitars and amps
- materials and classroom supplies needed for video production and creative metal arts
- basic props for creativity
- curriculum materials that align with standards
- guest presenters and professional learning for teachers to improve instruction

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.

N/A

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- monthly engagement hours
- community events
- open house

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Increased student Enrollment and Interest in the Arts:

- More students choose to participate in newly offered arts electives and clubs such as guitar and art.
- Measured by: Course and club enrollment data and student interest surveys.
- Monitored by: Counselors and 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.

Improved Student Achievement and Focus:

- Students demonstrate stronger concentration, creativity, and problem-solving skills that carry over into academic classes
- Measured by: teacher observations, reductions or behavior incidents
- Monitored by: Arts teachers and site administrator

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.

Stronger School Culture Centered on the Arts:

- DeWolf develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Measured by: School climate surveys, parent/community feedback, and student engagement metrics
- Monitored by: Site administrator

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	53,153.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies: Parent Engagement *No Food or Incentives*	2,000.00

$55,153.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Recruitment and Retention

Action Details

Effective Staff

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

Direct Instructional Services

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

- Professional learning opportunities offered (registration, sub day, travel, etc) including but not limited to: Personalized Learning Instruction, PLC at Work, School-Connect, CADA, Culture and Climate, Gender Equity and Inclusion, SPED, Technology, Social Emotional/Trauma Informed, Substance abuse, EL, etc including staff identified that may not be listed prior.
- Pull out planning periods/days for both academic and student engagement needs.
- Books/manuals/software/training software/hardware/technology accessories

English Learner Students

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

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meeting with Admin and Counselor
- Built in curriculum for EL students in ELA classes
- Review Ellevation in PLC meeting

- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings
- Parent University at Back to School Night and Open House

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

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

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

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

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

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

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

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

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offer Flexible Participation Options

Provide multiple ways for families to engage so they can participate in ways that fit their schedules and comfort levels.

- Host events at different times (morning, evening, virtual).
- Provide both in-person and online meeting options.
- Share recordings, summaries, or newsletters for families who cannot attend.

2. Provide Language and Accessibility Supports

Ensure all families can understand and contribute.

- Offer translation and interpretation services.
- Translate key documents and communications.
- Provide accessibility supports such as closed captions, large print, or disability-friendly meeting spaces.

3. Create Welcoming Family Events

Plan activities that encourage families to feel connected to the school community.

- Family learning nights, workshops, or cultural celebrations.
- Student showcases where families can see student work or performances.
- Informal gatherings (coffee chats, family forums) where families can share input.

4. Use Multiple Communication Channels

Reach families using the communication methods they prefer.

- Email, text messaging, phone calls, school apps, and printed flyers.
- Social media updates and translated messages.
- Surveys to gather feedback and input from families.

5. Invite Families to Participate in Decision-Making

Create opportunities for families to have a voice in programs and initiatives.

- Family advisory committees or parent leadership groups.
- Feedback surveys about school programs.
- Opportunities to collaborate on planning events or initiatives.

6. Recognize and Value Diverse Family Perspectives

Make space for families to share their cultural knowledge, experiences, and ideas.

- Invite families to share traditions, skills, or community resources.
- Celebrate multilingual and multicultural contributions.
- Ensure families from historically underrepresented groups are intentionally included.

7. Remove Participation Barriers

Address practical barriers that may prevent engagement

- Offer transportation support or virtual options.
- Provide food at family events to make participation easier.

Overall goal: Build strong, two-way partnerships where families feel respected, heard, and empowered to support student learning.

Professional Learning

Describe Professional Learning related to this action.

Purpose and Alignment

Professional learning at DeWolf High School is intentionally designed to support a diverse student population, strengthen staff capacity, and sustain a positive, mission-driven campus culture. This plan aligns to DeWolf's commitment to recruiting and retaining staff who reflect student demographics, support varied student needs, and contribute to a strong sense of community, shared purpose, and pride. Professional learning prioritizes both academic and social-emotional practices to meet the unique demands of alternative education while mitigating staff burnout.

Focus Areas for Professional Learning

1. Culturally Responsive and Relationship-Centered Practices

Professional learning will support staff in implementing culturally responsive teaching and relationship-centered practices that reflect students' identities, experiences, and needs. Staff will continue to develop skills in building trust, fostering belonging, and supporting students who face academic, emotional, or personal barriers to graduation. This learning supports DeWolf's mission to serve students with care, urgency, and empathy.

2. Supporting the Demands of Alternative Education

Recognizing the increased workload and emotional demands of alternative education, professional learning will focus on instructional strategies that balance acceleration toward graduation with the intentional slowing down needed to address student barriers. Staff will engage in learning that supports:

- Credit recovery and individualized pacing
- Trauma-informed and restorative practices
- Student engagement strategies for high-need learners
- Effective intervention planning to keep students on track for graduation

3. Social-Emotional Learning and Student Support

Professional learning will strengthen staff capacity to integrate Social Emotional Learning (SEL) into daily practice. Training will include strategies to support student self-regulation, motivation, resilience, and goal setting, as well as guidance on responding to behavioral and emotional challenges with consistency and compassion. Staff will collaborate to ensure SEL supports are aligned schoolwide and embedded into instruction and student interactions.

