Duncan Polytechnical High

10621661030295

Principal's Name: Rene Eric Martinez

Principal's Signature: 

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

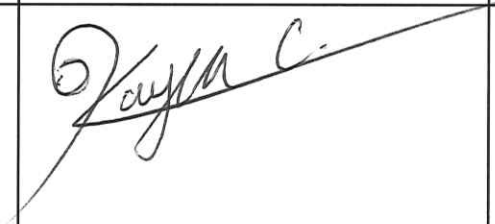
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 – Rene Eric Martinez	X				
2. Chairperson - Kayla Casares					X
3. Bailey Arce					X
4. Chris Orosco			X		
5. Carmen Salazar				X	
6. Raquel Pineda				X	
7. Francisco Nunez		X			
8. Erick Gonzalez		X			
9. Willie Vang		X			
10. Johny York			X		
11. Kate Thao					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Duncan High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Rene Eric Martinez**		**4/13/2026**
SSC Chairperson	**Kayla Casares**		**4/13/2026**

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

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	$109,180	*
7090	LCFF Supplemental & Concentration	$333,658	
7091	LCFF for English Learners	$36,234	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$479,072**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$4,240
	Program Budget	$104,940
	Total Title I Allocation	$109,180

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Duncan Polytech 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)	75 %	69.3 %	2024-2025	**75.8 %** ↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		69.3 %	2024-2025	**75.3 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		14.3 %	2024-2025	**15.4 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		52 %	2024-2025	**60.1 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		51.7 %	2024-2025	**56.8 %** ↑
Goal 1	Graduation Rate (ALL)	100 %	99.6 %	2024-2025	**100 %** ↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		66.9 %	2025-2026	**72 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	15 pts	24.6 pts	2024-2025	**44.6 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		58 %	2024-2025	**63 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-77 pts	-58.4 pts	2024-2025	**-38.4 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24.8 %	2024-2025	**30.8 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		10.5 %	2025-2026	**9.9 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	98 %	97 %	2025-2026	**98.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	97.3 %	94 %	2025-2026	**95.1 %** ↑
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	1.75 %	0.9 %	2025-2026	**0.57 %** ↓

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.

GOAL 1:

CCI - POP

- English Learner students are considered 22% less prepared (47% prepared) upon graduation (Cal. Dashboard) than the general student body (69% prepared) due to state assessment data and maintaining A- G status.
- Although 9th grade A-G metrics have improved, typically every year this grade level has the least number of students remain who maintain A-G status at the conclusion of the school year.

ELA SBAC Achievement - POP

- There is an opportunity to increase levels of meeting and exceeding standards for all 11th grade students (58% of total students met or exceeded standards in 2025).
- English Learner students and Long-Term English Learner are progressing on ELA SBAC assessment, but not at the same rate of our general student body (growth of 30+ scale score but 2% met or exceeded standards)

Math SBAC Achievement - POP

- There is an opportunity to increase levels of meeting and exceeding standards for all 11th grade students. (29% of total students met or exceeded standards in 20205)
- English Learner students and Long-Term English Learner are improving on distance from standard but are few are meeting or exceeding standards as compared to rate of our general student body (growth of 63+ scale score points but 1% met or exceeded standards)

EL/LTEL Improvement - POP

- Although most students are improving levels, over the course of multiple years at least 15% of EL and LTEL students have declined in performance level.

GOAL 2:

Chronic Absenteeism - POP

- Although there has been improvement in the percentage of chronic absenteeism for all students groups, our African-American students are not progressing as other student groups (9% higher than our school mean).

Suspension Rate - POP

- The current suspension rates have been reduced, however African American student percentage per student is still the highest metric among our student groups (6.1%)

Climate and Culture - POP

- Student health and wellness domain is one of the lower percent favorable metrics compared to the other student domains (88% favorable responses).

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

Goal 1:

CCI - POP

#1: English Learner students are considered 22% less prepared (47% prepared) upon graduation (Cal. Dashboard) than the general student body (69% prepared) due to state assessment data and maintaining A- G status.

- English language development is progressing but not at the level to support students achieving at high levels with SBAC assessment potentially grades within specific content areas.
- EL and LTEL students have low representation in advanced course work such as Advanced Placement (AP) and Dual Enrollment courses.
- Minimal full staff professional development to help teachers embed language supports in their classes.

#2: Although 9th grade A-G metrics have improved, typically every year this grade level has the least number of students remain who maintain A-G status at the conclusion of the school year

- Transition from middle school to high school and having full knowledge that passing grades with Cs or better desired for A-G and graduation status.
- Students who attend our school have some foundational literacy and math learning gaps that require additional time and resources to fill.
- With students transitioning from their feeder middle schools to our magnet school, building relationships with peers and teachers takes time to develop which in turn, slows down the process for students to showcase that they are in need of support.

ELA SBAC Achievement - POP

#1: There is an opportunity to increase levels of meeting and exceeding standards for all 11th grade students.

- Less than half of students entering into 9th grade are meeting standards and are at grade level.
- Students are still developing command of writing and reading skills that are required to be at grade level in ELA.
- Alignment and vertical articulation are improving, but there are opportunities to strengthen students develop the necessary skills by the end of their 11th grade year.

#2 : English Learner students and Long-Term English Learner are progressing on ELA SBAC assessment, but not at the same rate of our general student body

- These student groups are still developing their understanding and usage of the English Language and are not quite at the level of their English only peer student group
- There haven't been adequate language supports embedded in all content areas to allow for consistent practice and development throughout the entire school day - primarily isolated support in ELA and a few content areas.
- We are in year one of the ELD advanced course and are learning how to leverage this support class to increase student's ability to develop ELA skill to demonstrate higher levels on the SBAC assessment.

Math SBAC Achievement - POP

#1: There is an opportunity to increase levels of meeting and exceeding standards for all 11th grade students.

- Students are gaining skills, but the level of instruction is focused on catching the majority of students up instead of maintaining and accelerating this learning.
- With over 75% of student entering 9th grade at not meeting standards, fundamental mathematical concepts are missing in our students.

- Most of the supports for students are focused in on Algebra 1 and not equitably distributed as students' progress through the math sequence of classes.

#2: English Learner students and Long-Term English Learner are improving on distance from standard but are few are meeting or exceeding standards as compared to rate of our general student body.

- The conceptual component of math is best learned through discourse and having knowledge of math vocabulary which can be difficult for our multilingual learners.
- The SBAC exam requires students to read complex word problems that requires a high level of reading and understanding such text dependent questions.
- We do not offer SDAIE (Specially Designed Academic Instruction in English) classes or supports currently at Duncan Poly High School.

EL/LTEL Improvement - POP

#1 Although most students are improving levels, over the course of multiple years at least 15% of EL and LTEL students have declined in performance level.

- Students who haven't made progress with ELPAC testing in years past become frustrated and do not see the value of taking the assessment seriously.
- We currently do not have apply any additional intervention to students based upon their ELPAC score other than class placement in ELD advanced courses.
- Literacy engagement takes place in some content areas other than ELA, but there is not intentionally planning and monitoring to guarantee that our EL and LTEL students receive these same engagement activities throughout the day

GOAL 2:

Chronic Absenteeism - POP

Although there has been improvement in the percentage of chronic absenteeism for all students groups, our African-American students are not progressing as other student groups (9% higher than our school mean).

- The number of students in this student group is relatively small and strategic outreach prior to absenteeism based upon historical attendance rates has yet to be tried.
- As a magnet school, students commute from all parts of town, which can make exacerbate attendance issues if there are familial circumstances that could make it difficult for students to attend on a regular basis.
- We have strengthened our BSU and student engagement with our African American students, but we still do not have multiple opportunities for this student group to find connection in co-curricular activities.

Suspension Rate - POP

The current suspension rates have been reduced, however African American student percentage per student is still the highest metric among our student groups

- Most of these suspensions are accounted for by 9th grades students, from which we have had low to no attendance at our Summer Bridge sessions.
- Establishing connections with our African American students do take place over time, but mentors are paired with students after off task or suspensible behaviors occur.
- We are growing our BSU program but have difficulty engaging our 9th and 10th grade students to be part of this organization.

Climate and Culture - POP

Student health and wellness domain is one of the lower percent favorable metrics compared to the other student domains.

- The expectations are very high at Duncan Poly for students to perform academically, which can be a factor in a lower metric.
- There is a missing element of student health and wellness throughout the year. Only strong during
- Staff does not have yearly professional learning around supporting student's health and wellness, like they do for academic achievement.

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.

Goal 1:

CCI - POP

#1: English Learner students are considered 22% less prepared (47% prepared) upon graduation (Cal. Dashboard) than the general student body (69% prepared) due to state assessment data and maintaining A- G status.

English language development is progressing but not at the level to support students achieving at high levels with SBAC assessment potentially grades within specific content areas.

- Utilize existing SBAC data and other relevant data sources, alongside diagnostic assessments, to identify skill gaps early on
- In-class interventions, including differentiated instruction, especially on standards that are deemed essential.

EL and LTEL students have low representation in advanced course work such as Advanced Placement (AP) and Dual Enrollment courses.

- Identify entry AP courses that are currently offered in our master schedule that have successful pass rate along with course grades for EL students to be enrolled
- Instructor to provide scaffolds and additional support to students who need assistance with engaging with the academic content and vocabulary.

Minimal full staff professional development to help teachers embed language supports in their classes.

- Ensure that professional learning around supporting our EL and LTEL students is provided to staff at least 4 times per year (buyback and staff meetings).

#2: Although 9th grade A-G metrics have improved, typically every year this grade level has the least number of students remain who maintain A-G status at the conclusion of the school year

Transition from middle school to high school and having full knowledge that passing grades with Cs or better desired for A-G and graduation status.

Students who attend our school have some foundational literacy and math learning gaps that require additional time and resources to fill.

- Utilize incoming diagnostics and intentional planning at the start of the school year to support the gaps in learning that exist with our 9th grade students.

With students transitioning from their feeder middle schools to our magnet school, building relationships with peers and teachers takes time to develop which in turn, slows down the process for students to showcase that they are in need of support.

- Continue to improve our weeks of welcome and recruitment of summer bridge for students who are considered vulnerable and highly vulnerable (BTSC metric)

ELA SBAC Achievement - POP

#1: There is an opportunity to increase levels of meeting and exceeding standards for all 11th grade students.

Less than half of students entering into 9th grade are meeting standards and are at grade level.

