

## Design Science Middle College High

106216601085551

Principal's Name: Tressa Overstreet

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Tressa Overstreet', with a long horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>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.</p>	
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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Tressa Overstreet</b>	X				
2. <b>Chairperson – Alexis Yrigollen</b>					X
3. <b>Thanya Edison</b>				X	
4. <b>Tonya Stokes</b>				X	
5. <b>Jean Nakaguchi</b>				X	
6. <b>Donna Rojo</b>			X		
7. <b>Deborah Henell</b>		X			
8. <b>Mike McClurg</b>		X			
9. <b>Sandra Munoz</b>		X			
10. <b>Lisa Portela</b>		X			
11. <b>Paula Perez Amezcua</b>		X			
12. <b>Niyah Hashmati</b>		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**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Tressa Overstreet		3/20/2018
<b>SSC Chairperson</b>	Alexis Yrigollen		3/20/2018

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Design Science - 0123

**ON-SITE ALLOCATION**

3010	Title I	\$13,794 *
7090	LCFF Supplemental & Concentration	\$61,149
7091	LCFF for English Learners	\$381
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$75,324</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$418
Remaining Title I funds are at the discretion of the School Site Council	\$13,376
Total Title I Allocation	\$13,794

## Design Science High 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	84.746	91.746
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	54.237	61.237

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

##### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Advisory grades 9th-12th
- Khan Academy
- FCC Tutors on site through the day
- After school tutoring
- College support courses and tutorial services
- School-wide focus on college readiness

##### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Advisory grades 9th-12th
- Khan Academy
- FCC Tutors on site through the day
- After school tutoring
- College support courses and tutorial services
- School-wide focus on college readiness

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

##### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Social Emotional
- FCC college course placement

##### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Social Emotional
- FCC college course placement

**Step 2:** 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.

**1** SSC:

**2** ELAC:

**3** Staff:

The SSC supported the goals to improve scores on SBAC in the areas of math and English. Stakeholders appreciate additional supports through tutoring efforts and would like the supports to continue.

N/A

- Continue to support tutoring
- Khan Academy
- Continue to share multiple data sources

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

- Materials and supplies for parent participation
- Tutors: We will continue to provide tutorial support for students, with a focus on writing and math. Interim data demonstrated growth from assessment 1 to assessment 2 in all math and English classes
- Incentives and support materials for students provided necessary math tools. Students demonstrated elevated proficiency levels in math

**Action 1**

**Title:** Student Achievement in ELA

**Action Details:**

In order to ensure that all students are prepared to complete English 1A at FCC and meeting or exceeding grade level standards on SBAC ELA, our PLCs will use assessment data on SBAC, college placement exams, PSAT and Interim assessment to develop school wide outcomes. 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 analyze how 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 PLCs, teachers and staff will include training on Learning by Doing Accountable Community Work, RTI Tiered level of supports, data teams and sharing best practices.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

- Students will take part in goal setting based on current data, including PSAT
- Formative assessment will be used to gather data in order to document areas of growth and need
- District and SBAC Data will be reviewed and compared to college matriculation data: FCC Placement test, baccalaureate level pass rates
- PLC work will include data review and school wide writing to ensure students are supported in meeting standards.

**Owner(s):**

- Owner(s):
1. English Teachers
  2. Math Teachers
  3. Admin
  4. FCC Assigned Counselors
  5. PLC teams

**Timeline:**

1. 2x semester
2. Quarterly
3. 2x semester
4. Quarterly



**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)
- Equipment
- Office supplies
- Technology, Repairs/Maintenance
- Substitutes
- Field Trips
- Graphics
- Translators
- Childcare
- Supplementary materials
- Conferences/Training for Teachers
- Tutoring

**Explain the actions for Parent Involvement (required by Title I):**

Staff will communicate with parents through the use of ATLAS, remind 101, email, school messenger, Google Classroom, telephone contact to share information about student progress, expectations, assignments and assessments. Staff will also share FCC progress reports and site progress reports with parents/guardians

**Specify enhanced services for EL 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
- Instructional materials/supplies to support EL students

**Describe Professional Learning related to this action:**

- 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
- Classroom Walks-IPG focus on tenant 2B and 3
- PLC data teams

**Action 2**

**Title:** Student Achievement in Math

**Action Details:**

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, SBAC, PSAT, 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 students 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. Supplemental contracts will allow teachers to further support students learning.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically 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. Data will be reviewed and compared to college matriculation data.
4. PLC work will include data review to ensure students are supported in meeting standards.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- AV equipment
- Curriculum materials and supplies
- Transportation
- Office supplies
- Technology
- Substitutes
- Field Trips
- Graphics
- Translators
- Childcare
- Supplementary materials
- Equipment
- Conferences/Training for Teachers
- Tutoring

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

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

Owner(s):

1. Math Teachers
2. Teachers
3. Admin, FCC staff and Counselor
4. Teachers, College Liaison, Counselor

Timeline:

1. 2x semester
2. Quarterly
3. 2x semester
4. Quarterly

Specify enhanced services for EL students:

- students will engage in classroom learning, as measured 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

Describe Professional Learning related to this action:

- School-wide 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 CCS
- PD in instructional practices
- Data Analysis of data

## 2018-2019 SPSA Budget Goal Subtotal

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

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs professional learning	7,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			ELA and Math Supplemental	21,514.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repairs for Technology and Equipment	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional materials and supplies to support EL	381.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental salaries to support math instruction	2,508.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Supplemental Instruction Equipment	21,200.00

**\$55,631.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	73.391	80.391

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• Calendar events, activities and clubs to promote student engagement</li> <li>• Student Surveys</li> <li>• Student attendance at events</li> <li>• Student daily attendance</li> <li>• Clubs on campus</li> <li>• Campus events</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• Availability of transportation</li> <li>• Scheduling activities to align with FCC schedules</li> <li>• Availability of staff to support student activities and clubs</li> <li>• Students are participating in FCC clubs of which data needs to be collected by site</li> <li>• Family obligations and need to work</li> </ul>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• support of on going calendared events</li> <li>• support of promoting students to start their own clubs</li> <li>• support of allocating funds to support clubs and activities to engage students</li> </ul>	<p><b>2</b> ELAC:</p> <p>N/A</p>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• support of on going calendared events which promote team building and support SEL</li> <li>• support of promoting students to start their own clubs</li> <li>• support of allocating funds to support grade level meetings in order to promote student voice</li> <li>• master scheduling to include time for the Campus Culture Director to plan and work with students</li> </ul>
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**Action 1**

Title: Student Engagement

[Action Details:](#)

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.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Calendar events, activities and clubs to promote student engagement
- Student Surveys
- Student attendance at events
- Student daily attendance at DS and FCC

#### Owner(s):

- Campus Culture Director
- Admin
- Teachers
- Office Staff

#### Timeline:

- Timeline will be developed for the year and events will be added as opportunities arise
- Once a year- district student survey and site based surveys
- calendared ongoing meetings to report engagement
- daily monitoring and reporting of attendance

#### 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. Climate and culture will also include celebration of student achievement. Site will foster an inclusive environment.

Materials and supplies will include:

- A/V equipment
- Curriculum materials and supplies
- Transportation
- Office supplies
- Technology
- Substitutes
- Field Trips
- Graphics
- Translators
- Childcare
- Supplementary materials
- Equipment
- Conferences/Training for Teachers
- Tutoring

#### Specify enhanced services for EL 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 community based opportunities

#### Explain the 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 Professional Learning related to this action:

- Social Emotional PL around growth mindset for teachers to support persistence
- Review of School Climate Data Attendance data
- Learning By Doing-Solution Tree

- Jobs for the Future data reports and finding to support serving first generation college students
- Book Study: How to Create a Culture of Achievement

## 2018-2019 SPSA Budget Goal Subtotal

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

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Local Mileag			Local mileage	350.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field Trips	5,000.00

**\$5,350.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	0	7

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**CTE Enrollment**

- Course enrollment aligned to majors and pathways
- CTE alignment of current pathways at FCC
- Data collected on internships/volunteerism aligned to major

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**CTE Enrollment**

- transportation
- family obligations

**Step 2:** 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.

**1** SSC:

SSC supports ongoing efforts to present opportunities to students which align with their college majors.

**2** ELAC:

N/A

**3** Staff:

Staff will support the collection of data and will assist with the course sequencing to align the FUSD Graduate Profile with FCC courses to calibrate specific CTE options for students.

**Action 1**

Title: College and Career

Action Details:

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 and career knowledge. Increasing the information about college and career planning will be shared with families to promote parent involvement. Students will demonstrate an understanding of the skill set necessary to enter their college major. Every student should feel they have the cognitive and non-cognitive tools to be successful in college.



Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

1. Schoolwide focus on SLOs aligned to Graduate Profile and students' ability to connect learning to the intended outcomes
2. Monitor the FCC course pass rates and site a-g progression
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 grade level advisory plans to support site SLOs
7. Monitor Student Education Plans and college applications

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Recruiting and college planning materials will be used during meetings to inform students
- Advisory will require materials for students, including curriculum and supplies
- Transportation
- Events for speakers and job shadowing
- Office Supplies
- Technology
- Substitutes
- Field Trips
- Graphics
- Translators
- Childcare
- Supplementary materials

Explain the 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

Owner(s):

1. Admin and Staff
2. Admin, Counselor, Staff, FCC staff
3. Admin, College Liaison, Staff, FCC staff
4. College Liaison, Counselor
5. Admin
6. Admin, Counselor, Staff
7. Staff, Admin, Counselor

Timeline:

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

Specify enhanced services for EL 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

Describe Professional Learning related to this action:

- Building awareness of first generation college student struggles which can affect soft skills
- Social Emotional Learning
- Implementation in Listening and Speaking Anchor Standards to ensure student voice
- Technology applications for the classroom
- Travel for Professional Development