4. Staff Well-Being and Burnout Prevention

Professional learning will intentionally address staff wellness and sustainability by prioritizing time for reflection, collaboration, and skill refinement. Opportunities will be structured to reduce isolation, normalize shared challenges, and promote balance and collective responsibility. By investing in ongoing professional growth and supportive structures, DeWolf will foster staff resilience and retention.

5. Collaboration with Peer Alternative Education Schools

DeWolf High School will continue to partner with peer alternative education schools through in-person learning opportunities, including teacher pull-out days, collaborative planning sessions, and professional learning conferences. These partnerships will allow staff to share best practices, learn from comparable school models, and enhance instructional and support strategies specific to alternative education settings.

6. Community Building and Shared Culture

Professional learning will also support intentional community building among staff through celebrations, shared engagements, and collaborative experiences that strengthen relationships. These activities will reinforce DeWolf's mission and vision, promote a positive work environment, and model the sense of belonging the school seeks to create for students.

Implementation

Professional learning will be delivered through:

- Scheduled PLC meetings and collaborative planning time
- Teacher pull-out and professional learning days
- Peer school visits and conferences focused on alternative education
- Ongoing coaching, reflection, and staff collaboration
- Community-building activities integrated into staff development

Learning opportunities will be intentionally paced and responsive to staff feedback and student needs.

Monitoring and Evidence of Effectiveness

Effectiveness will be monitored through:

- Professional learning agendas and participation records
- Staff feedback surveys related to support and workload
- Evidence of implementation of academic and SEL strategies
- Increased consistency in instructional and support practices
- Indicators of staff retention, morale, and collaboration
- Student outcomes related to engagement, credit completion, and graduation progress

Expected Outcomes

Through sustained, thoughtful professional learning, DeWolf High School will strengthen staff capacity, reduce burnout, and enhance instructional and social-emotional practices. This will result in a cohesive, mission-driven school community where staff feel supported and equipped to meet student needs, and where students experience consistent, relationship-centered support on their path toward graduation and postsecondary success.

Progress Monitoring: Outcomes

Reasoning for using this action:

☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.		*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

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

Shape these behaviors...

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

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

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

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Family and School Partnership

Action Details

Community Engagement

By the end of the 2026-27 school year, DeWolf will have created increased opportunities for families, staff, community and student to interact and engage with each other. Each time a new student enrolls, families will engage in an onboarding with admin--a process that includes a student survey and will also now include a parent survey. Parents will be able to tell us the preferred night of the week they are available for events, their preferred method of communication, and the types of events they are interested in attending on campus. This data will work to inform admin of individual family needs and interests. DeWolf will continue to utilize various communication platforms, including Parent Square, DeWolf website, email, School Info App(s), flyers mailed home, etc to message school events like quarterly academic achievement awards/dinner celebrations, Back to School Night, Open House, parent conferences, etc. to student families and educational partners. We will also continue partnering with FEOC Street Saints (community organization) in an effort to make better connections with our African American families as well as Parent University in an effort to better reach our EL families.

Direct Instructional Services

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

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

English Learner Students

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

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meetinga with Admin and Counselor
- Built in curriculum for EL students in ELA classes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Offer Flexible Participation Options

Provide multiple ways for families to engage so they can participate in ways that fit their schedules and comfort levels.

- Host events at different times (morning, evening, virtual).
- Provide both in-person and online meeting options.
- Share recordings, summaries, or newsletters for families who cannot attend.

2. Provide Language and Accessibility Supports

Ensure all families can understand and contribute.

- Offer translation and interpretation services.
- Translate key documents and communications.
- Provide accessibility supports such as closed captions, large print, or disability-friendly meeting spaces.

3. Create Welcoming Family Events

Plan activities that encourage families to feel connected to the school community.

- Family learning nights, workshops, or cultural celebrations.
- Student showcases where families can see student work or performances.
- Informal gatherings (coffee chats, family forums) where families can share input.

4. Use Multiple Communication Channels

Reach families using the communication methods they prefer.

- Email, text messaging, phone calls, school apps, and printed flyers.
- Social media updates and translated messages.
- Surveys to gather feedback and input from families.

5. Invite Families to Participate in Decision-Making

Create opportunities for families to have a voice in programs and initiatives.

- Family advisory committees or parent leadership groups.
- Feedback surveys about school programs.
- Opportunities to collaborate on planning events or initiatives.

6. Recognize and Value Diverse Family Perspectives

Make space for families to share their cultural knowledge, experiences, and ideas.

- Invite families to share traditions, skills, or community resources.
- Celebrate multilingual and multicultural contributions.
- Ensure families from historically underrepresented groups are intentionally included.

