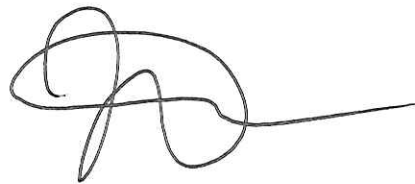


Design Science Middle College
High

10621660108555

Principal's Name: Tressa Overstreet

Principal's Signature:

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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

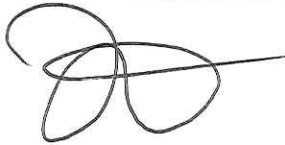

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tressa Overstreet	X				
2. Chairperson – Jublie Yang					X
3. Donna Rojo			X		
4. Gabriel Villasenor		X			
5. Lisa Portela		X			
6. Deborah Henell		X			
7. David Barton		X			
8. Thanya Edison				X	
9. Tonya Stokes				X	
10. Manpreet Kaberwal				X	
11. Niyah Heshmati					X
12. Paulina Perez Amezcua					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		3-18-19
SSC Chairperson	Jublie Yang		3-18-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$15,150 *
7090	LCFF Supplemental & Concentration	\$59,793
7091	LCFF for English Learners	\$381
		\$75,324
TOTAL 2019/20 ON-SITE ALLOCATION		\$75,324

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$606
Remaining Title I funds are at the discretion of the School Site Council	\$14,544
Total Title I Allocation	\$15,150

Design Science High 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	91.746 %	83.871 %	2017-2018	90.871 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	61.237 %	66.129 %	2017-2018	73.129 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

All of the above actions were implemented. Continued reflections around improving literacy continues to be a focus. The SBAC data reports less than 1% of a decline from previous year and this has resulted in continued efforts of improving literacy. The focus of the implementation of the strategies will continue. Additional tutoring throughout the school day will be increased. District Interim data reflects growth in all ELA from interim 1 to interim 2. We have implemented an advisory class for all 9th graders and have also introduced literacy circles. We will continue this practice, as the interim data reflects that interim 1 reported 19% of students not meeting standards in ELA to zero not meeting standards. The number of students exceeding standards improved from 14% to 24%. The data is demonstrating growth. The strategies will continue to be implemented.

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

- Advisory grades 9th-12th

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- Social Emotional
- FCC college course planning

SBAC data reflect that the Hispanic sub group requires additional support. While all students will continue to receive support, there will be additional monitoring. This subgroup is the largest subgroup within our student population.

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

- Social Emotional
- FCC college course planning

SBAC data reflects that the two subgroups which have scored within the does not meet standards are White and Hispanic. There will be additional focus on progress monitoring and aligning support to students through tutoring or scheduled subject matter support classes.

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

All of the above actions were implemented. Continued reflections around improving math continues to be a focus. The SBAC data reflects growth from previous years and the strategies implemented will continue. There will be additional tutoring offered throughout the day. All interim district data reflects continued growth in all math classes. Reviewing the data, the Hispanic and white subgroups will be provided additional monitoring and aligned support. The college pass rates of math continue to be strong. One hundred percent of student enrolled in Math 4a passed the course with a C or better. There was aligned college math support for this course and the outcomes demonstrate the strategies were successful. The strategies will continue to be implemented. Ongoing monitoring and data collection will continue.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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.

Materials and supplies for parent participation were intended to provide informational sessions and opportunities for parents to learn more about the college process. We have implemented all of the above, with the exception of parent materials and supplies. We are continuing to promote parent participation and will continue to budget for this.

There is a need to provide additional funds for tutoring throughout the day to support our students in the 9th and 10th grades.

All of the intended actions are ongoing.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In order to promote continued students achievement in ELA and math, the actions identified within the goal will continue as an ongoing effort. The need to support student achievement through the allocation of funds for tutoring or monitoring of grades will continue. The following modifications to actions will be implemented for the 2019-2020 SPSA

- Implementation of interim SBAC
- Test Prep
- Consistent tracking of Khan Academy
- Alignment of services with the community college

Step 4: Stakeholder 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.