## 2018-2019 SPSA Budget Goal Subtotal

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

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Recruitment, engagement	3,085.00
G3A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Travel for professional development	7,000.00

**\$10,085.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	1.695	0
Suspensions Per 100	0	0
Student Survey - Caring adult	67.391	74.391

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

- Monitor student tardies and absences
- Maintaining ongoing and consistent communication with stakeholders
- Maintain sign-in sheets at all informational meetings
- Develop website to promote school calendar
- Importance of attendance in college courses and the monitoring of college attendance every 6 weeks

**Suspensions Per 100**

- Social Emotional site based learning and commitment to five pillars to support campus culture of inclusiveness and acceptance
- Social Emotional site support through social worker
- Staff collaboration on strategies to engage and support all students
- Restorative commitment to all students and staff
- Clearly defined campus culture and expectations supported by all stakeholders
- Positive relationships with parents/guardians

**Student Survey - Caring adult**

- Student surveys to calibrate engagement need and school climate
- Parent Surveys to calibrate need for support and communication
- Social Emotional site based learning and commitment to five pillars to support campus culture of inclusiveness and acceptance
- Staff collaboration on strategies to engage and support all students
- Positive relationships with parents/guardians

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

- Public transportation
- Significant hardship
- Access to preventative health care
- Access to mental health
- Work schedules of families outside of a traditional 9-5 work day

**Suspensions Per 100**

- All students are supported through a restorative practice and clear site expectations

**Student Survey - Caring adult**

- Collection of Student Surveys
- Collection of Parent Surveys
- Communication with families

**Step 2:** 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.

**1 SSC:**

- Staff will share positive strategies and outcomes with parents/guardians
- Parents will be invited to share in celebrations of student achievement
- Communication with families regarding attendance and behavioral concerns

**2 ELAC:**

N/A

**3 Staff:**

- Time to reflect on data as a team
- Collective commitment of best practices to engage all students
- Support of school wide SEL
- Support of providing support for staff to sponsor clubs to engage students
- Staff attendance at events

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

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, assessments and celebrations
- Ongoing efforts will be made to provide for information sharing and celebrating
- Ongoing efforts will be made to support students connections a positive school climate

**Action 1**

**Title:** Graduation Focus

**Action Details:**

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. Advisory, student support, 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. All students will be presented with academic options through dual enrollment to complete the necessary requirements for graduation.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

1. Monitoring of master schedule to include math support classes
2. Progress report monitored every six weeks
3. PLC 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
7. A-g progress monitoring
8. Social Emotional Support/Mental Wellness

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Recruiting materials
- College Planning Materials
- Advisory will require materials for students and curriculum materials and supplies
- Transportation
- Tutoring
- Office supplies
- Technology
- Substitutes
- Field Trips
- Graphics
- Translators
- Childcare
- Supplementary materials for core subjects
- Conferences/Training for Teachers

Explain the 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, back to school night, Google Classroom, grade level meetings
- Teacher will communicate grade concerns with parents through conferences, phone calls and emails
- Supplies and Materials for parent involvement
- Graphics will be used to provide materials to parents

Owner(s):

1. Admin, Counselor
2. College Liaison
3. PLC-ILT
4. Advisor
5. College Liaison
6. Advisor, Counselor
7. Counselor
8. Admin, Staff, Counselor, Social Worker

Timeline:

1. 2x year
2. 2x semester
3. 1x month
4. 3x semester
5. 2x semester
6. Ongoing
7. 1x quarter
8. Ongoing

Specify enhanced services for EL 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

Describe Professional Learning related to this action:

- 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 school wide effective best practices through PLC work
- Staff will continue ongoing PL to support curriculum
- Staff will commitment to school wide focus of college going culture

## 2018-2019 SPSA Budget Goal Subtotal

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

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **NO FOOD, NO INCENTIVES**	1,116.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **NO FOOD, NO INCENTIVES**	3,142.00

**\$4,258.00**

# 2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs professional learning	7,028.00
G1A1	Sup & Conc	Instruction	Mat & Supp			ELA and Math Supplemental	21,514.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repairs for Technology and Equipment	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional materials and supplies to support EL	381.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental salaries to support math instruction	2,508.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Supplemental Instruction Equipment	21,200.00
G2A1	Sup & Conc	Instruction	Local Mileag			Local mileage	350.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field Trips	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Recruitment, engagement	3,085.00
G3A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Travel for professional development	7,000.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **NO FOOD, NO INCENTIVES**	1,116.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **NO FOOD, NO INCENTIVES**	3,142.00
<b>Total</b>							<b>\$75,324.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$13,794.00
Sup & Conc	7090	\$61,149.00
LCFF: EL	7091	\$381.00
<b>Grand Total</b>		<b>\$75,324.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$55,631.00
G2 - All students will engage in arts, activities, and athletics	\$5,350.00
G3 - All students will demonstrate the character and competencies for workplace success	\$10,085.00
G4 - All students will stay in school on target to graduate	\$4,258.00
<b>Grand Total</b>	<b>\$75,324.00</b>