7. Remove Participation Barriers

Address practical barriers that may prevent engagement

- Offer transportation support or virtual options.
- Provide food at family events to make participation easier.

Overall goal: Build strong, two-way partnerships where families feel respected, heard, and empowered to support student learning.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning Plan: Family and Community Engagement

Purpose and Alignment

Professional learning at DeWolf High School will build staff capacity to strengthen meaningful, inclusive engagement among families, staff, students, and community partners. This plan aligns with the goal of expanding opportunities for interaction and connection by ensuring staff are prepared to implement effective onboarding practices, responsive communication strategies, and culturally inclusive engagement efforts that reflect family needs and preferences.

Focus Areas for Professional Learning

1. Family Onboarding and Relationship Building

Staff will engage in professional learning focused on implementing a consistent and welcoming family onboarding process for all newly enrolled students. Training will support administrators, counselors, and office staff in using student and parent surveys to gather information about family preferences related to communication, availability for events, and areas of interest. Professional learning will emphasize building trust, listening to family voice, and using survey data to inform individualized outreach and engagement strategies.

2. Data-Informed Engagement and Communication

Professional learning will support staff in analyzing and using family survey data to plan engagement opportunities that are responsive to community needs. Training will focus on selecting appropriate times, formats, and methods for outreach based on family input. Staff will collaborate to ensure communication is clear, consistent, and accessible, using a variety of platforms including ParentSquare, the DeWolf website, email, school messaging applications, and mailed flyers.

3. Effective Use of Multiple Communication Platforms

Staff will receive professional learning on best practices for utilizing multiple communication platforms to ensure information about school events reaches all families. Training will emphasize coordination of messages across platforms and the importance of consistent messaging for events such as quarterly academic achievement celebrations, Back to School Night, Open House, and parent conferences. Professional learning will also reinforce the importance of timely, family-friendly communication.

4. Culturally Responsive Family Engagement

Professional learning will focus on culturally responsive approaches to engaging families from diverse backgrounds. Staff will strengthen collaboration with community partners, including FEOC Street Saints and Parent University, to enhance outreach and engagement with African American families and English Learner families. Training will emphasize cultural humility, partnership-building, and leveraging community expertise to better serve families.

5. Strengthening School–Community Partnerships

Staff will engage in professional learning on building and sustaining meaningful partnerships with community organizations. This training will support aligned planning, shared goals, and coordinated engagement opportunities that increase community presence on campus and strengthen relationships between families, students, and staff.

Implementation

Professional learning will be implemented through:

- Staff meetings and professional learning sessions focused on family engagement practices
- Collaborative planning time for administrators, counselors, and support staff
- Coaching and reflection on onboarding and communication practices
- Ongoing collaboration with community partners

Learning opportunities will be ongoing and responsive to feedback from families and staff.

Monitoring and Evidence of Effectiveness

The effectiveness of professional learning will be monitored through:

- Documentation of onboarding practices and completed family surveys
- Analysis of family participation data at events and engagement activities
- Review of communication strategies and outreach efforts
- Feedback from families, staff, and community partners
- Increased consistency and responsiveness in family engagement practices

Expected Outcomes

Through sustained professional learning, DeWolf High School staff will strengthen their ability to engage families and community partners in meaningful, authentic ways. As a result, families will feel more informed, welcomed, and connected to the school, leading to increased participation in school events, stronger relationships among families, staff, and students, and a more connected and supportive school community.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see		Long-Term (Change in Condition) Hope to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

And ultimately achieve these impacts.

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

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

2026-2027 Budget Detail for Schools

State/Federal Dept 0125 DeWolf High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0125	3200	1000	4300	Mat & Supp					G1A3	Materials & Supplies *No Food or Incentives*	4,043.00
060	3010	0125	3200	1000	4400	Nc-Equipment					G1A1	Technology	12,600.00
060	3010	0125	3200	2495	4300	Mat & Supp					G2A2	Materials & Supplies: Parent Engagement *No Food or Incentives*	2,000.00
030	7090	0125	3200	1000	4300	Mat & Supp					G2A1	Materials and Supplies	53,153.00
030	7090	0125	3200	1000	5723	Direct-Maint					G1A1	: Technology Maintenance	3,500.00
030	7091	0125	4760	1000	1160	Teacher-Supp					G1A1	ELPAC & SBAC Assessors/Proctors **Budget lines for personnel include salaries and related benefits	7,178.00
030	7091	0125	4760	1000	4300	Mat & Supp					G1A1	: Materials & Supplies	2,402.00
030	7091	0125	4760	2495	4300	Mat & Supp					G1A1	Materials & Supplies / Parent Engagement	1,400.00
													$86,276.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$18,643.00
Sup & Conc	7090	$56,653.00
LCFF: EL	7091	$10,980.00
Grand Total		**$86,276.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$31,123.00
G2 - The Whole Child (SEL and Engagement)	$55,153.00
Grand Total	**$86,276.00**