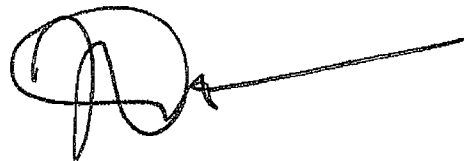


Design Science Early College High

10621660108555

Principal's Name: Tressa Overstreet

Principal's Signature:

A handwritten signature in black ink, consisting of a large, stylized initial 'T' followed by a long horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tressa Overstreet	X				
2. Chairperson - Viviana Hernandez					X
3. Mike McClurg		X			
4. Gabe Villasenor		X			
5. Crystal Arredondo		X			
6. Robert DeMichillie		X			
7. Alonzo Yrigollen				X	
8. Amber Appling				X	
9. Jean Nakaguchi				X	
10. Jubilee Yang					X
11. Kayla Gomez					X
12. Chris Bergthold			X		
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tressa Overstreet		3/6/17
SSC Chairperson	Viviana Hernandez		3/6/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$13,310 *
7090	LCFF Supplemental & Concentration	\$53,000
7091	LCFF for English Learners	\$0
TOTAL 2017/18 ON-SITE ALLOCATION		\$66,310

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$310
Remaining Title I funds are at the discretion of the School Site Council	\$13,000
Total Title I Allocation	\$13,310

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	2523	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	2/10*	23.81%	97.92%	N/A ¹	N/A ¹	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	3/10*	2.13%	59.26%	N/A ²	N/A ²	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	1/9	N/A ³	86.54%	87.76%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	1/9	N/A ³	48.08%	61.22%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	1/10	0.00% ⁴	39.18%	40.18%	11.97%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3178	District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+)	3/9	0.00%	0.00%	33.33%	N/A ⁵	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	1/9	N/A ³	30.77%	38.78%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	1/9	N/A ³	19.23%	24.49%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	1/10	N/A ⁷	N/A ⁷	78.86%	84.85%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	85.71%	•LCAP Dashboard - 4PupilAchievement
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2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	1/10*	100.00%	100.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	8/9*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	10/10	89.50%	89.82%	90.81%	97.91%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	10/11	1.46%	0.82%	22.77%	0.43%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	4849	who are truant as defined by education code (3 or more truancy violations)	1/10	N/A ¹⁰	N/A ¹⁰	12.50%	15.38%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/11	1.95%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	2/10	1.95%	1.82%	1.34%	0.00%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/10	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	2/10*	0.00%	2.08%	N/A ¹¹	N/A ¹¹	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	1/9	21.46%	56.33%	91.52%	45.73%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A ^{12*}	N/A ¹²	N/A ¹²	N/A ¹²	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	1/10	N/A ¹³	N/A ¹³	76.08%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	1/10	N/A ¹³	N/A ¹³	88.16%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	2/10	N/A ¹³	N/A ¹³	68.86%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Design Science High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	88	94	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	86	90	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

In order to ensure that all students are prepared to complete English 1A at FCC and meeting or exceeding grade level standards on CAASP ELA, our ACs will use assessment data on CAASP, college placement exams, and Interim to develop a school wide write and rubric. Students will participate in goal setting activities and data will be used in conjunction with the district Interim assessment data to evaluate growth in ELA standards between Interim #1 and #2. Formative and summative data will be collected throughout the year to calibrate growth and determine necessary modifications to meet specific student need. In addition to the district data, we will look at where students are scoring on the FCC placement test and the pass rates of English 1A, as well as the matriculation data of English 125 into English 1A and English 1A into English 3 or English 1B at FCC. Professional learning opportunities for ACs, teachers and staff will include training on Learning by Doing Accountable Community Work, RTI Tiered level of supports, rubric writing and sharing best practices.

SMART Goals

By June 2018, students will demonstrate growth in the CAASP in ELA from 88% to 94%.