- Utilize existing SBAC data and other relevant data sources, alongside diagnostic assessments, to identify skill gaps early on

- In-class interventions, including differentiated instruction, especially on standards that are deemed essential.

Students are still developing command of writing and reading skills that are required to be at grade level in ELA.

- Engage full staff in professional learning to help them embed more literacy opportunities in their content areas.

Alignment and vertical articulation are improving, but there are opportunities to strengthen students develop the necessary skills by the end of their 11th grade year.

- Ensure that pullout department planning days have an intention focus of vertical articulation improvement.

#2: English Learner students and Long-Term English Learner are progressing on ELA SBAC assessment, but not at the same rate of our general student body

These student groups are still developing their understanding and usage of the English Language and are not quite at the level of their English only peer student group

- Have a point of emphasis for all classrooms to engage students in discussions along with reading and writing opportunities throughout the day in every content.

There haven't been adequate language supports embedded in all content areas to allow for consistent practice and development throughout the entire school day - primarily isolated support in ELA and a few content areas.

- Professional learning to help our teachers in all grades levels so language support is occurring daily for students.

We are in year one of the ELD advanced course and are learning how to leverage this support class to increase student's ability to develop ELA skill to demonstrate higher levels on the SBAC assessment.

- Additional classroom observations to provide feedback to improve instructional practices in these specific classes.

Math SBAC Achievement - POP

#1: There is an opportunity to increase levels of meeting and exceeding standards for all 11th grade students.

Students are gaining skills, but the level of instruction is focused on catching the majority of students up instead of maintaining and accelerating this learning.

- In addition to planning so students are able to demonstrate the standard, opportunities for advancement/enrichment can also be part of the unit plans.

With over 75% of student entering 9th grade at not meeting standards, fundamental mathematical concepts are missing in our students.

- In-class interventions, including differentiated instruction, especially on standards that are deemed essential.

Most of the supports for students are focused in on Algebra 1 and not equitably distributed as students' progress through the math sequence of classes.

- Equitably provide supports to Algebra 2 students within the school day through use of Cal Teaching Fellows or our current staff members.

#2: English Learner students and Long-Term English Learner are improving on distance from standard but are few are meeting or exceeding standards as compared to rate of our general student bod

The conceptual component of math is best learned through discourse and having knowledge of math vocabulary which can be difficult for our multilingual learners.

- For essential standards, differentiation and strategic support for EL and LTEL students will be provided.

The SBAC exam requires students to read complex word problems that requires a high level of reading and understanding such text dependent questions.

- Engaging students in more literary opportunities in their math and other content courses.

We do not offer SDAIE (Specially Designed Academic Instruction in English) classes or supports currently at Duncan Poly High School.

- Have newly hired staff members who is trained in SDAIE, provide support and professional learning to her colleagues in her math department.

EL/LTEL Improvement - POP

#1 Although most students are improving levels, over the course of multiple years at least 15% of EL and LTEL students have declined in performance level.

Students who haven't made progress with ELPAC testing in years past become frustrated and do not see the value of taking the assessment seriously.

- Provide early intervention and support in the specific areas that our ELs and LTELs have yet to make progress.
- Engage parents and students int the importance and purpose of ELPAC testing
- Incentivize and provide celebrations for our students who are making progress.

We currently do not have any additional intervention to students based upon their ELPAC score other than class placement in ELD advanced courses.

- Provide students with opportunities to create goals for progress upon their arrival in the 9th grade year.
- Create study groups and review sessions for students who are enrolled in ELD courses based upon achievement levels.

Literacy engagement takes place in some content areas other than ELA, but there is not intentionally planning and monitoring to guarantee that our EL and LTEL students receive these same engagement activities throughout the day

- Have each department in all grade level commit to the strategies that will be used to support this student group.

GOAL 2:

Chronic Absenteeism - POP

Although there has been improvement in the percentage of chronic absenteeism for all students groups, our African-American students are not progressing as other student groups (9% higher than our school mean).

The number of students in this student group is relatively small and strategic outreach prior to absenteeism based upon historical attendance rates has yet to be tried.

- Need to identify early trends of negative attendance to provide support and additional monitoring before chronic absenteeism levels are reached.

As a magnet school, students commute from all parts of town, which can make exacerbate attendance issues if there are familial circumstances that could make it difficult for students to attend on a regular basis.

- Use attendance TST to engage in arrival and departure plans for students whose attendance is nearing the threshold.

We have strengthened our BSU and student engagement with our African American students, but we still do not have multiple opportunities for this student group to find connection in co-curricular activities.

- Engage in student interviews to learn about co-curricular activities are relevant and important to them.
- Early exposure to our BSU club and starting a upper grader mentor system to support more outreach to our underclassmen.

Suspension Rate - POP

The current suspension rates have been reduced, however African American student percentage per student is still the highest metric among our student groups

Most of these suspensions are accounted for by 9th grades students, from which we have had low to no attendance at our Summer Bridge sessions.

- Start the summer bridge recruitment during the early part of quarter 4 through summer to help build relationships with our students and families and communicate the importance of the Summer Bridge program.

Establishing connections with our African American students do take place over time, but mentors are paired with students after off task or suspensible behaviors occur.

- Gather data on students who may have had difficulty with off task behaviors in middle school prior during the summer to prepare possible supports.
- Engage mentors at the start of the school year prior to any suspensible or off tasks behaviors are manifested.

We are growing our BSU program but have difficulty engaging our 9th and 10th grade students to be part of this organization.

- Create additional awareness of our BSU program during summer bridge and Future Stallion Nights.
- Early invitations to start of the year kick off for the BSU program.

Climate and Culture - POP

Student health and wellness domain is one of the lower percent favorable metrics compared to the other student domains.

The expectations are very high at Duncan Poly for students to perform academically, which can be a factor in a lower metric.

- Explicitly teacher our students selfcare and techniques to maintain physical and mental health.
- Provide opportunities for our staff to hear directly from our students about some of their struggles and the help that would benefit their wellness.

There is a missing element of student health and wellness throughout the year. Only strong during awareness months.

- Have wellness weeks throughout the school year for students that includes engagement with our staff.

Staff does not have yearly professional learning around supporting student's health and wellness, like they do for academic achievement.

- Make health and student wellness part of professional learning for our staff.
- Ensure that grade level advisories make this a priority in their advisory lessons.

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.

Math Achievement Plan — Partially Implemented

During the 2025-2026 school year, our math achievement plan focused on providing high quality first instruction and creating systems of assessment and intervention to improve students' achievement in the areas of Algebra 1 and Geometry and Algebra II. Great strides were made as evidence of SBAC growth and improvement in grades of Cs or better in these courses, which were a result of improving of instructional practices, improved collaboration efforts, and the work with our BTSC team. However, the overall implementation was considered partial as opportunities such as outside professional learning and the utilization of AVID strategies were not carried out. Budget allocations were utilized as intended for intervention work and supporting department collaboration, but not to its fullest extent in regard to outside professional learning opportunities.

Literacy Achievement Plan

Partially Implemented

During the 2025-2026 school year the literacy action plan focused on creating literacy opportunities throughout all contents and the continuation of our ELA departments initiative to ensure high level instruction on essential standards and vertical articulation, especially with an emphasis on writing and reading. There was implementation from our ELA department with reading and writing strategies, however the increase of cross content literacy did not fully materialize with the exception of our Social Science department. Additionally, implementation of IABs and FIABs in ELA have not taken hold in all grade levels as initially planned. The utilization of monetary resources was used as intended to provide department pull out days to support planning to improve overall achievement for students (assessment and grade data).

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

Fully Implemented

During the 2025-2026 school year the plan to reduce D and Fs focused on early outreach to students and families to ensure they understood the importance of earning grades of a C or better and engaging and monitoring staff in their intervention strategies. The actions within this plan were fully implemented. There was good improvement with identifying and implementing during school hours/class time interventions in the 9th and 10th grade content areas. Implementation of these strategies have also scaled to grades 11 and 12. In addition, adjustments to grading systems were observed as a result of the professional learning and engaging in exploration of best practices to increase student achievement. Resource allocations were used appropriately to provide the professional learning time through department pull outs and to celebrate the students in their success.

CCI & Student-Centered Work Based Learning Plan

Fully Implemented

During the 2025-2026 school year, CCI and Work Based Learning plan focused on establishing better consistency of structures across all CTE pathways to improve the experience of pathway completers and create additional access to Dual Enrolment courses. These overall actions were fully implemented. Areas around embedded in class intervention were established but it is still in the beginning phase of implementation. Furthermore, additional dual enrollment sections were added to increase access for students. Budget usage was met with professional learning provided and the expenditures on resources to provide students with WBL and CTE related experiences. The implementation to support academic performance for the CCI indicator can be found in the math and literacy action plans.

Graduation Plan

Fully Implemented

During the 2025-2026 school year, the plan continued to focus on early onboarding of communication with our 9th grade students and consistent support systems that included both academic and social emotional. The full implementation resulted in near a 100%graduation rate. The supports from grades 9 through 12 played a pivotal role with ensuring there was positive student outcomes for this goal. Budget allocations to provide the monitory and resources necessary to implement this plan were carried out adequately.

Campus Culture Development to Reduce Suspension Rate

Fully Implemented

During the 2025-2026 school year the plan focused on student engagement to build a culture of support and belonging with an emphasis on students in the lower grades (9th and 10th). There is was strong evidence of full implementation of this plan to reduce suspension rates. The support and increase in the number of opportunities for students to engage with one another and staff continued the positive campus culture momentum. This translated into students being more involved in school activities and increased their connections to the adults on campus. The emphasis on relationship building through our Weeks of Welcome set the tone for students and staff to follow. This has resulted in a trajectory of continuing the reduction of suspensions. The use of the 5-star system to recognize student desired behaviors and participation was an area that is still in progress but has not meet the desired level of implementation that our school site desires. Resources allocated for implementation have been utilized effectively as planned.

Reduction of Chronic Absenteeism

Partially Implemented

During the 2025-2026 school year the plan focused on strengthening connection, belonging, inclusivity and ongoing monitoring to reduce chronic absenteeism. Although most of the action in the plan were implemented, the utilization of the attendance TST and use of advisory lessons did not take full shape as intended. However, the social emotional supports of students and connectivity with students who had low daily attendance was outstanding. Monies that were designated to support connectivity have been utilized as intended.