1 SSC:

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. Increase communication with all stakeholders. SSC requested additional meetings for parents to understand the college sequences and new legislation around AB 705.

2 ELAC:

N/A

3 Staff:

- Continue to support tutoring and provide supplemental contracts for teachers and student tutors
- Khan Academy
- Continue to share multiple data sources
- Continue to support PLC, RTI, ELA, and math training

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: Pre-baccalaureate and 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 to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real world application
- Graphics
- Translators to support the sharing of information with all stake holders
- Childcare to support the attendance and engagement of all stake holders
- Supplementary materials
- Conferences/Training for Teachers to support the efforts in implementing best practices
- Tutoring to support student achievement throughout the school day
- Consultants to support and create best practices

Specify enhanced services for EL students:

Enhanced support and progress monitoring will be implemented 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

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

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.

Specify enhanced services for low-performing student groups:

- Tutoring
- Advisory
- Additional support from FCC counselor

The following subgroups will be the focus of these enhanced services based on data results: Hispanic, White, and African American. Foster youth, unaccompanied youth, students with disabilities and socioeconomically disadvantaged students will also receive enhanced support.

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
- Consultants

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. 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.

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

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

- SBAC aligned assessment data
- FCC course pass rates
- The number of students completing a college level transfer math course

Owner(s):

1. Lead Teachers
2. College Counselors
3. Guidance Counselor

Timeline:

1. 2x semester

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

- AV equipment
- Curriculum materials and supplies
- Transportation
- Office supplies to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real world application
- Graphics
- Translators to support the sharing of information with all stake holders
- Childcare to support the attendance and engagement of all stake holders
- Supplementary materials
- Conferences/Training for Teachers to support the efforts in implementing best practices
- Tutoring to support student achievement throughout the school day
- Consultants to support and create best practices

Specify enhanced services for EL students:

- Enhanced support and progress monitoring will be implemented 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

Specify enhanced services for low-performing student groups:

- Tutoring
- Advisory
- Additional check-ins by FCC Counselor

The following subgroups will be the focus of these enhanced services based on data results: Hispanic, White, and African American. Foster youth, unaccompanied youth, students with disabilities and socioeconomically disadvantaged students will also receive enhanced support.

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

Describe Professional Learning related to this action:

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

- 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
- Consultant

2019-2020 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			Teacher-sub for planning and professional learning to support instruction	6,357.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutoring and supplemental instruction for ELA	1,808.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplemental to support ELA instruction, data analysis and assessment	11,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: technology repair to support student achievement	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: instructional materials and supplies to support ELL	381.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Tutoring and supplemental instruction	2,725.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: materials and supplemental instruction to support student achievement in math, data analysis, assessment	11,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: supplemental instruction equipment	14,993.00

\$51,264.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	80.391 %	91.188 %	2017-2018	98.188 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- Calendar events, activities and clubs to promote student engagement
- Student Surveys
- Student attendance at events
- Student daily attendance
- Clubs on campus
- Campus events

Due to the small size of our school and the limitations of facilities, there is a need to promote student engagement. Capturing all of the student engagement data has been difficult and allocating time for a staff member to support this will continue to be a need. All of the actions were implemented. Students would like to see additional clubs offered as well as additional activities. There is an ongoing need to support a Campus Culture director and substitutes have been allocated for this position.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

- Availability of transportation
- Scheduling activities to align with FCC schedules
- Availability of staff to support student activities and clubs
- Students are participating in FCC clubs of which data needs to be collected by site
- Family obligations and need to work

Our site does not have school transportation and it does affect who can participate in events after school and in the evenings. We will continue to support lunch time and early events which take place after school.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Students have been presented with a variety of engagement opportunities
- Student voice and surveys reflect the need to continue this effort and to provide additional opportunities
- Small staffing contributes to the number of clubs and engagement

With the need to provide additional opportunities for students, funds will be allocated to support the above listed concerns in promoting engagement. All of the actions mentioned in Step 1 will continue to be implemented as well.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Based on student voice and staff input, we will make the following changes to our 2019-2020 SPSA. All of the actions mentioned above will be implemented, as well as the list mentions below. We are looking for better ways to capture our data.