By June 2018, students will demonstrate growth in Interim 2 Data from 86% to 90% by the second interim reporting period.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Students will take part in goal setting based on current data.
2. Formative assessment will be used to gather data in order to document areas of growth and need.
3. District and CAASSP Data will be reviewed and compared to college matriculation data: FCC Placement test, EAP results vs baccalaureate level pass rates.
4. AC work will include data review and school wide writing to ensure students are supported in meeting standards.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Staff will communicate with parents through the use of ATLAS, remind 101, email, school messenger, telephone contact to share information about student progress, expectations, assignments and assessments

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Formative and summative assessment data will be analyzed to calibrate instructional practices in order to differentiate, scaffold and meet the specific student needs in ELA
- Access to technology
- Access to additional academic support: Tier 1 differentiated instruction, Tier 2: Tutorial support during advisory, tutorial deployment on Fridays, peer tutoring, Tier 3: DSPS services at FCC (note taking, testing accommodations, etc)

Owner(s):

1. English Teacher
2. Teachers
3. Admin
4. Teachers

Timeline:

1. 2xsemester
2. Quarterly
3. 2xsemester
4. Quarterly

Describe Related Professional Learning:

- Learning By Doing-RTI, assessment and rubric writing
- Best Practices to support all students in reading and writing across the curriculum, including feedback to students
- IPG focus on tenant 2B and 3

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teacher will scaffold instruction through differentiation
- Teacher will promote and engage students in annotation
- Students will meet with staff during advisory
- # of students enrolled in support courses
- # of students assigned to tutorial
- Attendance data from FCC tutorial services, such as P.A.S.S. and the Tutorial Center, as well as the FCC tutors on our campus
- Class placement into Network EMLS courses at FCC (writing and reading courses for EL students), pre-baccalaureate course pass rates and successful matriculation to English 1A

Design Science Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				subs for teachers	\$	1,743.00
1	1	Title 1 Basic	Other Pupil Services	Other Classified-Other				Tutors	\$	1,048.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support instructional practices	\$	2,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				supplemental materials for ELA	\$	3,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				equipment to support academic program	\$	1,440.00
Total									\$	9,231.00

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	62	70	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	85	90	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Ensuring all students meet the requirements to matriculate to college level coursework, there will be a focus on analyzing data from a variety of sources, which will include: interim data, CAASPP, FCC coursework completion data, Ds/Fs. SBAC aligned interim assessment data will be used to measure growth in mathematics as measured by grade level standards. The data will be evaluated to ensure all students are learning at grade level and above. Modification to instructional practices will be implemented as determined by student outcomes. The ultimate goal is to ensure that all student progress through the high school coursework and achieve success which will ensure that students are not placed into remedial coursework at the post-secondary level. Using data to calibrate student needs, there will be a level of support implemented at both the high school and college level.

SMART Goals

By June 2018 data will reflect a 5% increase in students meeting or exceeding grade level standards on the CAASPP.

By June 2018 the number of students meeting or exceeding grade level standards in math will improve from 85% to 90%, as measured with the interim 2 results from 2017 to 2018.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Students will take part in goal setting based on current data.
- Formative assessment will be used to gather data in order to document areas of growth and need.
- Data will be reviewed and compared to college matriculation data.
- AC work will include data review to ensure students are supported in meeting standards

Owner(s):

- Math Teacher
- Teacher
- Admin
- Teachers

Timeline:

- 2x semester
- Quarterly
- 2x semester
- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Staff will communicate with parents through the use of ATLAS, remind 101, email, school messenger, telephone contact to share information about student progress, expectations, assignments and assessments

Describe Related Professional Learning:

- Schoolwide focus on Learning By Doing, with an emphasis on RTI process
- District Curriculum PL
- Teacher will scaffold instruction through differentiation
- Teacher will promote and engage students in mathematical practices aligned with CCSS
- IPG tenant 2B and 3 :Challenging Content and Ownership.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Formative and summative assessment data will be analyzed to calibrate instructional practices in order to differentiate, scaffold and meet the specific student needs in mathematics.
- Access to technology
- Access to additional academic support

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- students will engage in classroom learning, as measure with the IPG
- placement of students in FCC mathematics courses and outcomes
- # of students enrolled in support courses aligned with FCC courses
- # of students assigned to tutorial, both on the high school and college campus.

