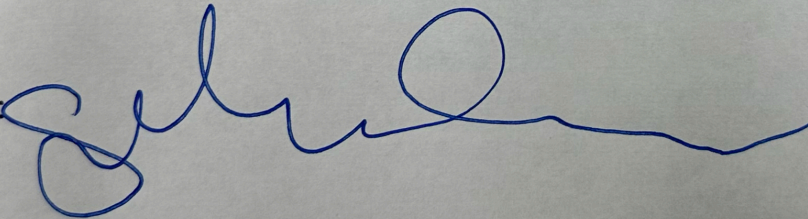


Design Science Middle College High

10621660108555

Principal's Name: Floridia Cheung

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Floridia Cheung', with a large loop at the end.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

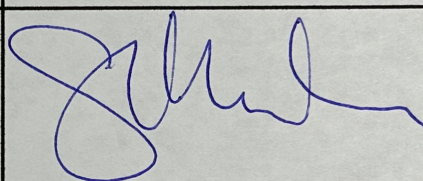
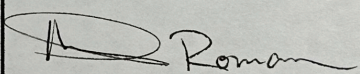
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Florida Cheung	X				
2. Chairperson – Annette Roman Velazquez		X			X
3. Susan LaPlaca			X		
4. Summer Butler-Kearney				X	
5. Christopher De La Cerda					
6. Lisa Houston			X		
7. Ruth Anne White					X
8. Brianna Mendoza					X
9. Diego Mosqueda			X		
10. Sandra Munoz					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Floridia Cheung		3.30.2023
SSC Chairperson	Annette Roman Velazquez		3-30-23

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$13,884 *
7090	LCFF Supplemental & Concentration	\$53,380
7091	LCFF for English Learners	\$1,352
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$6,417</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$75,033

* 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	\$624
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$13,260</u>
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Total Title I Allocation	\$13,884
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Design Science High 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		56 pts	2021-2022	59 pts
SBAC ELA - percentage of students met/exceeded standard	✓		77.36 %	2021-2022	80.46 %
SBAC Math - Average distance from standard	✓		-11 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		50.98 %	2021-2022	53.08 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Last year, we aimed for 95% of our students to attain an associate degree with at least 60 passing credits in their senior year. We also aimed for 100% of our students who take English 1A to pass the course. To continue to make these goals, we must improve our Advisory classes in grades 9-12. We are sending our teachers to AMD training this summer. We have Fresno City College (FCC) Tutors on site throughout the day and monitor their progress. We have a school-wide focus on college readiness.

Design Science is working on Multiple Tiers of Systems of Support (MTSS), common literacy strategies, formative assessments, and interdisciplinary learning. We constantly evolve to support our English Learners, SPED, at-promise, and first-generation college-going students.

Design Science is currently working to address all math learners' needs through ongoing formative assessments, including SBAC and SAT scores. We are also looking at Ds and Fs. Then there will be an analysis of the effectiveness of FCC tutors, peer tutors, and after-school tutoring, identifying EL, SPED, and at-promise students who need additional targeted support.

We will continue to prepare our students for FCC college successes. There will be continued conversations

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

Though there were many supports provided to students, there could be an improvement in mental health counseling to support students in their general well-being so they can work on academic organization and prioritizing. This year, we added an Excel spreadsheet to keep track of students needing support and see what type of services were used.

Our Algebra I students need more support. We provide period 7, FCC tutors, and student-paid tutors to support our Algebra I students. We look at test results and D and F list weekly to determine who needs the extra support.

with Fresno City College professors and administration to align high school classes to college-level courses.

Continued university writing and tutorial support investment will be continued for all our students.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There was sufficient funding for academic supports for extra support, but it all depended on the strength of the small teaching staff to do the extra hours for students. A lot of targeted remediation is required to support our students at the level of academic achievement to pass their high school and college classes.

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 2023/24 SPSA.