Retention and Appreciation of Highly Qualified Staff

Partially Implemented

During the 2025-2026 school year the plan was to focus on professional learning, recognition events and staff connection. Although there was improvement within the amount and quality of on-site professional learning, the recognition of our staff and staff connection remained constant. Therefore, this plan was partial implemented. Even with the partial implementation, staff favorable responses maintained from the previous school year. With some of the plans not coming to fruition, such as offsite professional learning for new veteran teachers, the monies allocated will be moved to increase the elements of our staff appreciation week that will take place late in the Spring Semester.

Family Engagement to Promote Community and Student Success

Fully Implemented

During the 2025-2026 school year the plan had a focus of ensuring structures and conditions were optimal for communication and parental engagement with our school. The actions that were planned for were fully implemented through communicating and increasing inclusive opportunities for families to engage in their child's education. The intended plan was done with high fidelity. Budget allocations continue to remain for the Spring Semester and will be utilized to engage our families through the informational, workshop and celebratory events that will take place between the months of March and June.

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.

Math Achievement Plan

Effective

Due to the majority of our actions being implemented, the plan was effective as measured by improvements in both the percentage of students meeting and exceeding standards and growth with distance from standard, and the levels of improvement with student grades earned. The improvements within the PLC collaboration, the use of embedding rigorous assessment questions from IABs and FIAB in Algebra 2 and intervention from assessment data were the primary factors of effectiveness.

Literacy Achievement Plan

Effective

Although the plan for the literacy goal was partially implemented, those actions that were completed from the action plan from the ELA department specifically yielded effectiveness with improvements in the percentage of students meeting and exceeding standards as well as distance from standard growth. In addition, the support in literacy engagements that were carried out by the Social Science department reinforced the literacy skills that impacted student achievement.

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

Effective

The action was effective. There was a decrease in D and F grades in all grade levels and improvement in A-G status. The continuous professional learning and protected time for 9th and 10th grade teachers to share their journey and effectiveness with their change ideas and PDSAs was a catalyst to the success of the plan. In addition, the instructional support to improve teacher clarity also played a pivotal role in the improvement of these metrics.

CCI & Student-Centered Work Based Learning Plan

Effective

Although there was only a slight increase in preparedness as measured by the California Dashboard, our site identified the pathway completers as a primary reason of the slight increase from the previous year's metric. Overall, the implementation of practices to increase the consistency of WBL experiences and the development of college and career ready soft skills yield positive results in students. Over the course of the school year, more students also enrolled and succeeded in dual enrollment coursework. The effectiveness of this plan will produce and impact on the 2027 Cal Dashboard of preparedness as is a lagging indicator.

Graduation Plan

Effective

The action plan for graduation was effective. There was a slight increase in the graduation rate at near 100%. The efforts with monitoring and supporting students in all grade levels has had a very beneficial impact on keeping students on track from graduation throughout their 4 years of high school. In addition, the emphasis on the development of collaborative and "soft skills" through embedding the student learning outcomes in CTE and other class contents, provided skills for students to meet the challenges of the coursework that is required at Duncan Poly High School. Furthermore, for the students who needed credit recovery, the use of during school and outside of school time credit recovery options were maximized and met the needs of the students who needed this additional support.

Campus Culture Development to Reduce Suspension Rate

Effective

The action for Campus Culture Development to Reduce Suspension Rate has continued to be very effective. The significant reduction of the previous school year and the downward trajectory of current suspension rate could be attributed to the efforts of all staff members developing deep rooted relationships with students and the early outreach to our 9th grade students. In addition, effective monitoring and individualized support by our intervention team has help reduce the suspension rate even further. Although there is a slight disproportionality of suspension rate for our African American students the suspension rate is moving closer to the mean rate.

Reduction of Chronic Absenteeism

Effective

The action for reducing chronic absenteeism was effective. Actions to increase campus culture activities and engagements support student connectivity and overall school attendance played a large role in the improvements. In addition, the use of staff in their various roles (home school liaisons, intervention team, counselors) helped our school partner with parents and reduce the chronic absenteeism rate from the previous school year. In addition, the leveraging of the Freshman Success team to build stronger relationships with the 9th grade class and execute engaging daily lessons.

Retention and Appreciation of Highly Qualified Staff

Effective

Although the action plan was only partially implemented, the actions that were taken did have a positive impact on our staff. The data on the Fall Climate &Culture survey shows overall high levels of favorable responses of the organizational culture. Thus, supporting the plan as being effective. The on-site professional learning and the efforts to recognize new and veteran staff, filled in the gaps of not having as many staff interactive events.

Family Engagement to Promote Community and Student Success

Effective

The actions were effective. The Fall Climate &Culture survey shows that parents feel engaged, and their level of favorable responses remained in the 90%. In combination with the continued opt in and personal invitations for parent engagement (parent conferences, classroom walks etc.) we have also experienced an increase in the number of parents engaging in these opportunities. We as a site have progressed to having more intimate engagements for parents which has likely led to them feeling more engaged with our school and included in their child's education.

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.

Due to the success and overall growth of the current year, there will not be any significant changes for the 2026-2027 school year, just an emphasis of executing the plan with fidelity. However, we will look to strengthen our supports and resources directed to our multilingual learners. In addition, we will build up the improvements we have made with our students' academic achievement to enhance and accelerate the learning above grade level for our ever-growing population who is demonstrating grade level achievement.

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

SSC:

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

Math

- Clarify consistent use of Teaching Fellows for small-group reteach/tutoring; ensure they have content capacity.
- Provide tutoring training (avoid over-helping/giving answers).
- Expand access to support time (Saturday support and/or lunch/prep tutoring) and use incentives to boost attendance.
- Increase opportunities for success through flexible deadlines/more time (late work options).

ELAC:

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

- Provide training for parents to support student needs (Parent University w/HSL/Counselors,9th Grade team, etc)
- Continue to offer the many parent opportunities to walk classrooms
- Offering tutorial services to EL students
- More support for newcomers/EL/ LTELs and students with IEPs
- Continue providing extra pay contracts for teachers to support students w/ tiered interventions

Staff:

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

Math and Literacy:

- Continue every grade take some type of SBAC end of year assessment, teacher/counselor relationship to place students in correct classes
- Adjust how we utilize the data of IABs and FIABs (2 per semester for grades 9-11) along with district interim assessments will be supported

Literacy

- Strengthen schoolwide literacy across all content, especially CTE/electives.
- Provide PD/support led by ELA on transferable literacy skills (reading complex texts, writing, speaking/listening).
- Emphasize CER writing in Science and increase literacy use in programs where it's inconsistent.

D/F Reduction

- Use tutoring supports + literacy expectations + flexible time/deadlines to reduce D/F rates.

Goal 2: Expand Student-Centered and Real-World Experiences

- Expand Math Dual Enrollment options and strengthen advising so students know which college math course/pathway they're pursuing.
- Increase participation and monitoring of WBL, graduation, and CCI indicators.

Goal 3: Improve Campus Culture/Connectedness to Reduce Suspensions & Chronic Absenteeism

- Increase student access to activities by protecting time and improving participation structures.
- Improve event turnout by addressing reputation/interest and creating an events committee; strengthen communication (daily + morning announcements + Instagram).
- Reduce chronic absenteeism through more clubs, stronger club recruitment messaging, and school spirit incentives (team rallies, student store).

- Improve collaboration and integration of newly added ELD Adv. course.

D and F Grades:

- Add additional grade level meetings
- PL on Intervention strategies and process
- PL on Enrichment strategies

CCI and Work Based Learning

- Continue partnering with student families to increase student supports at home.
- Continue and increase high quality WBL in classrooms and on jobsite.
- Adjust how CTE outlook on literacy to a focus on more how they are doing in all classes. This is looking for D and F's.
- Offer focused time each week to review academic classwork and raise to a C or better.

Graduation:

- Summer Bridge. – continue to embed SLOs in teacher planning and lessons. Counseling conferences and interventions.
- Senior meetings for graduation and credit recovery.
- Explore the possibility of more standardized grading or agreed grading scales / late work policies among all teachers and sharing of best practices.

Campus Culture and Reduction of Suspensions:

- Increase in activities like lawn chair lunches activities, campus culture, SUFE lunches building relationships, continuing clubs.
- Bring back the freshman success team end of year celebration for success for freshman and maybe at end of semester.
- Advisory lessons on suspension, Anti suspension assembly or more advisories during the higher months of suspension (October and May).

Retention of Staff:

- Continue with in house PL
- Veteran teacher interviews
- Pullout days for dept and Linked Learning teams
- Opportunities to attend PL conferences
- Staff culture building events

Family Engagement and Student Success:

- Create a master calendar all department awards and events
- Add Athletic Senior Nights for all sports and athletic banquet
- Continue with Parent Square, Fall Family Night, Music concert, Showcase, Parent Engagement, 4.0 dinners and breakfasts, School Site Council, Back to School night, ELAC, Excellence Awards, CNA pinning, SSB ceremony, parent / classroom walks, Top Stallion Nights

Action

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

Math Achievement Plan

Action Details

College & Career Readiness

There is a continued need to strengthen the delivery of high-quality first instruction to improve student achievement in mathematics, as reflected in recent CAASPP results, district interim assessments, IAB/FIAB data, and semester grades. This work will be driven by intentional collaboration around common lessons, analysis of formative assessment results, improved vertical articulation, and the development of a coherent system to support students who need additional time or scaffolding to learn. All actions will align with the practices of high-functioning Professional Learning Communities and will build the professional capacity of the Duncan Poly mathematics team.

Teachers will continue to have opportunities for extra-pay contracts to provide targeted support beyond class time. These efforts will focus on essential mathematical skills and fluency. Students in Algebra 1, Geometry, and Algebra 2 will receive small-group instruction before and after common assessments to address specific skill gaps. During the school day, California Teaching Fellows will help provide structured support for students identified as needing additional assistance. Math courses will maintain a tiered system of intervention, including before- and after-school support, zero-period opportunities, and winter or Saturday sessions to reinforce learning and help students reach grade-level proficiency.

To ensure instruction is accessible to all learners, math teachers will integrate strategies from Building Thinking Classrooms—including visibly random grouping, vertical non-permanent surfaces, and thinking tasks—to deepen conceptual understanding and student engagement. Additionally, intentional support for EL and LTEL students will be strengthened through math instruction that includes embedded language scaffolds, structured discourse, and opportunities to develop academic vocabulary and reasoning within mathematical tasks.

Finally, the school will prioritize professional learning and explore external experts and preserve dedicated time for the math team to plan high-quality lessons, analyze assessment data (including two IABs/FIABs per semester for grades 9–11), and continue vertical alignment efforts. This ongoing work ensures that essential standards and grade-level competencies are met for all students.

