

Design Science Middle College High

10621660108555

Principal's Name: Tressa Overstreet

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

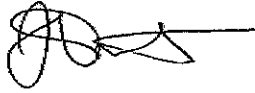

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family Engagement 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 School 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 -Sunshine Xiong					X
3. Christine Bergthold			X		
4. Cathyln Dossetti		X			
5. Sandra Atkins		X			
6. Sandra Munoz, Guest Teacher			X		
7. Misty Cruz				X	
8. Anthony Miranda					X
9.					
10.					
11.					
12.					
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: Design Science Middle College High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tressa Overstreet		5/19/21
SSC Chairperson	Sunshine Xiong		5/19/21

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 2021/22

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$15,308 *
7090	LCFF Supplemental & Concentration	\$52,200
7091	LCFF for English Learners	\$1,200
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$3,600</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$72,308

* 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	\$534
Remaining Title I funds are at the discretion of the School Site Council	<u>\$14,774</u>
Total Title I Allocation	\$15,308

Design Science High 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		100 %	2019-2020	100 %
I-Ready ELAD1 On Level		55.32 %	2020-2021	62.32 %
I-Ready Math D1 On Level		57.89 %	2020-2021	64.89 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

4 Year Cohort 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
- 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
- Maintaining ongoing and consistent communication with stakeholders

I-Ready ELAD1 On Level

- 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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

4 Year Cohort Graduation Rate

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

- 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 ensure progress monitoring
- Access to technology and wifi

I-Ready ELA D1 On Level

- Social Emotional
- FCC college course planning
- Access to technology and wifi

While all students will continue to receive support, there will be additional monitoring. This subgroup is the largest subgroup within our student population.

DS is currently working on common literacy strategies, common formative assessments, 1 to 1 technology, FCC tutors, after school tutoring, identifying EL, SPED and at risk students who needed additional targeted supports. Student achievement in ELA has continued to grow schoolwide. Online learning has been difficult for some students.

9th grade D/F semester 1: 0

10th grade D/F semester 1: 1 student

11th grade: 100% of juniors are enrolled in FCC English 1A, 10% struggled in the fall semester and repeating the course in the spring with aligned support from FCC Writing Center.

9th grade iReady data: 59% at/above grade level, 23% one grade level below, 18% two grade levels below

10th grade iReady data: 54% at/above grade level, 17% one grade level below, 29% two grade levels below

11th grade iReady data: 100% at/above grade level

Fall pass rates for English at FCC was 90%, some juniors struggled with online English 1A courses. PLCs are focused on MTSS, and ensuring best practices to support literacy across all curriculum, citing evidence. Classroom online visits indicate that all staff is intentionally planning based on the PLC work to support rigor, collaboration and fluency.

I-Ready Math D1 On Level

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

9th grade D/F semester 1: 0

10th grade D/F semester 1: 1 student

11th grade D/F semester 1 Alg 2: 0

11th grade D/F FCC College Math 4A course: 0

12th grade D/F FCC College CSU/UC math course: 0

9th grade iReady data: 72% at/above grade level, 11% one grade level below, 17% two grade levels below

10th grade iReady data: 62% at/above grade level, 21% one grade below, 17% two grade levels below

11th grade iReady data: 21% at/above grade level, 28% one grade level below, 52% two grade levels below

DS is working to address the needs of all learners in the area of math through ongoing formative assessments, 1 to 1 technology, FCC tutors, Peer tutors, after school tutoring, identifying EL, SPED and at-risk students who needed additional targeted supports. Student achievement in math has continued to grow schoolwide.

I-Ready Math D1 On Level

- Social Emotional
- FCC college course planning
- Access to technology and wifi

There will be additional focus on progress monitoring and aligning support to students through tutoring or scheduled subject matter support classes.