Design Science Budgeted Expenditures										
Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2		1 Title 1 Basic		Instruction	Teacher-Substitute Salaries				subs for teachers	\$ 1,743.00
2		1 Title 1 Basic		Other Pupil Services	Other Classified-Other				Tutors	\$ 1,048.00
2		1 Sup & Conc		Instruction	Non Capitalized Equipment				technology to support math instruction	\$ 2,000.00
2		1 Sup & Conc		Instruction	Materials & Supplies				supplementary materials to support math instruction	\$ 3,000.00
2		1 Sup & Conc		Instruction	Non Capitalized Equipment				equipment to support instruction	\$ 1,440.00
									Total	\$ 9,231.00

Action # 3

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	75	85	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

National data supports first generation college students need to connect with their college campus in order to support persistence rates. In preparing students for college, we recognize the importance of connecting students with their academic environment. School culture and curriculum will reflect a positive college going environment that will support student participation in on campus and community events. Students will feel a deeper connection to their campus through positive interactions between students and staff. Students will work towards a community connection based on their college major in order to gain a better understanding of their career pathway. A strong campus culture will serve to instill connections which will transfer to post-secondary, which will promote persistence rates for first generation college students.

SMART Goals

By June 2018, 100% of students will participate in on campus activities, organizations and events.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Calendar events, activities and clubs to promote student engagement
2. Student Surveys
3. Student attendance at events
4. Student daily attendance
5. Student volunteer/internship data

Owner(s):

1. Campus Culture Director
2. Admin, teachers
3. Campus Culture, teachers
4. Office Staff, Admin

Timeline:

1. Timeline will be developed for the year and events will be added as opportunities arise
2. Once a year- district survey
3. 1x per quarter-review
4. daily monitoring

Explain the Targeted Actions for Parent Involvement (required by Title I):

Information will be shared through school website and school messenger. Parents will be invited to campus and community events.

Describe Related Professional Learning:

- Social Emotional PL around growth mindset for teachers to support persistence
- Review of School Climate Data
- Attendance data
- Learning By Doing
- Jobs for the Future data reports and finding to support serving first generation college students.
- IPG focus on tenant 1 Culture of Learning

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Both in-class and community projects will be developed to promote student engagement and to foster a strong sense of connection to the college going experience. Student success will be recognized each semester.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- # of students taking part in clubs and activities
- # of students involved in volunteerism/internship
- Community-school partnerships
- School wide events both on and off campus, to include communitybased opportunities

Design Science Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				subs for teachers	\$	1,743.00
3	2	Sup & Conc	Instruction	Non Capitalized Equipment				technology to support student engagement	\$	2,000.00
3	2	Sup & Conc	Instruction	Direct Transportation (Dr)				trips/lectures/community events to support student engagement	\$	5,000.00
3	2	Title 1 Basic	Parent Participation	Materials & Supplies				parent/community involvement to support student engagement, NO FOOD, NO INCENTIVES	\$	1,532.00
3	2	Sup & Conc	Instruction	Materials & Supplies				materials and supplies to support student engagement	\$	7,300.00
3	2	Sup & Conc	Instruction	Non Capitalized Equipment				equipment to support student engagement	\$	1,440.00
3	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics to support student engagement	\$	1,500.00
Total									\$	20,515.00

Action # 4

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
7137 - Secondary students growth mindset survey results for questions 10-13	76	85	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Data around first generation college student persistence has shown a direct correlation to self-efficacy. Students who are the first in their families to attend college often face factors which include self-doubt. In supporting the development of self-efficacy, there will be a concentrated focus on student growth mindset. A student centered environment which promotes positive growth mindset will be developed across the curriculum, instruction, classroom environment, an essential part of the school culture. Every student should feel they have the cognitive and non-cognitive tools to be successful in college.

SMART Goals

By June 2018, the school culture and climate survey will reflect a 9% improvement in growth mindset.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Staff will communicate with parents through the use of ATLAS, remind 101, email, school messenger, telephone contact to share information about student progress, expectations, and educational planning for college matriculation
2. Staff will share positive strategies and outcomes with parents
3. Parents will be invited to share in celebrations of student achievement

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Students will be involved in a school environment that fosters a college going culture which builds self-efficacy, a growth mindset and supports self-worth. This culture will be fostered through instructional practices and campus engagement.