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):

Tier 1:

- Use of best first teaching practices that are reflective of the 8 mathematical teaching practices that are aligned to grade level rigor. In addition, daily incorporation of relevance and real world application present in the daily instruction.
- Use of GVC and technological resources to ensure access to online curriculum and supplemental resources to enhance mathematical comprehension.
- Incorporate Building Thinking Classroom design in a phased approach (include Geometry in 2026-2027)

Tier 2:

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

Tier 3:

- Referral support to California Teaching fellow during tutorial hours to support gaps in learning and current content mastery
- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Daily monitoring from Reengagement and Intervention teacher through check-in /check-outs if behaviors are manifesting and are impacting student learning.
- Data analysis and intervention support plan led by Intervention TSA and intervention team for students who are not responding to early tiered support.

English Learner Students

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

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

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

English Learner student population is performing at the lowest level in areas of Mathematics and English Language Arts

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

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

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

With 7090 or 7091 funds we plan to support English learner students by continued efforts to establish partnerships with families through parent outreach meetings such as parent engagement, and principal connection with ELAC and other parent groups focused on EL improvement. The funds will be used to create a welcoming environment to help our families feel welcomed and to show them that we appreciate their partnership their child's education.

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

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

Create better collaboration with the ELD advanced teacher and math department so teachers and mirror strategies in multiples classes for EL students to increase their ability to communicate and comprehend grade level academic and math content vocabulary.

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

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

- Through use of our HSL, we will engage Spanish-speaking parents and provide learning opportunities to better equip them to guide their children towards academic success in mathematics. Our parent engagement meetings will also aim to promote math awareness, emphasizing the importance of math in real-life applications, career/college goals, and understanding how SBAC goals are intertwined.

General School Community:

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

CCD:

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

Coordinators:

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

Counselors:

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

Advanced Coursework Coordinator:

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

Intervention Team:

- Plan, organize, and execute parent-teacher conferences for students who are not meeting the 2.0 GPA metric and are earning Ds and Fs in their respective math coursework. Emphasize monitoring and supporting 9th-grade students to earn grades of C or better through their work with the Freshman Success Team. Continue to build foundational department instructional practices and interventions for the 9th and 10th grade success teams.

Office and Classified Staff:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families
- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning to strengthen PLC practices, equitable grading, and assessment practices and lead academic and instructional shifts through data-informed decisions in mathematics.
- Professional learning in Building Thinking Classrooms.

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.

We will achieve these changes in knowledge and learning through examining the current practices that exist in PLC+ work with teacher clarity, instructional strategies, and student engagement in mathematics through working with department instructional leads and PLT leads.

The outcomes will be measured by:

- PLC+ rubric
- Math achievement data (e.g., CAASPP, District Interim Assessments)
- Grade book review

These outcomes will be monitored by:

- PLCs
- ILT
- Counselors and Administration

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Behaviors of our staff will adjust to best practices in math instruction, intervention, and PLC+ practices to improve student engagement and performance in mathematics.

The outcomes will be measured by:

- Math achievement data - 10% improvement from students meeting standards on Interim Assessment #2
- ILT Digital Organization TEAMs
- Changes in instructional practices

The outcome will be monitored by:

- PLC leads
- Department Chairs
- ILT
- Site Administration

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of improving math achievement by 10% at the end of the 202t Spring semester and increasing student engagement and understanding of mathematical concepts.

These outcomes will be measured by:

- Student awareness of math impacts and positive growth mindset through end-of-semester student surveys
- Improvement in math proficiency levels as measured by standardized assessments (SBAC results) - +15 point gain distance from standards from previous school year
- Growth on our own school-wide assessments maps/plans

The outcomes will be monitored by:

- PLC leads
- Department Chairs
- ILT

- Intervention Team

- Intervention Team

- Site Administration
- Intervention Team

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

English Language Arts Achievement Plan

Action Details

College & Career Readiness

There is a continued need to strengthen effective literacy instruction across all content areas, including electives and CTE courses, with an emphasis on improving reading comprehension and writing proficiency. This work will be guided by the use of existing SBAC data, district interim assessments, and classroom diagnostic tools to identify literacy skill gaps early and provide timely support. In-class interventions—such as differentiated instruction on essential standards and targeted scaffolds—will be incorporated to ensure students receive the level of support needed to access complex texts and demonstrate understanding.

To advance literacy outcomes for our multilingual students, greater collaboration will be established between the ELD Advanced teachers, general ELA teachers, and content-area teams. This includes integrating language-development supports into instruction, especially for EL and LTEL students. The site TSA will provide professional learning to multiple departments to reinforce literacy strategies across academic domains, ensuring a consistent, vertically aligned approach to reading and writing expectations.

Reading instruction will focus on building academic stamina through close reading, contextual understanding, analytical thinking, and engagement with mentor texts and key disciplinary documents. Writing instruction will emphasize supporting claims with evidence, communicating complex ideas clearly, and developing coherent structure aligned to content-area expectations. Digital tools such as Turnitin.com will be used to support reading comprehension, writing development, and academic integrity.

To ensure teachers are prepared to implement these practices, ongoing professional learning in disciplinary literacy will be provided. The ILT will receive initial training and help guide implementation within departments. Progress will be monitored through district interims, IABs, and FIABs in ELA, with all content areas analyzing data to identify growth opportunities for students. These efforts will align with the 2026–2027 professional learning calendar.

The ELA department will continue unpacking standards to strengthen learning progressions and vertical alignment to ensure essential skills are addressed across grade levels. In-class and out-of-class interventions will be supported through supplemental contracts, providing additional opportunities for students needing targeted literacy support. EL students receiving integrated ELD instruction will be monitored by the school's ELD lead, who will help develop and oversee individualized Tier II supports.

This literacy plan will be implemented schoolwide, with additional monitoring and intervention support for 9th-grade to ensure strong foundational literacy outcomes are achieved.

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):

Tier 1:

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

- All students will have access to technology and online programs that support reading and writing strategies.

Tier 2

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding.
- Appointment and walk-in before school, during lunch, and after school math support by ELA teaching staff. Saturday academy support multiple times throughout the school year.
- Department aligned interventions provided for students not making progress as defined by metric established by content/grade level team.

Tier 3

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

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 and Long Term English Learner student population are performing at the lowest level in areas of Mathematics and English Language Arts

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

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

- Home School Liaison to engage Spanish-speaking parents and provide learning opportunities to better equip them guide their children towards academic success in all content areas with the focus on literacy. Our parent engagement meetings will also aim to promote literacy awareness, emphasizing the importance of literacy in real-life applications, career/college goals, and understanding of the importance of literacy.

General School Community:

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

Coordinators:

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

Counselors:

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

Advanced Coursework Coordinator:

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

Intervention Team:

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

Office and Classified Staff:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families

- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.
- Engage ELAC in discussion and classroom observations to determine how to best meet the needs of our EL and LTEL students
- Celebratory events with students and families to recognize the achievement and growth that takes place each semester.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning in embedding elements of literacy in daily lessons.
- ELD strategies to support EL and LTEL English language and content language development.

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.

We will achieve these changes in knowledge and learning through researching best practice and learning for the student outcomes in ELA.

The outcomes will be measured by:

- PLC agendas and minutes
- Assessment data: District interims, IABs, FIABs, CFAs, writing samples
- Gradebook reviews

These outcomes will be monitored by:

- PLCs
- ILT

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

Shape these behaviors...

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

Behaviors of our teachers and will be in alignment with best practices that are designed to improve student outcomes and receive good data from maximum efforts from students.

The outcomes will be measured by:

- Assessment data: District interims (10% improvement from students meeting standards on Interim Assessment #2) with 60% of students meeting standards on IABs, FIABs, CFAs, writing samples
- Gradebook reviews

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of teachers administering assessments to inform instruction that meet the individual needs of students, which will result in high achievement and growth on the ELA SBAC assessment.

These outcomes will be measured by:

- Assessment data: District interims, IABs, FIABs, CFAs, writing samples .
- Adjustments to unit plans based upon student assessment data.
- SBAC data +15 points distance from standard.

The outcomes will be monitored by:

- Admin Team
- Intervention Team

- Adjustments to unit design the is rooted in backwards mapping.

The outcome will be monitored by:

- PLCs
- ILT
- Admin Team

- PLCs
- ILT
- Admin Team

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

D/F Grade Reduction Plan with Emphasis of Improving A-G Metric

Action Details

College & Career Readiness

Duncan will continue to support students in grades 9–12 toward meeting A–G requirements by increasing the number of students earning grades of C or better. This will be accomplished through strengthened first instruction, systematic intervention and enrichment, and improved collaboration structures. Using high-functioning PLC practices, grade-level and content teams will meet more frequently to analyze student outcomes, refine instruction, and align expectations. Teachers will continue developing their work in Teacher Clarity to ensure learning intentions, success criteria, and feedback practices are consistent and transparent across classrooms.

Academic supports will remain available both during and outside the school day for students not earning a C– or better, while also shifting more intervention into the classroom to ensure equitable access for all students. Professional learning time—including teacher pullouts, institute days, and buyback days—will be used to deepen staff expertise in intervention and enrichment strategies, equitable grading practices, and collaborative team processes.

Communication about the importance of course grades will begin early, including at incoming 8th-grade family events and throughout the school year via advisory and ParentSquare. Students will regularly review their academic progress during advisory, while families will receive ongoing invitations to meet with staff to discuss student needs and improvement plans.

Through strengthened PLC structures, all departments will continue using PLC+ guiding questions, equitable grading practices, and student performance data to support students in meeting proficiency targets. The Freshman Success Team, along with site administrators, will continue to monitor 9th-grade progress closely and coordinate timely interventions so students can remediate D and F grades prior to semester finals.

Before- and after-school tutoring will continue with a strong focus on mathematics, with additional content-area supports added as staffing permits. Math and ELA teachers in grades 9–10 will continue offering extended learning opportunities during winter and summer sessions for students to demonstrate proficiency. Case managers will support EL and SPED students by helping develop and monitor individualized grade-improvement plans.

For students enrolled in AP and Dual Enrollment courses, additional supports—such as extended tutorials, parent information sessions, and individualized guidance from the AP/Dual Enrollment Coordinator—will help students maintain strong grades without negatively impacting performance in other A–G courses. When appropriate and space permits, students will continue to access Edgenuity for credit recovery to replace D and F grades.