There is a need to provide additional tutoring to our seniors, as we see a dip in pass rates historically in the spring semester. We also find the cost of textbooks for FCC courses to continue to rise, often beyond our budgeted amount. Staff will communicate with parents through the use of: online meetings, 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. Ongoing efforts will be made to support tutorial services for math and ELA for both high school and college courses.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-22 SPSA. Budget modification may include additional funds for college trips, Edgenuity, peer tutors, afterschool tutoring. Budget modification may include additional:

- FTE. 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
- Funds allocated for tutorial supports
- Funds allocated for online learning options, Edgenuity

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 grades and behavioral concerns
- Communication with stakeholders regarding tutorial/support options

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
- Providing support for staff to sponsor clubs to engage students
- Staff attendance at events
- Training for staff to improve instruction

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, 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 (iReady) 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 the pass rates of English 1A, as well as the matriculation data of high school English 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, MTSS, 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: DSPTS 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

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

- # 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

African American. Foster youth, unaccompanied youth, students with disabilities and socioeconomically disadvantaged students will also receive enhanced support.

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.

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.

Action 3

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:	<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. 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

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

2021-2022 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A1 Resources for instruction, including \$2,000 for Edgenuity	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A1 Supplemental Instruction Equipment	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2 Technology repair to support student achievement	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1 Materials and supplies to support ELL	1,200.00
G1A2	Sup & Conc	Instruction	Oth Cls-Supp			G1A2 Tutoring and supplemental instruction for Math and ELA	15,216.00
G1A2	Sup & Conc	Instruction	Mat & Supp			G1A2 Materials and supplemental instruction to support student achievement in Math, data analysis, assessment	10,230.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			G1A3. No IEP in Title I. Teacher-sub for planning and professional learning to support instruction	5,857.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			G1A3. No IEP in Title I. Tutoring and supplemental instruction	4,788.00

\$54,291.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		100 %	2019-2020	100 %
Seal of Biliteracy Count		23 pts	2019-2020	30 pts
Student-centered real world learning experience - Site Defined		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

- Course enrollment aligned to majors and pathways
- CTE alignment of current pathways at FCC
- Data collected on internships/volunteerism aligned to major
- Students are completing one semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Job Shadowing & guest speakers
- Community Partnerships

There has been a schoolwide focus of deepening our volunteerism and internships. The job developer is on site two days per week. She is working with staff to communicate opportunities for students. We are also collecting volunteer data through student volunteer hour logs. Students are being instructed to begin to keep track of their activities and volunteerism through an online platform

Student-centered real world learning experience - Site Defined

Community partnerships is another avenue which has supported our students in being introduced to various career and college major options. The goal of our program is to ensure that all students are developing workplace skills. Students attend volunteer and career fairs, hosted by FCC. There is a schoolwide focus that students take part in FUSD job shadow days which are aligned to college majors. College representatives and industry leaders/advisors speak to students about career opportunities aligned to postsecondary degrees and certificates.

Seal of Biliteracy Count

- Evaluation of Student Education Plans

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

College/Career Readiness

Some students do not have access to transportation on the weekends and it can be an issue. The students who are most at risk often have family obligations and/or work which students must balance. COVID related issues have contributed to students needing to either work or contribute to childcare.

Student-centered real world learning experience - Site Defined

The students who are most at risk often have family obligations and/or work which students must balance. COVID related issues have contributed to students needing to either work or contribute to childcare. At this time, many students are not able to find access to internships due to COVID.

Seal of Biliteracy Count

Identify students who are most need of additional review and support in academic planning.

- Monitoring student progress
- Promoting and informing students of the Seal of Biliteracy

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

COVID made it very difficult to implement our desired actions. Attempts were made to provide online opportunities for students. Some students do not have access to transportation on the weekends and it can be an issue. The students who are most at risk often have family obligations and/or work which students must balance. The collection of data has been difficult in the distance learning environment. There have been issues with finding opportunities which do not conflict with the college schedules. This work requires the focus of a designated staff member, such as a pathway coordinator who is a part of the districtwide system. Our plan to develop our own model was not a priority in distance learning. We will continue to implement online options for students. We did hold many opportunities for online speakers this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on current data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-22 SPSA. Modification may include additional FTE, and allocation for transportation. 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.