In addition to the SBAC and SAT data, we will analyze Ds and Fs to identify changes needed in our services. We will also send teachers to AVID training to tighten our Advisory and content classes.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: The School Site Council supported the goals to improve scores on SBAC in math and English. Stakeholders appreciate additional support through tutoring efforts and would like the support to continue. Increase communication with all stakeholders. SSC requested additional meetings for parents to understand the college sequences. We started a Coffee Club this year, with eight meetings. Our goal for next year is to increase participation.	2 ELAC: N/A	3 Staff: We will continue hiring support tutors and provide supplemental contracts for teachers and student tutors. We will continue to share multiple data sources. Continue to support PLC, MTSS, ELA, and math training We will send teachers to AVID training to strengthen our Advisory and content classes.
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Action 1

Title: Student Achievement in ELA

Action Details:

To ensure all students are prepared to complete English 1A at FCC and meet or exceed grade-level standards on SBAC ELA, we developed a Multiple Tiered System of Support (MTSS) from advisory teachers to university tutors to SEL supports. Through the Cycle of Continuous Improvement, staff will analyze the effectiveness of our MTSS components. We will examine the timely interventions designed to support student enrichment and remediation. There might be

MTSS modifications in response to the data. Our PLCs/ILT will use various data sets from weekly grade reports and formative/summative assessment data on SBAC, PSAT, and Interim assessments. Teachers and staff will include training on Grading with Equity, Standards Institute, MTSS, AMD training, data teams, and other best practices. There will be professional development training offered to all teachers in literacy.

There is also a continued need for social and emotional support and training for all staff and students. This is a component of our MTSS. In addition to the social worker and psychologist, most staff will be trained to help with the social and emotional needs and restorative practices to develop good mental health. Our ultimate goal is to embed SEL into our daily curriculum.

There is also a Cycle of Continuous Improvement in developing a program for students to build their efficacy and positive belief system. There will be efforts for students to create academic organization and goal-setting. Students will use high school and college grades and monitor their high school and college graduation requirements. This includes learning how to use an agenda to utilize the college learning management system like Canvas. They will also learn AMD strategies like note-taking and studying for exams. This instruction and tool aim to prepare them for college readiness.

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 especially monitor progress toward each indicator target - Based on current data, students will participate in goal setting, including weekly grade checks, SBAC, PSAT/SAT, and other Interim assessments. - Formative assessment will be used to gather data 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 - A cycle of improvement on AMD literacy strategies	Owner(s): Owner(s): - English Teachers - Math Teachers - Advisory Teachers - Admin - FCC Assigned Counselors - PLC/ILT teams	Timeline: 2x semester - Quarterly 2x semester - Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target 100% of our students will pass English 1A and 1B	Owner(s): Advisory Teachers	Timeline: Semester

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 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, peer tutoring, Tier 3: DSPS services at FCC (note taking, testing accommodations, etc.)
- Equipment
- Office supplies to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real-world application
- Graphics
- Translators to support the sharing of information with all stakeholders
- Childcare to support the attendance and engagement of all stakeholders
- 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 help and create best practices

- Social-emotional supports
- Professional Learning opportunities in Literacy for Teachers

Specify enhanced services for EL students:

Enhanced support and progress monitoring will be implemented for EL students.

- The teacher will scaffold instruction through differentiation
- The teacher will promote and engage students in annotation
- Students will meet with staff during advisory
- # of students enrolled in support courses
- # of students assigned to tutorial
- Attendance data from FCC tutorial services, such as P.A.S.S. and the Tutorial Center, as well as the FCC tutors on our campus
- Class placement into Network ETS 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

Specify enhanced services for low-performing student groups:

- Tutoring
- Advisory
- Additional support from the FCC counselor

The following student groups 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 2

Title: Student Achievement in Math

Action Details:

We developed a Multiple Tiered System of Support (MTSS) from advisory teachers to university tutors to SEL supports. Through the Cycle of Continuous Improvement, staff will analyze the effectiveness of our MTSS components. We will examine the timely interventions designed to support student enrichment and remediation. There might be MTSS modifications in response to the data. Ensure all students meet the requirements to enroll to college-level coursework; there will be a focus on analyzing data from various sources, including weekly grade reports, interim data, SBAC, PSAT, FCC coursework completion data, and 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 learn at grade level and above. Modifications 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, ensuring that students are not placed into remedial coursework at the post-secondary level. Using data to calibrate student needs, support will be implemented at both the high school and college levels. Supplemental contracts will allow teachers to support further students learning.

There is also a great need for social and emotional support and training for all staff and students. This is a component of our MTSS. In addition to the social worker and psychologist, most staff will be trained to help with the social and emotional needs and restorative practices to develop good mental health.