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):

Tier 1:

- Incoming 8th grade orientation to establish impact of grades: learning, graduation and college/career options after high school.
- Additional support from teachers from those students who are earning a D/F in their class.
- Grade level class meetings/ classroom presentations on graduation/A-G, study skills

- Study skills and advise all students during Pre-registration about A-G, AP, and electives options
- Teachers will provide outside of class learning experiences for all AP students
- Incentives and baseline tutorial session will be provided for all students enrolled in AP coursework and any students who is earning a D and F in course outside of the school day
- Grading and assessment strategies utilized such as reassessment without penalty and make up days throughout the school year

Tier 2:

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

Tier 3:

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

English Learner Students

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

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

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

English Learner student population is performing at the lowest level in area of earning grades with a C- or better as compared to the general student body. (However not in the red metric)

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

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

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

- With 7090 or 7091 funds we plan to support English learner students by providing extra pay contracts of our Home School Liaisons to support individual parent/teacher/student counseling conferences.
- In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve and maintain good grade standing of a C or better in all classes.

- Continued efforts to establish partnerships with families through parent outreach meetings such as parent engagement meetings, classroom walks to observe instruction and opportunities to express cosistent feedback to principal and site administration.
- Professional learning through conference attendance to provide our teachers and admin team with best practices to lead and instruct our EL students to achieve great EL student ouctomes. .

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

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

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

- HSL will help engage our Spanish speaking parents and provide learning, so they are better equipped to guide their child towards academic success.

General School Community:

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

Counselors:

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

Advanced Coursework Coordinator:

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

Intervention Team:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families
- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.
- Engage ELAC in discussion and classroom observations to determine how to best meet the needs of our EL and LTEL students
- Celebratory events with students and families to recognize the achievement and growth that takes place each semester.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning through conference attendance to provide our teachers and admin team with best practices to lead and instruct our EL students to achieve great EL student outcomes.
- PDSA professional learning for content teachers 11-12 to explore interventions/instructional practices to support student achievement.
- Building Thinking Classrooms to help students achieve in Mathematics.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

The outcomes will be measured by:

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

These outcomes will be monitored by:

- PLCs
- ILT
- Counselors and Administration
- Intervention Team

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

The outcomes will be measured by:

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

The outcome will be monitored by:

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of reducing D and F percentages by 10% at the end of the 2026 Fall semester and increasing student knowledge of impact of grades, and sustainable changes in equitable grading practices.

These outcomes will be measured by:

- number of grade book changes in structure from pervious year.
- student awareness of grade impacts through end of semester student survey during the advisory period.
- A-G status gained after each semester. - with more than 75% meeting A-G requirements through earning grades of a C or better

The outcomes will be monitored by:

- PLC leads
- Department Chairs
- ILT

- Site Administration
- Intervention Team

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

CCI Metric of "Preparedness" in Connection with Student-Centered Work Based Learning Plan

Action Details

College & Career Readiness

Duncan will strengthen its academic and career preparation systems by integrating early identification of student needs, targeted instructional supports, and high-quality Work-Based Learning (WBL) experiences across all grades. Using existing SBAC data, district assessments, and classroom diagnostics, teachers will identify skill gaps early and provide in-class interventions—including differentiated instruction—especially on essential standards. Instructors will also embed scaffolds, and explicit academic vocabulary supports to ensure EL and LTEL students can fully engage with complex content. Professional learning focused on EL/LTEL instructional practices will be provided at least four times per year during buyback days and staff meetings.

To expand access to rigorous coursework, the school will identify AP entry-level courses with strong pass rates and successful EL performance, increasing equitable enrollment opportunities. Coordinators and CTE teachers will continue supporting specific caseloads to monitor student progress and ensure tailored interventions for students needing additional assistance.

Duncan will continue implementing a schoolwide High-Quality WBL Plan that provides students with opportunities to connect academic learning to real industry contexts. This includes internships, job shadows, study trips, guest speakers, and project-based learning aligned with pathway outcomes. A more consistent structure for WBL across pathways and grade levels will be developed to ensure equitable access and quality experiences for all students. In addition to upper-grade internships and industry-based placements, the school will expand on-site WBL opportunities for 9th and 10th graders to strengthen early exposure to career exploration.

The site will maintain four vehicles and continue partnering with district and vendor transportation providers to ensure students can participate in WBL activities. Resources will be allocated to maintain vehicles and maximize access to experiential learning.

To ensure alignment between classroom instruction and workplace skills, Duncan will continue working with industry partners. Teachers will participate in externships, job shadows, advisory committees, and collaboration with business partners to align curriculum with industry expectations in technical skills, soft skills, and core competencies. Students will engage in industry-involved activities such as Portfolio Day, Spring Showcase, Senior Capstone Justifications of Learning, and pathway-aligned PBL projects.

Professional learning will remain a priority for strengthening CTE instruction and WBL implementation. Teachers will attend conferences and trainings such as NAF, ASE, PBL World, Educating for Careers, and Linked Learning Alliance events. Linked Learning teachers will collaborate with district WBL support staff to refine a comprehensive WBL plan and will participate in quarterly academy days for full-day professional learning. Supplemental hourly pay will also support teachers in advancing project-based learning across pathways.

To support college and career readiness as defined by the California School Dashboard's CCI indicator, Duncan will integrate new monitoring systems that connect academic performance with pathway progress. Strategies aligned with Math, Literacy, and D/F action plans in Goal 1 of the SPSA will complement interdisciplinary work at each grade level. Curricular development within CTE pathways will continue to embed in-class interventions and enrichment opportunities that help students achieve grades of C or better, increasing pathway completer rates within Duncan's unique master schedule.

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):

Tier 1:

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

Tier 2:

- Students who may be in danger of missing out on WBL experiences, like jobsite, due to low grades, will be identified and monitored by Pathway coordinators. for one-on-one conferences with teachers, coordinators, Vice Principals and parents. Students provided tutoring and mentorship opportunities within their designated CTE Pathway
- Students provided tutoring and mentorship opportunities within their designated CTE Pathway.
- Individual support from advanced course work coordinator to assist students with study skills and efficient approach to achieving in dual enrollment and AP courses.

Tier 3:

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

- Funding will include a general and Spanish Home School Liaison to ensure that families are connected and are partnering in their child's education. In addition, funds will be used to conduct parent engagement meetings and night engagements that parents can learn more about the WBL and educational opportunities with CTE at Duncan Poly.
- Extra pay contracts to help teachers plan with intentionality to embed EL teaching strategies to supports students in literacy and mathematics.

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

English Learner (EL):

- Funding of substitute teachers to allow for teachers to have each content areas multiple pull-out days to engage in intentional planning to best meet the needs of the students.

General Student Body:

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

Coordinators:

- support instructional and systematic needs with their respective pathway.
- connect with industry partners regularly to strengthens the current partnerships that exist and seek out new opportunities for student WBL.
- coordinate purchases that provide teachers with the latest industry equipment to support student learning.
- caseload support for EL and LTEL students to support passing CTE courses with Cs or better.

Counselors:

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

Advanced Coursework Coordinator:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families
- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.
- Engage ELAC in discussion and classroom observations to determine how to best meet the needs of our EL and LTEL students
- Celebratory events with students and families to recognize the achievement and growth that takes place each semester.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning to strengthen PLC practices, equitable grading, and assessment practices and lead academic and instructional shifts through data-informed decisions in CTE, math, ELA
- TSA PL on establishing routines of intervention to support students who are not earning grades of Cs or better in CTE courses.

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.

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

The outcomes will be measured by:

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

These outcomes will be monitored by:

- coordinators
- counselors
- site administration.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

The outcomes will be measured by:

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

The outcome will be monitored by:

- coordinators
- intervention team
- site administration

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of increasing the number of college and career prepared student to at least 80% and having all 12th grade students experience a comprehensive student centered core and WBL education.

These outcomes will be measured by:

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

The outcomes will be monitored by:

- site administration
- coordinators

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

Graduation Plan

Action Details

College & Career Readiness

Duncan Polytechnical High School's near-100% graduation rate reflects a strong foundation, and our continued goal is ensuring every student graduates on time and without excessive credit recovery. We will strengthen systematic academic, behavioral, and social-emotional supports so students remain on track throughout high school. In alignment with our Student Learning Outcomes (SLOs), we will continue developing the soft skills that help students thrive in student-centered, real-world learning environments.

A key priority will be improving 9th-grade academic success. Through the Freshman On-Track Team, Duncan will expand the summer bridge program to support incoming students' transition, emphasizing relationship-building, social-emotional learning, and early identification of individual needs. Our 9th-grade team will closely monitor academic, behavioral, and SEL indicators to intervene early, ensuring students gain the foundational skills, confidence, and academic habits necessary to pass courses at high levels—not just with minimum proficiency. Students will also begin engaging with the SLO framework to establish the competencies they will continue to build through their four years.

For upper grades, students will continue receiving layered supports from counselors, the re-engagement teacher, social worker, and intervention team. These staff members will monitor caseloads and respond in real time to SEL needs while ensuring students stay on track academically. Instructionally, staff will continue implementing strategies described in Goal 1—expanding high-quality tutorials, providing teacher support outside the school day, and improving instructional practices to help students earn grades of C– or better. When needed, students will access credit recovery through district and site-assigned FTEs.

Departments will also explore consistent grading policies that promote clarity, equity, and alignment with mastery learning. Linked Learning, CTE, counseling, and site administrative teams will continue to monitor student grades and progress to ensure early interventions. A stronger, proactive emphasis will be placed on supporting EL and LTEL students, who graduate at high rates but often face more challenging paths due to increased credit-recovery needs. These supports will include monitoring of individual student plans, consistent communication with families, vocabulary scaffolds, and structured academic assistance.

Behavioral supports will continue through advisory lessons, family communication, PBIS, and our restorative practices model. These approaches will reinforce expectations, maintain strong relationships, and ensure students feel connected and supported across campus.

SLO integration will remain central to our college and career readiness efforts. SLOs will be further embedded into Linked Learning PBL units, Portfolio Day, Senior Capstone coursework, and pathway-specific assignments in grades 9–12. Juniors and seniors will participate in the Work-Based Learning Internship Training Program, partnering with industry sectors aligned to the Medical (MASH) and Applied Technology (iDATA) Academies. Bi-monthly advisories themed around specific SLOs will reinforce the soft skills essential for the workplace and college settings.