Describe Related Professional Learning:

1. PL in Learning By Doing, including RTI, and growth mindset
2. Staff Growth Mindset PL
3. Building awareness of first generation college student struggles which can affect persistence
4. Social Emotional learning
5. Implementation in Listening and Speaking Anchor Standards to ensure student voice
6. IPG focus on tenet 1 and 3 Culture of Learning and Ownership

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Social Emotional Learning and School Climate/Culture Survey
- Student Education Plans
- Student Focus Group data
- Teacher feedback in regards to classroom climate
- IPG data, with a focus on ownership

Design Science Budgeted Expenditures										
Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4		2	Sup & Conc	Instruction	Non Capitalized Equipment				technology to support student engagement	\$ 2,000.00
4		2	Sup & Conc	Instruction	Non Capitalized Equipment				technology to support student engagement	\$ 2,000.00
4		2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				maintenance for technology to support growth mindset	\$ 3,000.00
4		2	Sup & Conc	In-House Instructional Staff Development	Travel				PD to support growth mindset	\$ 3,000.00
4		2	Sup & Conc	Parent Participation	Materials & Supplies				parent and community involvement to support growth mindset	\$ 1,000.00
4		2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				graphics to support growth mindset	\$ 1,000.00
4		2	Sup & Conc	Instruction	Non Capitalized Equipment				equip to support growth mindset	\$ 1,440.00
									Total	\$ 13,440.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	10	8	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

With the goal of post-secondary attainment, there is a critical focus on ensuring equitable access for all students. Monitoring Ds/Fs and responding to student needs supports all student achievement. Design Science Early College High School will support the students to earn passing grades through a system of monitoring, goal setting, celebrating success, tutorial opportunities, in-classroom tutors, guidance, and response to intervention. The use of support systems and policies and procedures will provide support to ensure students are not placed into remediation at the post-secondary level. Monitoring and responding to Ds/Fs will also prove to support the cognitive and non-cognitive skills.

SMART Goals

By June of 2018, the D and F rate in courses will decrease by 2%, as compared to the semester data grades from the 2017 data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Monitoring of master schedule to include math support classes
2. Progress report monitored every six weeks
3. AC product demonstrating attention to intervention and support
4. Attendance in tutorial opportunities at FCC and on the high school campus monitored
5. Progress Reports will be shared with parents, requiring a signature and kept on file at school
6. Time management skills will be supported to assist students

Owner(s):

1. Admin, Counselor
2. College Liaison
3. AC-ILT
4. Advisor
5. College Liaison
6. Advisor, Counselor

Timeline:

1. 2x year
2. 2x semester
3. 1x month
4. 3x semester
5. 2x semester
6. ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will receive notification of student progress through the progress report
- Communication of progress reporting timeline will be shared through school messenger, website, open house and back to school night
- Teacher will communicate grade concerns with parents through conferences, phone calls and emails

Describe Related Professional Learning:

- Learning By Doing, school book walk with a focus on RTI
- Staff PD on RTI process, to include professional readings and collaborative discussions
- Staff will collaborate on best practices to support student achievement
- Staff will engage classroom observation of their peers and provide feedback
- Staff will review data and promote schoolwide effective best practices through AC work

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Students will engage with tutorial services and will implement a time management system. Students will use electronic device to communicate with FCC staff, as well as for the monitoring of online grading through CANVAS.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All students will be involved in collaborative learning groups to support academic success
- All students will be involved in small group instructional and advisory settings
- All students enrolled in a math class will be assigned tutorial support
- Progress report data, tutorial attendance and online grade checks

Design Science Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				subs for teachers	\$	1,743.00
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology to support academic success	\$	2,000.00
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology to support academic success	\$	2,000.00
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology to support student success	\$	1,440.00
5	1	Sup & Conc	In-House Instructional Staff Development	Travel				PD to support student success	\$	4,000.00
Total									\$	11,183.00

Action # 6

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	100	100	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

in alignment with the FUSD Graduate Profile, a career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school. With the focus on college attainment for all students, there will be concentrated efforts supporting equitable access for all students to not only graduate, but to graduate with a-g completion and options for post-secondary matriculation. Activities, events and school visitations will be created and calendared to increase student enrollment and college knowledge. Increasing the information about college planning will be shared with families to promote parent involvement and participation to support graduation rates.