There is also a Cycle of Continuous Improvement in developing a program for students to build their efficacy and positive belief system. There will be efforts for students to create academic organization and goal-setting. Students will use high school and college grades and monitor their high school and college graduation requirements. This includes learning how to use an agenda to utilize the college learning management system like Canvas. This instruction and tool aim to prepare them for college readiness.

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 to document areas of growth and need.
- 3. Data will be reviewed and compared to college matriculation data.
- 4. PLC/ILT work will include data review to ensure students are supported in meeting standards.

Owner(s):

- 1. Math Teachers
- 2. Teachers, including Advisory Teachers
- 3. Admin, FCC staff, and Counselor
- 4. Teachers, College Liaison, Counselors

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
- High School class pass rates
- 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 stakeholders
- Childcare to support the attendance and engagement of all stakeholders
- 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 by 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 the 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 student groups 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.

2023-2024 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	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies *No food/Incentives	656.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books & Other References	3,810.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	19,054.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for English Learners	1,352.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology, Computer, Furniture, etc.	1,000.00
G1A1	One-time School	Instruction	Travel			Field Trips for College and Career Exploration	297.00
G1A2	Sup & Conc	Instruction	Local Mileag			Local Mileage	100.00
G1A2	One-time School	Instruction	Mat & Supp			Materials and Supplies *No food/Incentives	2,000.00

\$30,269.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.37 %	83.23 %	2022-2023	87.33 %
Graduation Rate	✓	100 %	98.33 %	2021-2022	99.43 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

The Design Science Fall Climate & Culture Student Survey was lower than expected at 83.23%. To improve our Student Survey results, we support and develop Saturday Academy and student activities such as Robotics, e-sports, rock climbing, Ivy League Projects, and Deloitte Touche Accounting Academy.

Our teachers will use Xello and Imago to help students do college and career explorations and gain certifications, including OSHA 10, First Aid/CPR, Stop the Bleed, Adobe, and Food Handling, improving our Student Survey results. Our leadership classes will also have more civic engagement and public service components to allow students career exploration.

Further developing community partnerships like Heaton Elementary, Fig Garten Rotary Club, Fresno City, etc., for more work-based learning opportunities will help our students see the reason for graduating. Currently, we have a 98.33% graduation rate. We are aiming for 100% this year. We offer worked-based learning experiences, including volunteerism, internships, and job shadowing for students to see different opportunities for our students to major in. Our courses are aligned to majors. In the future, we would like to align CTE with the current pathways at FCC.

Design Science's job developer is on-site two days per week. She is working with staff to communicate and organize opportunities for students. We are also collecting volunteer hour logs. Our job developer helped us meet our goal of students volunteering 20 hours a semester.

Community partnerships are another avenue that has supported our students in being introduced to various career and college major options. Our program aims to ensure that all students are developing workplace skills. We have at least two job fairs a year and will continue this practice as it supports our students in completing their 20 volunteer hours a semester.

Students will continue utilizing FCC Job Center, resources, and support, such as attending their volunteer

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 and Career Readiness

Some students do not have access to transportation on the weekends, and it can be an issue. The most at-risk students often have family obligations and work that students must balance.

and career fairs. This practice supports our students in completing their 20 volunteer hours a semester.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Based on current data, all actions will continue at this time. Reassessment will occur before the completion of the 2023-2024 SPSA Budget modification, which may include additional funds for enrichment activities.

Modification may include the additional FTE and allocation for transportation. The Job Developer and Admin Team will lead the following:

- Partnerships with local community businesses 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
- Volunteer logs and data tracking of engagements

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 2023/24 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will occur before the completion of the 2023-2024 SPSA Budget modification, which may include additional funds for enrichment activities.

- Fund allocation will support a more profound commitment to coding and robotics for all students
- Fund allocation will support students' engagement to reach the targeted goal
- Fund allocation will support opportunities for student leadership and service learning
- Fund allocation to support outside assistance with engagement

Step 4: Educational Partner 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 and career goals.

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 Readiness

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. Expanding information about college planning will be shared with families to promote parent involvement and participation to support graduation rates. All students will be given academic options through dual enrollment to complete the 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

Please Complete

Owner(s):

Please complete

Timeline:

Please complete

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

- We will look at student engagement/attendance by attending virtual college talks and physical campus field trips for all our students.
- Monitor the number of community workshops we provide to students and families about colleges, financial aid, and FAFSA.
- Analyze the number and array of college applications seniors submit at the end of the year.
- Analyze the college's seniors who are admitted and committed at the school year's end.