Attendance support will continue to complement academic efforts. To achieve our target of 97% average daily attendance, early-semester monitoring will be conducted by office staff, counselors, and intervention team members. Tiered interventions will include family meetings and involvement of classroom teachers when attendance impacts student progress. The Attendance TST will also recognize and incentivize students who show consistent improvement across their four years at Duncan.

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):

Tier 1:

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

Tier 2:

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

Tier 3:

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

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

General Student Body:

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

Coordinators:

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

Counselors:

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

Intervention Team:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families
- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.
- Engage ELAC in discussion and classroom observations to determine how to best meet the needs of our EL and LTEL students
- Celebratory events with students and families to recognize the achievement and growth that takes place each semester.

Professional Learning

Describe Professional Learning related to this action.

- Revisitation and learning of School Connect to Department Chairs to support advisory lesson development that supports the graduation plan.
- CCT to engage in off site professional learning to train staff with connection strategies to help reinforce efforts of inclusivity.

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.

We will achieve these changes in knowledge and learning through conducting data analysis to ensure that students are on track and know what students will need different levels of supports.

The outcomes will be measured by:

- reports that differentiate the needs of all students grades 9-12.
- the number of students who are received tiered supports such as weekly meetings to support grade achievement and/or credit recovery options.

These outcomes will be monitored by:

- counselors
- site administration

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Behaviors of our students and staff will support an improvement in student academic outcomes for graduation through interventions implemented and monitored.

The outcomes will be measured by:

- increased number of students who are on track for graduation. - by start of spring semester 95% of 12th grade students will be on track.
- students demonstrating elements of the SLOs to benefit their overall performance in their coursework.
- reduction in students who need tier II and tier III supports to achieve graduation status.

The outcome will be monitored by:

- coordinators
- counselors

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of meeting the 100% graduation mark for the class of 2027

These outcomes will be measured by:

- number of students meeting graduation requirements by the end of the Spring Semester. - 100% graduation rate at the June graduation
- students earning their diploma and having options for continuing their education or joining the workforce.

The outcomes will be monitored by:

- counselors
- site administration

- intervention team
- site administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Utilization of supplemental resources to support literacy	8,035.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Funds to support tutoring services, EL student academic resource needs and other enrichment activities to increase student connectivity and student achievement. * NO FOOD OR INCENTIVES *	6,250.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom/ School Technology resources and supplies	1,000.00
G1A1	Sup & Conc	Instruction	Travel			Use for conferences and travel to support the growth and capacity for our staff and students.	21,767.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : See list in description : Various services to support student learning 3 and experiences. * Keith Cappelluti - promotional items and regalia *Drill Team Dynamics - Airforce JROTC *Airforce JROTC Training.	14,000.00
G1A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Laundry / dry cleaning for workwear uniforms and other laundry needs	1,700.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors and supplemental pay contracts to support math and ELA success **Budget lines for personnel include salaries and related benefits	24,540.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental pay for teachers to support student learning. Before /After school and other times outside the school day based on student need. * NO IEPs or 504s * **Budget lines for personnel include salaries and related benefits	13,498.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Department Pullout, Professional Development, School Business such as Skills, HOSA Robotics and other related school competitions. In addition, other resources to allow for teachers to engage in math PL and other activities to support student achievement. **Budget lines for personnel include salaries and related benefits	29,843.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Funding of substitutes for teachers to engage in academic planning to support EL student literacy and math performance. **Budget lines for personnel include salaries	7,162.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Teacher-Subs			and related benefits	7,162.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources, study trips related expenses. Food for extended learning sessions (winter and summer) and other student events and activities. Publications and home mailings, graphics, school and building branding, communication and recruitment, Staff retention and appreciation, community engagement materials and supplies. Equipment to support student and family engagement.	45,000.00

$172,795.00

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

Campus Culture Development to Reduce Suspension Rate

Action Details

Life Skills

Duncan will strengthen student engagement and connectedness as a method of reducing suspension rates by expanding opportunities for involvement in clubs, academic and professional competitions, and service organizations, while ensuring a positive start to the school year through Week of Welcome activities and a similar re-engagement structure after Winter Break. Recruitment for Summer Bridge will begin early in Quarter 4 and continue through the summer to build relationships with families, communicate its importance, and create early awareness of programs such as BSU and LINK Crew. Additional efforts will include gathering behavioral data from middle schools during the summer to plan supports for incoming students, engaging mentors proactively before off-task or suspensible behaviors arise. These targeted actions will help increase the number of 9th grade students who are connected to school through orientations, bridge programs, Future Stallion Nights, and sustained communication through BSU, A4, and RSP teachers for students with disabilities.

To support a broad range of student interests, Duncan will continue expanding academic and professional learning experiences through clubs and competitions including SkillsUSA, HOSA, and Drum Line, with the Vice Principal coordinating transportation for off-campus events. The AFJROTC drill teams will receive professional coaching and participate in local and national events. In addition, specialty sports leagues—basketball, volleyball, modified soccer, indoor rock climbing, and ski/snowboard—will continue to grow with coaching support, equipment, and safety personnel. Schoolwide culture-building events such as Homecoming, Lawnchair Lunch, Stack the Stands, Multicultural Rallies, and Obstacle Course Challenges will be strengthened through improved facilities, audio/visual upgrades, and safety staffing.

Student participation will be tracked through the 5 Star Students system, which provides point-based incentives redeemable for prizes, while quarterly CCD checks ensure accurate reporting in ATLAS. Student achievement and involvement will be recognized through breakfasts, dinners, achievement regalia, themed luncheons, and graduation sashes. The Campus Culture Team will continue developing MTSS supports, focusing on classroom management, CHAMPS implementation, and interventions tracked through ATLAS, while partnering with student leadership to increase pride and connectivity. Principal's Student Advisory will ensure student voice guides schoolwide behavioral expectations and climate initiatives.

Advisory periods will provide explicit instruction in schoolwide expectations, social-emotional learning through School Connect, and regular campaigns promoting kindness, diversity, and substance-abuse awareness. Additional advisory supports will be added during the high-needs months of October and May to help reduce the seasonal rise in suspensions. Duncan will also reinstate the end-of-year 9th grade success celebrations to reinforce positive outcomes. Community School Liaisons will further strengthen home–school communication through outreach, meetings, and home visits to ensure families are connected to school events, systems, and opportunities.

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):

Tier 1:

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

Tier 2:

- Campus Culture, Before School/After School Director and Athletic Director will actively recruit students to participate and in engage in school activities based upon data that indicates the; FIRST Robotics; Skills USA ; HOSA; JROTC; MESA and DP Drum Line
- Continuing development of seasonal sports and expanding our current Athletic Programs and the regalia/awards that are associated with these programs.

Tier 3:

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

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

General Student Body:

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

CCD:

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

Coordinators:

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

Counselors:

- Identify and support students who show a lack of connection or involvement, providing targeted interventions and relationship-building activities.
- Conduct educational sessions for students and families about the dangers of substance abuse and the importance of mental health support.

Advanced Coursework Coordinator:

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

Intervention Team:

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

Office and Classified Staff:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families
- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.
- Engage ELAC in discussion and classroom observations to determine how to best meet the needs and celebrate the successes of our EL and LTEL students
- Celebratory events with students and families to recognize the achievement and growth that takes place each semester.

Professional Learning

Describe Professional Learning related to this action.

- CCT to engage staff in strategies to connect with students and build genuine relationships to help with academic and behavioral success.
- Once a semester Re-engagement teacher to provide PL on issues that are impacting students and direct or indirect supports that can be provided.
- 9th grade success team to support teachers with learning on how to best engage and partner with parents who's child may be displaying off task behaviors.

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.

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

The outcomes will be measured by:

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

These outcomes will be monitored by:

- campus culture director
- site administration
- intervention team

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

Shape these behaviors...

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

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

The outcomes will be measured by:

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

The outcome will be monitored by:

- campus culture director
- site administration
- intervention team

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

These outcomes will be measured by:

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

The outcome will be monitored by:

- campus culture director
- site administration
- intervention team

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

Reduction of Chronic Absenteeism

Action Details

Equitable Access

Because Duncan is a choice school within Fresno Unified, most students arrive with strong attendance patterns and on track for graduation. However, a subset of students still face barriers that place them at risk of chronic absenteeism. Reducing chronic absenteeism remains a priority to ensure students stay connected, engaged, and on a path toward on-time graduation. To achieve this, Duncan will implement a proactive, relationship-centered approach that builds a welcoming school climate, provides early intervention, and strengthens student belonging from the moment they transition into our community.

Early identification of attendance concerns will be a key strategy. Staff will regularly review attendance data to recognize early negative trends before students reach chronic absenteeism thresholds. The Attendance Targeted Support Team (TST) will partner with families on individualized arrival and departure plans for students whose attendance is nearing concerning levels. In addition, Duncan will begin conducting student interviews to better understand which co-curricular activities, clubs, and supports are most relevant to students—especially those who are showing attendance declines. These insights will help shape activities offered during Week of Welcome, Lawnchair Lunch, and throughout the year to strengthen student motivation to attend daily.

Advisory periods will play a more intentional role in attendance support. Teachers will monitor students demonstrating early attendance dips and may implement targeted advisory sections designed to increase connection, provide check-ins, and build understanding around barriers impacting attendance. Advisory will also continue to deliver social-emotional learning through School Connect and reinforce the relationship between consistent attendance and positive academic outcomes. To support equity, BSU will begin offering early exposure opportunities for 9th graders, including an upper-class mentor system to strengthen connections among African American students. RSP teachers and counselors will also coordinate communication and supports for students with disabilities to prevent attendance decline before it occurs.

The transition into 9th grade remains a critical focus. The Summer Bridge program—co-led with Link Crew and the Freshman Success Team—will continue preparing incoming students for academic expectations, campus culture, and available supports. Early relationship-building during Summer Bridge helps students enter the school year with established connections and awareness of activities that promote engagement, including BSU, clubs, service organizations, and competitions.

Duncan will restructure its attendance monitoring system to include Intervention Teachers, Home School Liaisons, Counselors, and the School Psychologist. This team will provide early, tiered interventions aligned to each student's needs. Students with similar challenges may participate in support groups addressing attendance, behavior, or academic concerns, facilitated by the re-engagement teacher. Students who improve or maintain 95% attendance or higher will receive incentives that reinforce positive habits. The Attendance TST will continue setting individual attendance goals, tracking progress, and supporting students over multiple semesters when necessary.