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

- 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

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

2021-2022 SPSA Budget Goal Subtotal

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

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-Time School	Instruction	Mat & Supp			: G2A Resources to support student engagement	3,600.00

\$3,600.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		0 %	2020-2021	0 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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
- Contact with families and immediate calls home when students are not in class
- Home visits
- Use of Social Worker

Suspensions students with 1 or more

- 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
- Social Contract Clearly defined campus culture and expectations supported by all stakeholders
- Positive relationships with parents/guardians

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

Chronic Absenteeism

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

- Technology/wifi
- Significant hardship
- Access to preventative health care
- Access to mental health
- Work schedules of families outside of a traditional 9-5 work day
- Many students must work to support family
- Multiple families sharing the home

Suspensions students with 1 or more

- All students are supported through a restorative practice and clear site expectations
- Mentorships/engagement with caring adult

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

COVID presented many issues which required for calibration and clarity for our students. Many students struggled with feeling connected to online learning. Many students struggled to grasp the online schedule, resulting in students missing instruction while navigating online classrooms. New students appeared to struggle with online learning management system (CANVAS) of the college and the high school's use of Google Classroom, as well as

the online textbooks.

Staff will continue to communicate with parents through the use of:

- Online meetings and conferences
- 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
- Ongoing efforts to provide opportunities for academic and nonacademic experiences

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Based on multiple measure data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-22 SPSA Budget modification may include additional FTE. Implementation and monitoring of the district college planning tools
- Elevated access to social emotion support
- School wide focus on engagement, with a focus directed at online engagement
- Staff attention to making connections with students and families
- Staff allocated to support students and families in the online environment
- Ensuring that all students have working wifi, technology, online books

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 monitoring

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

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

Action 2

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

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

2021-2022 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Local Mileag			G3A1 local mileage to support student engagement	300.00
G3A1	Sup & Conc	Instruction	Direct Trans			G3A1 Transportation to support student engagement	4,454.00

\$4,754.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		87.92 %	2019-2020	94.92 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- Recruitment of staff to reflect diversity of student body
- Collaboration with community partners to support diversity of staff
- Maintaining ongoing and consistent communication which supports and values diversity
- Maintaining ongoing efforts to ensure student voice
- Maintain a campus culture which supports diversity and inclusion

Student Survey - Caring adult

- Staff will evaluate student survey results to calibrate implementation of schoolwide collective commitment to fostering a positive culture
- Staff will promote student voice within classroom instruction
- Student Focus Groups

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

Staff Goal - Site Defined

Students identified as social economical disadvantaged and those historically marginalized in post secondary education must be provided with an emotionally and physically safe environment which supports inclusion and values diversity.

Staff must have access to professional development to support a culturally proficient collect commitment to all stakeholders.

Student Survey - Caring adult

Students identified as social economical disadvantaged and those historically marginalized in post secondary education must be provided with an emotionally and physically safe environment which supports inclusion and values diversity. Staff will promote student voice and student input.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The implementation of the Cultural Proficiency Training, while in COVID and distance learning was a shift this year. While we are evaluating the collective commitment, we are still determining the direction of professional learning to support the district training. Staff is always willing to evaluate data and include student voice. There will be a focus on continuing to build a diverse staff. We will look to continue to allocate funds for professional learning around inclusion.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-22 SPSA Budget modification may include additional FTE and professional learning.