Owner(s):

- Counselors
- Admin
- Job Developer

Timeline:

- Semester
- Semester
- 2x first semester
- Annual

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 to do college exploration
- Transportation for college field trips and leadership development
- Student engagement and athletic/extracurricular opportunities
- 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
- Translators to support the sharing of information with all stakeholders
- Childcare to support the attendance and engagement of all stakeholders
- Supplementary materials to support college and career competencies
- Conferences/Training for Teachers to support the efforts in implementing best practices, including AVID conference
- Tutoring to help student achievement throughout the school day as aligned to promoting college and career competencies
- Consultants to support and create a college and career focus

Specify enhanced services for EL students:

Enhanced support and progress monitoring will be implemented for EL students.

- Translators will be utilized during events to support students and families

Specify enhanced services for low-performing student groups:

Enhanced support will be implemented for students designated as not meeting standards or engaged in opportunities. Those student groups were identified as not meeting standards in SBAC, and interim data reflect

- 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

our Hispanic student groups.

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

Action 2

Title: Career Readiness

Action Details:

In alignment with the FUSD Graduate Profile and Schoolwide Learner Outcomes (SLOs), a career-ready graduate is a student with all options available upon graduation from Fresno Unified School District. This student has acquired the workplace skills and competencies necessary for success after high school. There will be opportunities for students to learn industry-level applications and tools while trying to gain various certifications. These career explorations are involved looking at college and other higher education programs.

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. Collect Work-Based Learning Engagements with job shadowing, internships, employment, workplace tours, volunteer experiences, etc.
2. Invite Industry guest speakers that talk about their college and career journey at least once a semester
4. Monitor and increase certification numbers with Adobe, OSHA 10, First Aid/CPR, Food Handling, Imago, Xello, and other career certifications
5. Increase service-oriented activities in student clubs and leadership classes

Owner(s):

1. Admin, Job Developer, Counselors
2. Teachers, Admin, Job Developer, Counselors
3. Teachers, Admin, Job Developer, Counselors
4. Teachers, Admin, Job Developer, Counselors

Timeline:

1. Quarterly
2. Semester
3. 1x month
4. 1x month

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

- Develop teacher capacity to increase work-based learning in their classrooms
- Advisory will offer opportunities to explore careers and college through programs like Imago, Xello, etc.
- Transportation for work-based learning, industry, or career exploration in field trips
- Participation in events for industry speakers, leadership development, career exploration, etc.
- Office supplies to ensure all stakeholders have materials to support student career and college achievement
- Technology, repairs/maintenance
- Substitutes for additional planning time, field trip coverage, or planning time for staff

- Field trips and transportation to provide actual world application
- Graphics
- Translators to support the sharing of information with all stakeholders
- Conferences/training for Teachers to help the efforts in implementing best practices, including AVID conference
- Tutoring to help student achievement and competencies through the school day as aligned to promoting college/career competencies
- Consultants to support and create a college and career focus
- Curriculum, resources, and equipment to help students attain certifications.
- Costs of buying certifications for students, and training for staff

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 and career success
- All students will be involved in small-group instructional and advisory settings
- 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 tutorials and FCC student services.
- All Students are provided with Advisory support
- All students are provided with progress monitoring

2023-2024 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	Title 1 Basic	Instruction	Travel			Travel Field Trips	5,899.00
G2A1	Sup & Conc	Instruction	Travel			Staff Professional Development	22,982.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for College Readiness	1,000.00

\$29,881.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	18.88 %	14.62 %	2022-2023	15.02 %
Suspension Rate - Semester 1	✓	0.05 %	0 %	2022-2023	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

The Design Science Fall Climate & Culture Student Survey was lower than expected at 83.23%. To improve our Student Survey results, we support and develop Saturday Academy and student activities such as Robotics, e-sports, rock climbing, Ivy League Projects, and Deloitte Touche Accounting Academy.

Our teachers will use Xello and Imago to help students do college and career explorations and gain certifications, including OSHA 10, First Aid/CPR, Stop the Bleed, Adobe, and Food Handling, improving our Student Survey results. Our leadership classes will also have more civic engagement and public service components to allow students career exploration.