SMART Goals

By June of 2018 the enrollment of students for the 2018-2019 school year will be at capacity, with the current graduating class having met graduation and a-g requirements.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Monitor applications
2. Monitor the number of students who enroll after the acceptance letters are received.
3. Maintain sign-in sheets at all informational meetings.
4. Student surveys to calibrate college awareness, including a-g
5. Parent Survey to calibrate need for support/training courses
6. Develop website to promote school mission
7. Site visitations to middle schools

Owner(s):

1. Admin.
2. Admin.
3. Admin and College Liaison
4. College Liaison
5. Admin
6. Admin and staff
7. Admin and College Liaison

Timeline:

1. Weekly
2. Weekly
3. At calendared events
4. 2x a year
5. 1x a year
6. Ongoing
7. Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

Informational meetings will be scheduled to provide parent with the opportunity to learn about our program and the college going experience

Round Table meetings will be held for current parents to share college planning practices

Describe Related Professional Learning:

- Graduate Profile PL
- PL around first generation college attainment data
- AC work to ensure students are meeting or exceeding expect grade level proficiency.
- IPG: to ensure implementation of tenant 2B Challenging Content

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- This is a recruitment action item, and therefore there is not a need for direct instructional services to students.
- Recruiting and college planning materials will be used during meetings to inform students.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Translators will be utilized during events to support students and families
- All students will have access to a-g requirements, support services and college admission requirements
- # of graduates
- # of students completing gateway courses: transfer level math and English
- # of students who meet college admissions requirements for CSU, UC and Private Universities

Design Science Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Title 1 Basic	Parent Participation	Materials & Supplies				parent involvement, NO FOOD, NO INCENTIVES	\$ 1,710.00
6	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics to support graduation	\$ 1,000.00
Total									\$ 2,710.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0123 Design Science High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			subs for teachers	1,743.00
1	1	Title 1 Basic	Other Pupil Services	Oth Cls-Oth			Tutors	1,048.00
1	1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials for ELA	3,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: equipment to support academic program	1,440.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instructional practices	2,000.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			subs for teachers	1,743.00
2	1	Title 1 Basic	Other Pupil Services	Oth Cls-Oth			Tutors	1,048.00
2	1	Sup & Conc	Instruction	Mat & Supp			: supplementary materials to support math instruction	3,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: equipment to support instruction	1,440.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: technology to support math instruction	2,000.00
3	2	Title 1 Basic	Instruction	Teacher-Subs			subs for teachers	1,743.00
3	2	Title 1 Basic	Parent Participation	Mat & Supp			: parent/community involvement to support student engagement, NO FOOD, NO INCENTIVES	1,532.00
3	2	Sup & Conc	Instruction	Mat & Supp			: materials and supplies to support student engagement	7,300.00
3	2	Sup & Conc	Instruction	Nc-Equipment			: equipment to support student engagement	1,440.00
3	2	Sup & Conc	Instruction	Nc-Equipment			: technology to support student engagement	2,000.00
3	2	Sup & Conc	Instruction	Direct Trans			: trips/lectures/community events to support student engagement	5,000.00
3	2	Sup & Conc	Instruction	Direct-Graph			: graphics to support student engagement	1,500.00
4	2	Title 1 Basic	Instruction	Direct-Graph			: graphics to support growth mindset	1,000.00
4	2	Sup & Conc	Instruction	Nc-Equipment			: equip to support growth mindset	1,440.00
4	2	Sup & Conc	Instruction	Nc-Equipment			: technology to support student engagement	2,000.00
4	2	Sup & Conc	Instruction	Nc-Equipment			: technology to support student engagement	2,000.00
4	2	Sup & Conc	Instruction	Direct-Maint			: maintenance for technology to support growth mindset	3,000.00
4	2	Sup & Conc	In-House Instructional Staff Deve	Travel			: PD to support growth mindset	3,000.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			: parent and community involvement to support growth mindset	1,000.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			subs for teachers	1,743.00
5	1	Sup & Conc	Instruction	Nc-Equipment			: technology to support academic success	2,000.00
5	1	Sup & Conc	Instruction	Nc-Equipment			: technology to support academic success	2,000.00
5	1	Sup & Conc	Instruction	Nc-Equipment			: technology to support student success	1,440.00
5	1	Sup & Conc	In-House Instructional Staff Deve	Travel			: PD to support student success	4,000.00
6	1	Title 1 Basic	Parent Participation	Mat & Supp			: parent involvement, NO FOOD, NO INCENTIVES	1,710.00
6	1	Sup & Conc	Instruction	Direct-Graph			: graphics to support graduation	1,000.00

\$66,310.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$13,310.00
Sup & Conc	7090	\$53,000.00
Grand Total		\$66,310.00

Domain Totals	Budget Totals
Academic	\$32,355.00
SEL / Culture & Climate	\$33,955.00
Grand Total	\$66,310.00