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 culturally proficient strategies and outcomes with parents/guardians
- Parents will be invited to share in celebrations of diversity and inclusion
- Communication with families regarding calendared events and celebrations

2 ELAC:

N/A

3 Staff:

- Time to reflect on survey data as a team
- Collective commitment of best practices to engage all staff and stakeholders
- Support of school wide diversity training/learning
- Staff to sponsor clubs to engage students
- Staff opportunities for professional learning

Action 1

Title: Recruitment and retention of staff

Action Details:

All staff will be presented with professional options through district and outside sources to continue to build upon professional learning. We will work with our community resources to promote opportunities for professional learning. By providing cultural proficiency training, we will continue to focus schoolwide on promoting and implementing collective commitments to ensure that all staff feels valued. Efforts will be made to ensure teachers and staff gain the capability and capacity to support an effective school program. In preparation for the 2021-2022 school year, teachers will participate in professional development to support our new online learning management system.

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 professional planning time
2. Provide opportunities for professional learning throughout the calendar year
3. PLC training
4. Attendance in staff learning
5. Staff surveys
6. Staff feedback and assessment of needs within subjects and across PLCs

Owner(s):

1. Admin, Counselor, Social Worker
2. Admin, ILT
3. PLC-ILT
4. Admin
5. ILT
6. Admin, Counselor, ILT

Timeline:

1. 2x year
2. ongoing
3. ongoing
4. ongoing
5. 1x per quarter
6. 1x per quarter

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Advisory will require materials for students and curriculum materials and supplies
- Transportation to support students learning beyond the classroom
- Tutoring to support students staying on track to graduate and to support instruction
- 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
- Graphics to support instruction and 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 instruction and 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 instruction student achievement throughout the school day
- Consultants to support and create best practices

Specify Professional Development or Staff Services to support EL students:

Staff will be allotted planning time to ensure:

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

Specify Professional Development or Staff Services to support low-performing student groups:

All staff will be provided with professional learning and planning time to ensure:

All students are enrolled in 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

2021-2022 SPSA Budget Goal Subtotal

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

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Travel			G4A1 Professional learning to support college and career readiness	5,000.00

\$5,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.1 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	70 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Calendar meetings regarding the college process
- Calendar meetings with community partners and parents
- Calendar meetings with parents based on parent survey needs
- Provide learning opportunities for parents
- Guest Speakers
- Include parents in community projects
- Fresno City College meetings/community outreach

Parent Survey - Respected and welcomed

- Staff will communicate with parents/families through phone calls, emails, online meetings, School Messenger, remind 101
- Staff will plan for family engagement activities
- Staff will foster a collective commitment to the Five Pillars-with a focus on "WELCOME"

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

Family Goal - Site Defined

- Availability of transportation
- Scheduling activities to align with FCC schedules
- Availability of staff to support student activities
- 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 events which take place during various times in the day/evenings. Many parents have family obligations and/or work which parents must balance.

Parent Survey - Respected and welcomed

- Access to the school can be difficult with FCC in session, site will look for opportunities outside of the 8-3pm schedule to include parents who work and care for children

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Parents have been presented with a variety of engagement opportunities
- Parent 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. There will be a focus on SEL and ensuring that we have a school wide culture of engagement. This may mean allocating funds for trips, speakers, consultants. We will be working with FCC to offer additional community

opportunities for parents, which may result in additional costs for supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-22 SPSA Budget modification may include additional funds for enrichment activities.

- Fund allocation will support a deeper commitment to finding ways to involve parents
- Fund allocation will support the engagement of parents to reach the target goal
- Fund allocation will support opportunities for parent learning 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 parent involvement
- Support of allocating funds to support activities to engage students and families

2 ELAC:

N/A

3 Staff:

- Time to reflect on data as a team
- Collective commitment of best practices to engage all parents
- Support of school wide SEL Support of providing support for parents to engage student
- Staff attendance at events
- Communication with families to support involvement

Action 1

Title: Parent Engagement

[Action Details:](#)

In an effort to provide opportunities for parent engagement, the school will make concerted efforts to promote opportunities for family engagement. Design Science values stakeholder engagement as a continuous system through which its school leaders meaningfully connect with, learn from, and communicate with our students, families, staff, and the community at large. Planning, participation, analysis, and sharing will be the focus at the start of 2021-22 school year. During the planning Phase, DS will determine the methods in which meaningful stakeholder input and feedback would be effective. The school will conduct surveys, hold meetings, and connect with families via phone calls, emails, and online meetings throughout the process should we remain in distance/hybrid learning.