Further developing community partnerships like Heaton Elementary, Fig Garten Rotary Club, Fresno City, etc., for more work-based learning opportunities will help our students see the reason for graduating. Currently, we have a 98.33% graduation rate. We are aiming for 100% this year. We offer worked-based learning experiences, including volunteerism, internships, and job shadowing for students to see different opportunities for our students to major in. Our courses are aligned to majors. In the future, we would like to align CTE with the current pathways at FCC.

Design Science's job developer is on-site two days per week. She is working with staff to communicate and organize opportunities for students. We are also collecting volunteer hour logs. Our job developer helped us meet our goal of students volunteering 20 hours a semester.

Community partnerships are another avenue that has supported our students in being introduced to various career and college major options. Our program aims to ensure that all students are developing workplace skills. We have at least two job fairs a year and will continue this practice as it supports our students in completing their 20 volunteer hours a semester.

Students will continue utilizing FCC Job Center, resources, and support, such as attending their volunteer and career fairs. This practice supports our students in completing their 20 volunteer hours a semester.

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

Goal 2 Participation Rate

- Availability of staff to support student activities and clubs
- Availability of transportation
- Scheduling activities to align with FCC schedules

Our opportunities depend on the staff to host clubs and chaperone events. We need Goal 2 to help intramural sports with transportation and fees to support hiring coaches and referees.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- Students have been presented with a variety of engagement opportunities
- Student voice and surveys reflect the need to continue this effort and to provide additional opportunities
- Small staffing contributes to the number of clubs and engagements
- Students can earn a California Department of Education Seal of Civic Engagement Award

We have made a concerted effort to increase assemblies with industry speakers, taking students to visit colleges and cultural institutions to broaden perspectives on future goals in the real world. We take each grade level to a different university and museum. Students also expressed interest in leadership and work-based learning experiences, so we have three teachers leading career-themed advisories.

With the need to provide additional student opportunities, funds will be allocated to support the above-listed concerns in promoting engagement. All the actions mentioned in Step 1 will also continue to be implemented. There will be a focus on SEL and ensuring a school-wide culture of engagement. This means continuing to allocate funds for trips, speakers, and consultants. We continue to work on building career-themed advisories, like the media class, which may result in additional costs for equipment and 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 2023/24 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will take place before the completion of the 2023-2024 SPSA Budget modification, which may include additional funds for enrichment activities.

- Fund allocation will support a more profound commitment to STEM for all students
- Fund allocation will support the engagement of students to reach the targeted goal
- Fund allocation will support opportunities for student leadership and service learning
- Fund allocation to support outside assistance with engagement

Step 4: Educational Partner 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 supported providing various activities and opportunities to which many of our students have not had access.	2 ELAC: N/A	3 Staff: Due to the small size of our staff, there will be ongoing support for them as they provide opportunities, clubs, and activities for students. • Support of ongoing calendared events which promote team
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- Support of ongoing calendared events and field trips
- Support of promoting students to start their clubs
- Support of allocating funds to support clubs and activities to engage students

SSC supports ongoing efforts to present opportunities to students

building and support SEL

- Support of promoting students to start their clubs
- Support of allocating funds to support grade level meetings to encourage student's voice

Action 1

Title: Student Engagement

Action Details:

National data supports that first-generation college students must connect with their campus 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 supporting 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 to better understand their career pathway. A strong campus culture will instill connections that will transfer to post-secondary, promoting 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
- Job Developer

Timeline:

- The 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 foster a solid connection to the college-going experience. Climate and culture will also include a celebration of student achievement. The site will foster an inclusive environment.

Materials and supplies will include:

- 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 stakeholders
- Childcare to support the attendance and engagement of all stakeholders
- 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 help 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
- Schoolwide 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

2023-2024 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	Nc-Equipment			Non Capitalized Equipment	500.00

\$500.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	100 %	94.4 %	2022-2023	96.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

According to Fall 2022 Design Science Staff Climate/Culture Survey, our results were higher than the other FUSD High Schools. In the 90th percentile, our staff scored Design Science, Academic and Social Emotional, Family Engagement, Organizational Environment, and School Environment. The staff achieved Student Engagement, Student Wellness, and Student-centered and Real-world at 100%.

