

Design Science High School

10621660108555

Principal's Name: Roy Exum

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Roy Exum', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Design Science Early College High School

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

A. School Quality Review Process

Action #	SQII Element #	SQII Sub-Element(s)	Site Growth Target	SQII Element #	SQII Sub-Element(s)
1	4013		3% decrease	4014	
2	Non SQII Item – College matriculation and selection based on areas of interest/alignment with pathways.	College and Career readiness. Alignment with college pathways.	100% of Juniors will receive college information	Non SQII Item – College matriculation and selection based on areas of interest/alignment with pathways.	College and Career readiness. Alignment with college pathways.
3	Non SQII Item – based on college transcripts and completion rates of baccalaureate courses		3	Non SQII Item – based on college transcripts and completion rates of baccalaureate courses	

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action: In the 2015-16 school year students did not demonstrate growth from fall to winter on the DRP. We are not sure why we are seeing this result, especially in the freshman class. As we transitioned into a project based learning environment we may have focused less on the strategies related to critical reading, such as annotation, close reading and the use of margin writing in formulating questions. For the 16-17 school year, all disciplines will focus on implementing these strategies with PBL as the delivery model. Verification of this implementation will be done through classroom walkthroughs, student work samples and completed staff PD.</i></p>		
SQII Element:4013	SQII Sub-element(s):	Site Growth Target: 3% decrease	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <i>All students who have not demonstrated on-track annual growth on the fall to winter 2016 DRP will receive support in the form of tutoring, after school support and one to one teacher support to bring them up to or above the grade level reading on the final DRP testing window of 2017.</i> <i>One hundred percent of teachers will implement appropriate reading strategies to increase student literacy performance and support their curriculum. These strategies will focus on skills that lead to higher comprehension and critical analysis of the content and may include close reading, annotation and other strategies that are appropriate to the content curriculum.</i> <i>Teachers will continue work in their AC on PBL implementation with the goal of 50% of instruction provided in PBL format.</i> <i>One hundred percent of teachers will participate in PD that will be focused on PBL implementation, annotation, close reading, text markup and any other strategy that can lead to increased student literacy.</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) The English department will lead the work sharing test results with staff. English will create targeted actions to support each student. This information will be shared and supported by all core staff. Students' progress will be monitored during the Winter DRP administration. Actions will be revised as needed. Results of Spring 17 DRP will be reviewed and modifications will be made as needed with continued supports if necessary</i></p>		Owner(s)-English department lead All staff support	Timeline – fall 2016 DRP administration. Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I): Notification will be sent to the parents of targeted students explaining the reason for focus and the expected outcome. Information will be given to explain the DRP with suggestions for how parents can support the work of improvement.

Describe related professional learning:

- *DRP results training*
- *Close Reading Training*
- *Annotation Training*
- *Writing Strategies workshop*
- *School wide rubric development for use in literacy tasks.*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Individual teacher support to students in areas of concern*
- *Scaffolding instructional materials for students (Newsela, etc...)*
- *After school tutorial time*
- *Extra pay for services needed to advance students literacy skills.*

Specify additional targeted actions for EL students: Current methods support the needs of our EL population. Teachers will be aware of any EL students and their areas of need. These needs will be addressed as necessary to meet the goal.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	26,966
1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	6,491
								Total	\$33,457

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<i>Detail the action: College and Career Readiness - During the 2015-16 school year, students were provided a 9-12 college and career aligned and focused curriculum. However, students were not guided, at the level</i>		

<p><i>appropriate for Design Science, in making an appropriate decision for the selection of their 4 year college or university. For the 16-17 school year more work and alignment needs to be done with our partner institution, Fresno City College. Currently, FCC has provided a counselor to work in the development of pathways that may lead to an increase in AA degree opportunities. AB 288 has also opened the door for an increase in credits that can be taken each semester. DSHS needs to develop a program for students in conjunction with FCC that helps student learn about the various college opportunities that are available to them. This should include speakers, college visitations and include their parents in the decision making process.</i></p>			
<p><i>SQII Element: Non SQII Item – College matriculation and selection based on areas of interest/alignment with pathways.</i></p>	<p><i>SQII Sub-element(s): College and Career readiness. Alignment with college pathways.</i></p>	<p><i>Site Growth Target: 100% of juniors will receive college information</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <i>1. The counselor and college admission specialist will align the master schedule so 100% of students in grades 9-12 will have A-G compliant college and career curriculum. This will include focused support for baccalaureate courses.</i> <i>2. The counselor will use the Career Cruising or similar website with 75% of students in grades 9 -12.</i> <i>3. Student activities will plan monthly college awareness activities to highlight important dates for college. (ie: College Application Dates, FAFSA dates)</i> <i>4. The College Admission Specialist will develop and plan college visitations at available CSU and UC campuses in cooperation/collaboration with FCC when possible.</i> <i>5. Working with the Office Manager, the College Admission Specialist will plan the resources necessary for a campus visitations.</i> <i>6. College Support Teachers will sign students up for the appropriate visits based on student interest in the visited college.</i> <i>7. The counselor and the college admissions specialist will provide support to seniors as they move through the college application process.</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>• Reports from Career Cruising</i> <i>• Student enrollment and grades in high school and college courses</i> <i>• Activities calendar</i> <i>• List of confirmed sites to visit.</i> <i>• List of sign-ups by college.</i> <i>• Number of students completing visit.</i> 		<p><i>Owner(s)-School Counselor, College Support Staff</i></p>	<p><i>Timeline – Fall of 2016 completed by April 2017</i></p>