- Fund allocation will support a deeper commitment to coding for all students
- Fund allocation will support the engagement of students to reach the target goal
- Fund allocation will support opportunities for student leadership and service learning
- Fund allocation to support outside assistance with engagement

Step 4: Stakeholder 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.

1 SSC:

SSC provided the following feedback regarding engagement. Parents were supportive of providing a variety of activities and opportunities which many of our students have not had access to.

- support of on going calendared events
- support of promoting students to start their own clubs
- support of allocating funds to support clubs and activities to engage students

2 ELAC:

N/A

3 Staff:

Due to the small size of our staff, there are some frustrations around clubs and extra activities. The staff supports opportunities, clubs and activities for students. The following input was provided.

- support of on going calendared events which promote team building and support SEL
- support of promoting students to start their own clubs
- support of allocating funds to support grade level meetings in order to promote student voice
- master scheduling to include time for the Campus Culture Director to plan and work with students

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
- District Engagement tool

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:

- AVEquipment
- Curriculum materials and supplies
- Transportation
- Office supplies to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real world application
- Graphics
- Translators to support the sharing of information with all stake holders
- Childcare to support the attendance and engagement of all stake holders
- Supplementary materials
- Conferences/Training for Teachers to support the efforts in implementing best practices
- Tutoring to support student achievement throughout the school day
- Consultants to support and create engagement opportunities for all stakeholders

Specify enhanced services for EL students:

Enhanced support and progress monitoring will be implemented 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.

Specify enhanced services for low-performing student groups:

- Use of community resources to support engagement and offer opportunities for student leadership
- Check-ins with FCC Counselor and DS Guidance Counselor
- Job Developer will align community involvement and service learning opportunities to engage students

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 and All Learning is Social and Emotional
- Consultant

2019-2020 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 to support student engagement	300.00
G2A1	Sup & Conc	Instruction	Direct Trans			: transportation to support student engagement	5,000.00

\$5,300.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
CTE Enrollment	7 %	0 %	2017-2018	7 %
College/Career Readiness		95 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>CTE Enrollment</p> <ul style="list-style-type: none"> • Course enrollment aligned to majors and pathways • CTE alignment of current pathways at FCC • Data collected on internships/volunteerism aligned to major <p>College/Career Readiness</p> <p>Students are completing one semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>CTE Enrollment</p> <ul style="list-style-type: none"> • transportation • family obligations <p>College/Career Readiness</p> <p>Student transportation issues have been addressed through the newly adopted public FCC policy that students can ride the FAX bus with a student ID card. All students are provided with a college ID. All students are enrolled in courses at FCC.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Students independently find volunteer opportunities. The goal is to work with our community college partners to develop certifications which are aligned to workplace skills, leading to employment or internships. This requires the allocation of time on the part of the admin and FCC staff/faculty.

Courses at FCC were aligned to current pathways.

Data collection has been slow going, and there is a need to establish a data collection process to capture the data.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The Job Developer and Admin Team will lead the following:

- Defined partnerships with local community partners to develop an internship/volunteer plan for students
- Participation in community events at FCC to support service learning
- Grade level Service Learning Plan
- FCC Pathways aligned to the FUSD CTE Pathways

Step 4: Stakeholder 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.

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

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

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 to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real world application
- Graphics
- Translators to support the sharing of information with all stake holders
- Childcare to support the attendance and engagement of all stake holders
- Supplementary materials to support college and career competencies
- Conferences/Training for Teachers to support the efforts in implementing best practices
- Tutoring to support student achievement throughout the school day as aligned to promoting college and career competencies
- Consultants to support and create a college and career focus

Specify enhanced services for EL students:

Enhanced support and progress monitoring will be implemented 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

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

Specify enhanced services for low-performing student groups:

Enhanced support will be implemented for students who are designated as not meeting standards, or engaged in opportunities. Those subgroups identified as not meeting standards in SBAC and interim data reflect our Hispanic subgroup.