Effective communication with families will remain central to improving attendance. Home School Liaisons will maintain consistent contact with teachers, parents, and administrators to share updates, communicate expectations, and connect families with resources. They will also present the importance of daily attendance at all parent meetings, including SSC, ELAC, parent engagement nights, and schoolwide events. For students whose absenteeism progresses into chronic levels, Home School Liaisons, Counselors, Resource Counseling Specialists, and the intervention team will conduct coordinated home visits to reestablish strong school–home partnerships.

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):

Tier 1

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

Tier 2

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

Tier 3

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

English Learner Students

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

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

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

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

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

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

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

Use of incentives to support positive growth with EL students.

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

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

- Student leaders through the direction of the CCT will advertise events through Video Announcements, Posters, newsletters and flyers to help inform EL students of school site events and activities.
- Information will be provided to parents in the student's home language.
- Communication with home regarding student success based upon academic, social emotional and behavior outcomes. Communication completed in students home language.
- Counseling team to review EL student data and conference with students and parents to update them on areas for improvement and areas of success that are directly connected to attendance.

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

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

General Student Body

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

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

Admin Team:

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

Department Chair:

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

ILT:

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

CCD:

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

Coordinators:

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

Counselors:

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

Advanced Coursework Coordinator:

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

Intervention Team:

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

Office and Classified Staff:

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

Family Engagement

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

- Invite and engage families to participate in our parent leadership groups for feedback on meeting the needs of our students.
- Family engagement events to better partner with families, especially our non-English Speaking families
- Provide additional parent classroom walks to allow for a better understanding of the supports that are in place for students along with access to observing daily instruction.
- Engage ELAC in discussion and classroom observations to determine how to best meet the needs of our EL and LTEL students.
- Engage families in the SARB process in a manner that is personal and provides support and actions.
- Celebratory events with students and families to recognize the achievement and growth that takes place each semester.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning for all staff to increase their abilities to make positive connections with students.
- Additional learning for Attendance TST on how to utilize the data tools available for early and often monitoring and intervention.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

The outcomes will be measured by:

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of reducing chronically absenteeism by 3% at the end of the 2027 school year.

These outcomes will be measured by:

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

These outcomes will be monitored by:

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

The outcomes will be measured by:

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

The outcome will be monitored by

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

- end of year chronically absenteeism data will be reduced to 10% or less from pervious semester/ year

The outcomes will be monitored by:

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

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

Prop. 28 - Increasing VAPA Opportunities

Action Details

Life Skills

Duncan Poly will leverage Prop 28 to broaden access to high-quality arts pathways that build skill, identity, and postsecondary options. We will (1) launch and sequence a multi-level Dance program that can meet PE credit requirements and culminate in an Advanced Dance company that competes locally; and (2) expand Drumline by adding an Advanced section that prepares students for competition and showcases at community events and festivals. Investments will prioritize staffing (dance teacher hire; additional Drumline section) and targeted equipment/branding to ensure a safe, professional learning environment that attracts and retains students.

Dance:

- Certificated Dance teacher to launch Introductory Dance (multi-genre: jazz, hip-hop, modern, cultural forms) designed to also satisfy PE credit where district policy permits. The Dance teacher will build a course sequence (Intro → Intermediate → Advanced Dance) that vertically aligns technique, choreography, performance literacy, and wellness, culminating in a performing ensemble prepared for local competitions and community showcases.
- Instructional focus: Standards-aligned technique, choreography, fitness/conditioning, dance history and cultural relevance, performance critique, and production skills, consistent with the California Arts Standards/Framework for Dance
- Student recruitment & visibility: Host fall and spring showcases, visit feeder middle schools, and offer exploratory workshops during advisory and lunchtime to drive enrollment into Introductory Dance and build a pipeline to Advanced

Drumline:

- Add an Advanced Drumline section (period) to the master schedule to increase access for returning students and elevate performance rigor. The additional section expands instructional minutes, enables differentiated pacing, and creates a performance unit ready for competitions and festival circuits, as well as frequent campus and community showcases
- Instructional focus: Technique, reading, ensemble cohesion, drill design, show creation, event logistics, and industry-standard rehearsal protocols aligned to California Arts Standards for Music.

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):

- Dance: sprung flooring components or marley, mirrors/barres, audio system, first-aid/conditioning equipment, costumes, storage, and branding (program apparel, banners, signage) for recruitment and community presence.
-
- Drumline: snares/tenors/basses, carriers/stands, practice pads, metronomes, field equipment/carts, heads/mallets, uniform tops, and cases.
  These purchases must supplement existing allocations and will be documented in the annual report per Prop 28 requirements

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.

EL students will have the same access to enroll in either of the VAPA courses and will receive monitoring and support from their assigned counselor. Communication with families will also be supported by our HSL.

Student Groups

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

N/A as Prop 28 funds will provide the financial support for the courses added and teachers funded.

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

Prop 28 funds will be used to meet the needs of these programs

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

All student groups will have access to these courses

Family Engagement

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

- Opportunities to attend site led dance and musical festivals to observe the quality of these programs

- Opportunity to walk these VAPA classrooms during quarterly parent classroom walks.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning will be provided to each instructor as needed to ensure students are receiving up to date techniques within these performing arts

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Promising Evidence

Short-Term (Learning)
Expect to see

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

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

We will achieve these changes in knowledge and learning through conducting check in meetings once per quarter with content teacher to evaluate the needs of the program and added courses.

The outcomes will be measured by:

- Improvements in facilities and resources that are needed for each program.
- The enrollment numbers and the continuation of students from semester 1 to semester 2.

These outcomes will be monitored by:

- Teacher
- Head counselors
- Site Administrator who oversees VAPA

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.

Improvement in skill in both dance and drumline that is near the level of being performance.

The outcomes will be measured by:

- 100% of students in the program have necessary materials and resources for performance.
- High grades that represent technique improvement - 90% of class earning Bs or better
- Students completing a sequence of learning to near performance ready - minimum of 2-minute sequence.

The outcome will be monitored by:

- Teachers
- Site administrator who oversees VAPA

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve the goal of having both our dance and drumline programs be showcased for our students and community at least 2 times per year and compete in one local or state competition.

These outcomes will be measured by:

- Events that showcase both dance and our drumline students that are of high quality - measured by rubrics of high performing groups.
- Full classroom enrollment as a result of the successes of the program (within the constraints of master scheduling.

The outcomes will be monitored by:

- Teachers
- Head Counselor
- Site administration who oversees VAPA

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Funds to support supplemental pay for events and initiatives for student attendance and engagements. **Budget lines for personnel include salaries and related benefits	3,901.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/ travel needs for extra and cocurricular activities	10,000.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Sub			Subs for classified to support school and student activities on and off campus **Budget lines for personnel include salaries and related benefits	530.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Local Mileag			mileage for HSL to conduct home visits for academic, behavior and social emotional check ins	584.00
G2A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	For TSA in the event our high school redesign teacher is part of the reduction in staff for Duncan Poly High School. This position is aligned to goal 3 and CCI/ Interim Goals of 9th grade success. **Budget lines for personnel include salaries and related benefits	172,231.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts for supporting student participation and engagement (coaching) and winter/summer planning. **Budget lines for personnel include salaries and related benefits	19,632.00
G2A2	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Over			Overtime for clerical and office staff to support attendance and other functions to communicate with families and students. Also to support co and extracurricular activities. **Budget lines for personnel include salaries and related benefits	2,072.00
G2A3	Sup & Conc	Instruction	Direct-Maint			Repair and refurbish and installation of the following: auto maintenance for CTE vans and trucks CCD and Principal Golf Cart	1,373.00

$210,323.00

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

Retention and Appreciation of Highly Qualified Staff

Action Details

Effective Staff

Duncan will continue to strengthen a positive staff culture by providing meaningful professional learning opportunities, consistent recognition practices, and wellness-focused supports that help teachers and staff feel valued, supported, and connected to the school community. To reinforce a culture of appreciation, Duncan will reinstate a modernized version of Coffee and Waffles, along with additional team-building events throughout the year. Beyond these events, the administrative team will make a deliberate shift toward more frequent, ongoing recognition of staff efforts related to instruction, testing, certifications, student support, and overall contribution to campus culture.

To better understand the needs of all staff, Duncan will expand its feedback systems. In addition to conducting stay interviews with veteran teachers, the school will now include end-of-year interviews with new teachers to gain insight into how onboarding and induction supports can be strengthened. Teachers will also be surveyed at the start of the school year to share how they feel most appreciated, allowing school leadership to tailor recognition and support practices more effectively. Duncan will also incorporate staff health and wellness weeks throughout the year, featuring activities tailored to both certificated and classified staff to promote well-being and prevent burnout.

High-quality instruction remains at the core of Duncan's mission, and professional learning will emphasize effective, research-based teaching practices that elevate student academic success. Teachers will engage in a comprehensive set of professional learning structures—including subject-alike and grade-alike collaboration, Linked Learning team sessions, academy meetings, and off-site conferences—to continue building collective efficacy. New teachers will participate in the Duncan Poly Teaching Seminars, facilitated by site experts on topics such as grading and assessment, Linked Learning, classroom environment strategies, and professional learning teams. Additionally, all teachers new to Duncan will attend Solution Tree or PLC+ Institutes during summer or early fall to ensure a strong foundation in collaborative instructional practices.

Veteran teachers, instructional coaches, site administrators, and coordinators will collectively identify professional learning needs each quarter, ensuring that subject-alike and academy-specific sessions provide aligned, high-quality training. Through these combined efforts—ongoing recognition, intentional wellness supports, strong onboarding systems, and sustained professional learning—Duncan will nurture a thriving staff culture that supports both teaching excellence and long-term retention.

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

English Learner Students

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

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

Student Groups

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

Not applicable as goal is directed to staff.

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

Not applicable as goal is directed to staff.

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

Not applicable as goal is directed to staff.

Family Engagement

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

Not applicable for this action plan

Professional Learning

Describe Professional Learning related to this action.

- New to Duncan Poly Onboarding to provide learning on the adopted best practices of Duncan Poly High School
- PLC+ and or Solution Tree Institutes for learning about high functioning PLCs for new and veteran teachers
- Teacher Clarity learning (on and off site) to support continuous improvements of instructional strategies.

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.

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

The outcomes will be measured by:

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

These outcomes will be monitored by:

- the site administration
- CCD
- Culture and Climate Team

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

Shape these behaviors...