<ul style="list-style-type: none"> • <i>Informational meetings with parents discussing visitations</i> • <i>Aligned Master Schedule</i> 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent meetings for 9-12th grades on college matriculation throughout the year, especially at the start of the junior and senior years.</i> • <i>As space is available on the bus, parents will be invited to accompany their student on the trip.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Staff training on the use of online resources related to college matriculation. Such as Career Cruising, UC A-G Lists, Assist.org and other appropriate resources that support matriculation.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Instruction and online resources to support college and career readiness.</i> • <i>Provided transportation, fees and assorted cost of visitation</i> • <i>Teacher provided information and counsel students on the appropriate visitation</i> <p><i>Specify additional targeted actions for EL students:</i> <i>Students will be connected with groups and organizations at colleges that support the transition of EL students to a 4-year college or university. Services like Migrant Ed, TRiO, EOP&S and other appropriate supporting services will be offered to EL students.</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	3	Title 1 Basic	Parent Participation	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	350
								Total	\$350

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action: Student success in baccalaureate level English is 94% and math is 86%. Students need focused support to increase their success rate in these courses, especially in math. In 2015-16 we realigned college support teachers so that they were supporting students based on their credentialed area. We will continue this work for the 16-17 year by providing focused support that includes on site tutoring for students in math and English as needed. The goal is an increase of 2% in English and 4% in math success rates.</i></p>		
<p><i>SQII Element: Non SQII Item – based on college transcripts and completion rates of baccalaureate courses.</i></p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target: 3</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point: One hundred percent of students will have access to support resources in English and math. The type of support will be determined by the student and the college support teacher based on the students first progress report from FCC. Students who may be identified as at risk by their support teacher will receive services prior to the first progress report with the goal of course completion at a grade of “C” or higher.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>Students’ prior academic history will be reviewed and students at risk will be identified.</i> • <i>A minimum of three progress reports will be completed each semester.</i> • <i>Students will be assigned a tutorial time as needed</i> • <i>Teachers will monitor classwork and tutorial work</i> • <i>Other resources will be identified to support the student. Such resources may include peer tutoring and the use of the College Tutorial Center.</i> 		<p><i>Owner(s) College Support staff</i></p>	<p><i>Timeline August 16 - ongoing</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be given a copy of each progress report. Parents will be contacted as needed to inform them of the progress their student is making.</i></p>			
<p><i>Describe related professional learning: No specific PD is necessary. Staff will participate in site PD which will help them in supporting students learning. Items include Literacy development, If necessary, math department will attend appropriate district and out of district training to support students in higher level math.</i></p>			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Direct teacher support and intervention
Appropriate college materials to include textbooks and other relevant supplies
College Tutorial Support including extra pay for teachers and student tutors to support the goal.

Specify additional targeted actions for EL students: Teachers will be aware of any EL students and their areas of need. These needs will be addressed as necessary to meet the goal.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub Request	1,371
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contract	1,163
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub Request	1,371
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contracts	1,163
3	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance and Repair	1,000
3	3	Sup & Conc	Instruction	Local Mileage				Local Mileage	250
3	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	1,000
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology/Equipment	6,000

3	1	Sup & Conc	Instruction	Copier Maintenance				Ricoh Lease	3,000
3	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	2,500
3	1	Sup & Conc	Instruction	Travel				Conference/Workshop/Training	3,000
3	1	Title 1 Basic	Instruction	Travel				Training/Workshop/Conference	3,000
								Total	\$24,818

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$12,375 *
7090	LCFF Supplemental & Concentration	\$46,250
7091	LCFF for English Learners	\$0
		\$58,625
TOTAL 2016/17 ON-SITE ALLOCATION		\$58,625

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$350
Remaining Title I funds are at the discretion of the School Site Council	\$12,025
Total Title I Allocation	\$12,375

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	6,491.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	26,966.00
2	3	Title 1 Basic	Parent Participation	Mat & Supp			: Mat/Supplies-no Food/no Incentive/no Certificate	350.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Sub Request	1,371.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	1,163.00
3	1	Title 1 Basic	Instruction	Travel			: Training/Workshop/Conference	3,000.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Sub Request	1,371.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contract	1,163.00
3	1	Sup & Conc	Instruction	Nc-Equipment			: Technology/Equipment	6,000.00
3	3	Sup & Conc	Instruction	Local Mileag			: Local Mileage	250.00
3	1	Sup & Conc	Instruction	Travel			: Conference/Workshop/Training	3,000.00
3	1	Sup & Conc	Instruction	Copier Maint			: Ricoh Lease	3,000.00
3	1	Sup & Conc	Instruction	Direct Trans			: Transportation	2,500.00
3	1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and Repair	1,000.00
3	1	Sup & Conc	Instruction	Direct-Graph			: Graphics	1,000.00

\$58,625.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$12,375.00
Sup & Conc	7090	\$46,250.00
Grand Total		\$58,625.00

Domain Totals	Budget Totals
Academic	\$58,025.00
Culture & Climate	\$600.00
Grand Total	\$58,625.00

E.1. 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Roy Exum	X				
2. Chairperson - Kayla Gomez					X
3. Jubilee Yang					X
4. Viviana Hernandez					X
5. Alonzo Yrigollen				X	
6. Amber Appling				X	
7. Stacy Edwards				X	
8. Chrissy Allen			X		
9. Mike McClurg		X			
10. Gabe Villasenor		X			
11. Crystal Arredondo		X			
12. Robert Demichillie		X			
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date 3/28/16.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Roy Exum		4/6/16
SSC Chairperson	Kayla Gomez		4/6/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws

Design Science Early College High School