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 parent learning aligned with site focus on college attainment
2. Monitor the school calendar to ensure ongoing opportunities for families
3. Maintain sign-in sheets at all informational meetings.
4. Parent Surveys to calibrate need for support/training courses
5. Grade level specific meetings-target learning
6. Promote FCC community activities

Owner(s):

1. Admin, Counselor FCC Staff
2. Admin, Counselor, Staff, Job Developer
3. Admin, College Liaison, Staff, FCC Staff
4. College Liaison, Counselor
5. Admin, Staff
6. FCC Staff, Admin

Timeline:

1. Ongoing
2. Monthly
3. Ongoing
4. 1x per semester
5. 2x per year
6. Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

1. Parents will receive notification of student progress through the progress report
2. Communication of progress reporting timeline will be shared through school messenger, website, open house, back to school night, Google Classroom, grade level meetings
3. Teacher will communicate grade concerns with parents through conferences, phone calls and emails
4. Supplies and Materials for parent involvement
5. Graphics will be used to provide materials to parents
6. Childcare
7. Transportation for field trips
8. Technology
9. Consultants
10. Translators

Specify Direct Service and Opportunities for parents and families to support EL students:

- Communication to families and enhanced support and progress monitoring will be implemented for EL students.
- Translators will be utilized during events to support students and families
- All students and families will have access to a-g requirements, support services and college admission requirements

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Enhanced support will be implemented for students and families 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 so that families and students will be aligned with agencies to support building competencies for workplace and school success
- Mentoring
- Informing families of Service Learning opportunities
- Informing families of Job Shadowing will be provided by the job developer

2021-2022 SPSA Budget Goal Subtotal

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

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 *No Food, Food Related Items or Incentives* Materials and supplies to engage and support stakeholder involvement in high school graduation and the college matriculation process	4,663.00

\$4,663.00

2021-2022 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	Sup & Conc	Instruction	Bks & Ref			G1A1 Resources for instruction, including \$2,000 for Edgenuity	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A1 Supplemental Instruction Equipment	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2 Technology repair to support student achievement	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A1 Materials and supplies to support ELL	1,200.00
G1A2	Sup & Conc	Instruction	Oth Cls-Supp			G1A2 Tutoring and supplemental instruction for Math and ELA	15,216.00
G1A2	Sup & Conc	Instruction	Mat & Supp			G1A2 Materials and supplemental instruction to support student achievement in Math, data analysis, assessment	10,230.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			G1A3. No IEP in Title I. Teacher-sub for planning and professional learning to support instruction	5,857.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			G1A3. No IEP in Title I. Tutoring and supplemental instruction	4,788.00
G2A1	One-Time School	Instruction	Mat & Supp			: G2A Resources to support student engagement	3,600.00
G3A1	Sup & Conc	Instruction	Local Mileag			G3A1 local mileage to support student engagement	300.00
G3A1	Sup & Conc	Instruction	Direct Trans			G3A1 Transportation to support student engagement	4,454.00
G4A1	Sup & Conc	Instruction	Travel			G4A1 Professional learning to support college and career readiness	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G5A1 *No Food, Food Related Items or Incentives* Materials and supplies to engage and support stakeholder involvement in high school graduation and the college matriculation process	4,663.00

\$72,308.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$15,308.00
Sup & Conc	7090	\$52,200.00
LCFF: EL	7091	\$1,200.00
One-Time School	7099	\$3,600.00
Grand Total		\$72,308.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$54,291.00
G2 - Expand student-centered and real-world learning experiences	\$3,600.00
G3 - Increase student engagement in their school and community	\$4,754.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,663.00
Grand Total	\$72,308.00