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

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

The outcomes will be measured by:

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

The outcome will be monitored by:

- Culture and Climate Team
- CCD
- VPs
- Principal

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

These outcomes will be measured by:

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

The outcomes will be monitored by:

- Culture and Climate Team
- CCD
- VPs
- Principal

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

Family Engagement to Promote Community and Student Success

Action Details

Community Engagement

Duncan will continue to strengthen its parent engagement plan by expanding communication systems, family involvement opportunities, and transparency around schoolwide events. Parent communication will remain a critical component of keeping families informed and connected. ParentSquare will continue to serve as the primary communication platform, with a yearly calendar of events shared early and reinforced with continuous reminders throughout the school year. Home School Liaisons and the registrar will ensure parent contact information is accurate in ATLAS, beginning verification before the school year starts and completing it within the first three weeks. Letters home and student-assisted contact collection will support this effort.

To enhance family engagement, Duncan will shift traditional Coffee Hours into more robust Family Engagement Meetings that provide purposeful discussions, resources, and two-way communication. The school will continue to promote events such as Family Engagement Nights, Back to School Night/Showcase Evening, and other before- and after-school opportunities, emphasizing the impact of parent participation on schoolwide decision-making. In addition, Duncan will add athletic banquets to recognize and celebrate student-athletes, further strengthening family connection to co-curricular programs.

Continuing last year's initiatives, parent organizations such as ELAC and School Site Council will participate in classroom learning walks at least twice per semester, offering feedback on how the school can better serve students. Translation services will be available to ensure full access for all families. At the start of the year, resources and personnel will be designated to lead these events to maintain consistent promotion and strong attendance. To improve participation from African American families—identified as underrepresented in family surveys—Duncan will work with the A4 advisory team to conduct targeted outreach beginning in the early fall.

Additionally. Duncan will continue prioritizing individualized parent engagement through teacher-counselor-administrator meetings that support families in understanding student progress and needs. Parent-student-teacher conferences will continue each fall, with a more focused spring conference series dedicated to supporting students who are at risk of falling off track for graduation. Information updates will remain consistently available on the school website and social media platforms, with event postings shared at least one month in advance to allow families to plan accordingly.

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):

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

English Learner Students

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

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

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

We plan to support our EL families with HSLs leading engagement events that are designed to help foster relationships with our bilingual families and increase the level of participation in school engagements and survey completion.

General School Community:

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

- Fall and Spring Family Engagement Nights
- Back to School and Showcase Night
- Excellence Awards
- 4.0 Dinners, Top Stallions Night, Sports Banquets and Scholarship Night
- Parent Classroom Walks

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

Admin Team:

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

Department Chair:

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

CCD:

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

Intervention Team:

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

Office and Classified Staff:

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

Family Engagement

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

- Fall and Spring Family Engagement Nights
- Back to School and Showcase Night
- Excellence Awards
- 4.0 Dinners, Top Stallions Night, Sports Banquets and Scholarship Night
- Parent Classroom Walks
- Engagement hour learning sessions - HSL lead

Professional Learning

Describe Professional Learning related to this action.

Professional learning for our families will include:

- ATLAS Training
- Social emotional support strategies led by our School Social Worker during conference week.
- Understanding A-G requirements and college going (include all things college - financial aide, applications, transition to college etc.)
- Partner with Parent University for additional parent learning.

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.

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

The outcomes will be measured by:

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

These outcomes will be monitored by:

- the site administration
- campus culture team.

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

Shape these behaviors...

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

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

The outcomes will be measured by:

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

The outcome will be monitored by:

- Home School Liaison
- VP of parent engagement
- Principal

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

These outcomes will be measured by:

- The Fall Culture and Climate survey data family response to the engagement and partnership domain at a 98% favorable level.

The outcomes will be monitored by:

- CCD
- VP
- Principal

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Off Eq Lease			Copy Lease Amount	7,500.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	HSL - Spanish to help support with Goal 3 and interim goals within - funded for MJ **Liaison cannot translate mandatory items such as ELAC and IEP. **Budget lines for personnel include salaries and related benefits	81,397.00
G3A2	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Ext			Extra time for clerical and classified staff to support co curricular and community events. **Budget lines for personnel include salaries and related benefits	1,037.00
G3A2	Sup & Conc	Security	Cls Sup-Ovr			Overtime for Campus Safety Assistant to support attendance and, other functions to communicate with families and students. Also, to support co and extracurricular activities. **Budget lines for personnel include salaries and related benefits	2,072.00
G3A2	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for family engagement nights	3,418.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Sub			substitutes to support parent teacher conferences - pre and post execution of the events **Budget lines for personnel include salaries and related benefits	530.00

$95,954.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0130 Duncan Polytechnical (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0130	1110	1000	1160	Teacher-Supp					G1A2	Supplemental pay for teachers to support student learning. Before /After school and other times outside the school day based on student need. * NO IEPs or 504s * **Budget lines for personnel include salaries and related benefits	13,498.00
060	3010	0130	1110	1000	4200	Bks & Ref					G1A1	Utilization of supplemental resources to support literacy	8,035.00
060	3010	0130	1110	1000	4300	Mat & Supp					G1A1	Funds to support tutoring services, EL student academic resource needs and other enrichment activities to increase student connectivity and student achievement. * NO FOOD OR INCENTIVES *	6,250.00
060	3010	0130	1110	3130	2210	Cls Sup-Reg	Liaison, Sch/Community Spanish	W135	Lopez, Merry	0.7500	G3A2	HSL - Spanish to help support with Goal 3 and interim goals within - funded for MJ **Liaison cannot translate mandatory items such as ELAC and IEP. **Budget lines for personnel include salaries and related benefits	81,397.00
030	7090	0130	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	(New/Open Position)	1.0000	G2A2	For TSA in the event our high school redesign teacher is part of the reduction in staff for Duncan Poly High School. This position is aligned to goal 3 and CCI/ Interim Goals of 9th grade success. **Budget lines for personnel include salaries and related benefits	172,231.00
030	7090	0130	1110	1000	1120	Teacher-Subs					G1A2	Department Pullout, Professional Development, School Business such as Skills, HOSA Robotics and other related school competitions. In addition, other resources to allow for teachers to engage in math PL and other activities to support student achievement. **Budget lines for personnel include salaries and related benefits	29,843.00
030	7090	0130	1110	1000	1160	Teacher-Supp					G2A2	Supplemental pay contracts for supporting student participation and engagement (coaching) and winter/summer planning. **Budget lines for personnel include salaries and related benefits	19,632.00
030	7090	0130	1110	1000	2960	Oth Cls-Supp					G2A1	Funds to support supplemental pay for events and initiatives for student attendance and engagements. **Budget lines for personnel include salaries and related benefits	3,901.00
030	7090	0130	1110	1000	4300	Mat & Supp					G1A3	Materials and supplies for student incentives, awards, classroom resources, AP classroom resources, study trips related expenses. Food for extended learning sessions (winter and summer) and other student events and activities. Publications and home mailings, graphics, school and building branding, communication and recruitment, Staff retention and appreciation, community engagement materials and supplies. Equipment to support student and family engagement.	45,000.00
030	7090	0130	1110	1000	4400	Nc-Equipment					G1A1	Classroom/ School Technology resources and supplies	1,000.00
030	7090	0130	1110	1000	5221	Travel					G1A1	Use for conferences and travel to support the growth and capacity for our staff and students.	21,767.00
030	7090	0130	1110	1000	5631	Off Eq Lease					G3A1	Copy Lease Amount	7,500.00
030	7090	0130	1110	1000	5721	Direct Trans					G2A1	Transportation to support WBL, cultural development of school for additional transportation/ travel needs for extra and cocurricular activities	10,000.00
030	7090	0130	1110	1000	5723	Direct-Maint					G2A3	Repair and refurbish and installation of the following: auto maintenance for CTE vans and trucks CCD and Principal Golf Cart	1,373.00
030	7090	0130	1110	1000	5899	Cons Svc/Oth					G1A1	*Other* : See list in description : Various services to support student learning 3 and experiences.	14,000.00

030	7090	0130	1110	1000	5899	Cons Svc/Oth	G1A1	* Keith Cappelluti - promotional items and regalia *Drill Team Dynamics - Airforce JROTC *Airforce JROTC Training.	14,000.00
030	7090	0130	1110	2100	2430	Cl&Tech-Ext	G3A2	Extra time for clerical and classified staff to support co curricular and community events. **Budget lines for personnel include salaries and related benefits	1,037.00
030	7090	0130	1110	2100	2440	Cl&Tech-Over	G2A2	Overtime for clerical and office staff to support attendance and other functions to communicate with families and students. Also to support co and extracurricular activities. **Budget lines for personnel include salaries and related benefits	2,072.00
030	7090	0130	1110	3130	2220	Cls Sup-Sub	G2A1	Subs for classified to support school and student activities on and off campus **Budget lines for personnel include salaries and related benefits	530.00
030	7090	0130	1110	8100	5521	Laundry/Dry	G1A1	Laundry / dry cleaning for workwear uniforms and other laundry needs	1,700.00
030	7090	0130	1110	8300	2240	Cls Sup-Ovr	G3A2	Overtime for Campus Safety Assistant to support attendance and, other functions to communicate with families and students. Also, to support co and extracurricular activities. **Budget lines for personnel include salaries and related benefits	2,072.00
030	7091	0130	4760	1000	1120	Teacher-Subs	G1A2	Funding of substitutes for teachers to engage in academic planning to support EL student literacy and math performance. **Budget lines for personnel include salaries and related benefits	7,162.00
030	7091	0130	4760	1000	1160	Teacher-Supp	G1A1	ELPAC Assessors and supplemental pay contracts to support math and ELA success **Budget lines for personnel include salaries and related benefits	24,540.00
030	7091	0130	4760	2495	4300	Mat & Supp	G3A2	Materials and supplies for family engagement nights	3,418.00
030	7091	0130	4760	3130	2220	Cls Sup-Sub	G3A2	substitutes to support parent teacher conferences - pre and post execution of the events **Budget lines for personnel include salaries and related benefits	530.00
030	7091	0130	4760	3130	5211	Local Mileag	G2A1	mileage for HSL to conduct home visits for academic, behavior and social emotional check ins	584.00
									$479,072.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$109,180.00
Sup & Conc	7090	$333,658.00
LCFF: EL	7091	$36,234.00
Grand Total		**$479,072.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$172,795.00
G2 - The Whole Child (SEL and Engagement)	$210,323.00
G3 - Operational Excellence	$95,954.00
Grand Total	**$479,072.00**