- Community partners will be identified and students will be aligned with agencies to support building competencies for workplace success
- Mentoring
- Service Learning opportunities
- Job Shadowing will be provided by the job developer

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

2019-2020 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			: graphic to support recruitment and engagement in character and competencies for workplace success and college and career.	3,500.00
G3A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: PL to support college and career readiness	7,000.00

\$10,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	0 %	1.124 %	2017-2018	0 %
Suspensions Per 100	0 %	0 %	2017-2018	0 %
Student Survey - Caring adult	74.391 %	72.332 %	2017-2018	79.332 %
Graduation Rate		98.333 %	2017-2018	99.333 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Students identified as social economical disadvantaged and those historically marginalized in post secondary education have the following resource inequities:

- 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

Graduation Rate

- All students must be provided with a caring and nurturing environments which support a college going culture.
- All students will take part in student surveys to continue to provide calibration for staff and stakeholders.
- Students with high risk factors for homelessness will be assigned an additional support staff to

Graduation Rate

- Continued effort to improve student feedback on caring adults at site
- Site staff is committed to supporting all students and creating a culture of inclusiveness and acceptance
- Student attendance is slightly lower, presenting concern and opportunity for calibration to support Saturday Academy
- Progress monitoring allows staff to adjust support to meet student needs
- The school website and weekly calls support stakeholder engagement
- Student voice engages staff in the monitoring of campus culture

ensure progress monitoring

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Implementation and monitoring of the district college planning tools
- Elevated access to college planning for private universities
- School wide focus on college planning, beginning in the 9th grade
- Funds allocated for college trips
- Funds allocated for service learning aligned to college majors

Step 4: Stakeholder 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.

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

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

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

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 to support students staying on track to graduate
- Tutoring to support students staying on track to graduate
- Office supplies to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real world application
- Graphics to support students staying on track to graduate
- Translators to support the sharing of information with all stake holders
- Childcare to support the attendance and engagement of all stake holders
- Supplementary materials to support students staying on track to graduate

- Conferences/Training for Teachers to support the efforts in implementing best practices to promote students staying on target to graduate
- Tutoring to support student achievement throughout the school day
- Consultants to support and create best practices

Specify enhanced services for EL students:

Enhanced support and progress monitoring will be implemented 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

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

Specify enhanced services for low-performing student groups:

- All students are enrolled in a dual enrollment course with aligned supports.
- All students have access to additional tutorial and FCC student services.
- All Students are provided with Advisory support
- All students are provided with progress monitoring

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

2019-2020 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 and supplies to support student graduation rate, a-g completion, college planning. **NO FOOD, NO INCENTIVES**	1,200.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to engage and promote parent involvement in the college graduation process. **NO FOOD, NO INCENTIVES**	3,060.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	4,000.00

\$8,260.00

2019-2020 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			Teacher-sub for planning and professional learning to support instruction	6,357.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutoring and supplemental instruction for ELA	1,808.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplemental to support ELA instruction, data analysis and assessment	11,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: technology repair to support student achievement	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: instructional materials and supplies to support ELL	381.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Tutoring and supplemental instruction	2,725.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: materials and supplemental instruction to support student achievement in math, data analysis, assessment	11,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: supplemental instruction equipment	14,993.00
G2A1	Sup & Conc	Instruction	Local Mileag			: local mileage to support student engagement	300.00
G2A1	Sup & Conc	Instruction	Direct Trans			: transportation to support student engagement	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: graphic to support recruitment and engagement in character and competencies for workplace success and college and career.	3,500.00
G3A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: PL to support college and career readiness	7,000.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support student graduation rate, a-g completion, college planning. **NO FOOD, NO INCENTIVES**	1,200.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to engage and promote parent involvement in the college graduation process. **NO FOOD, NO INCENTIVES**	3,060.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	4,000.00
Total							\$75,324.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$15,150.00
Sup & Conc	7090	\$59,793.00
LCFF: EL	7091	\$381.00
Grand Total		\$75,324.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$51,264.00
G2 - All students will engage in arts, activities, and athletics	\$5,300.00
G3 - All students will demonstrate the character and competencies for workplace success	\$10,500.00
G4 - All students will stay in school on target to graduate	\$8,260.00
Grand Total	\$75,324.00