This year, we had many staff absences. The reasons ranged from health needs to social-emotional needs. We plan on organizing staff activities that promote positive well-being, relationships, and community with one another to improve staff attendance. We will embed wellness, healing, and SEL management into staff meetings and PLCs.

2

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

We are a small staff, so we depend on everyone to provide high-quality teaching and interactions with students, which include innumerable things from tutoring and hosting clubs to chaperoning events. We must rely on additional district and community support to ensure staff well-being.

- Continue contracts to compensate teachers for their time in all tutoring and extra enrichment/remediation provided to our students
- Utilize substitutes to enable teachers to meet, organize, and plan throughout the year

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 (Intended actions for the current school year vs. Actual actions that occurred).

We did not have buyback planning days because we followed the FCC calendar. We will have to use more teacher coverage to allow teachers to meet in grade level, content, and interdisciplinary grade levels.

- We can use substitute coverage to enable advisory teachers to meet with counselors and the administration team for meetings
- Ongoing admin effort to reach out to staff through Sunday messages
- Ongoing admin effort to meet with staff individually and collectively
- Continuous commitment to support PLCs and ILT

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 2023/24 SPSA.

We will continue to use the Staff Climate/Culture surveys to understand the experience and needs of our staff. There will also be an exploration of mental and SEL supports at staff meetings, and we will use a design improvement cycle to test the effectiveness of these supports.

Step 4: Educational Partner 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 ways to support staff in their well-being through contracts and training	2 ELAC: N/A	3 Staff: Staff expressed the continued need for contracts and compensated time to meet and collaborate.
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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 and developing a site Climate and Culture Team, we will continue to focus schoolwide on promoting and implementing collective commitments to ensure that all staff feels valued. Efforts will be made to provide teachers and staff gain the capability and capacity to support an effective school program.

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 to Staff in support of students, including materials and supplies required (curriculum and instruction):

- 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/Supplementary Contracts 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 stakeholders
- Childcare to support the attendance and engagement of all stakeholders
- 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 enhanced services for Staff in support of EL students:

Staff will be allotted planning time to ensure the following:

- 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 Staff to support low-performing student groups:

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

- All students are enrolled in aligned supports.
- All students have access to additional tutorials and FCC student services.
- All students are provided with Advisory support
- All students are provided with progress monitoring

2023-2024 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	Title 1 Basic	Instruction	Teacher-Subs			Substitute Costs for Planning*No IEPs	2,401.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplementary Contracts for Teachers *No IEPs	4,928.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Classified Contracts	3,934.00
G4A1	One-time School	Instruction	Travel			: Travel field trips	3,120.00

\$14,383.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	83.47 %	84.52 %	2022-2023	87.62 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

FUSD Family Climate/Culture Survey was lower than expected in percent favorable in the family engagement domain at 84.52%. We will continue to host quarterly meetings for our families, but this next year, we will offer an online option. We will continue to send weekly messages through Parent Square and translate when needed.

FUSD Family Climate/Culture Survey will be Design Science's primary data metric for success. In the Fall 2022 survey, Design Science exceeded the domains above FUSD High School averages. In the specific questions, "I feel like I am a partner in making decisions at my child's school" and "I feel like I am part of my child's school," we only scored a 56%. For the question, "My child's school encourages family participation," we achieved a 64%. We have tried to increase these numbers by having significant evening events and parent informational hours. We send home weekly Parent Square messages informing parents of upcoming events and have a YouTube Broadcast highlighting great things happening on campus. Next year, we will put some of these events online again to see if that increases our participation rates.

This year, we held one Parent-Teacher Conference; next year, we plan on two. The same with our Academic /Character Award Celebration. We will continue with one community social event each semester but try different ways of broadcasting it to increase our participation rate.

Design Science will invite parents to attend college nights and have cultural experiences with students on field trips. We will provide at least one college advisory workshop to parents about applications and financial aid. The college advisory workshop will be provided online too.

2

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

Because the students are trying to attain a college degree on a college campus, the parents may not understand the requirements and rules for the students to be successful in Design Science. For instance, parents may not understand the intricacies of Dual Enrollment and the scheduling required for students to attain an associate degree while simultaneously receiving a high school diploma.

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 (Intended actions for the current school year vs. Actual actions that occurred).

With the limitations of families being able to come on campus physically, we offer access to virtual/digital platforms

With the limitations of families being able to come on campus physically, we offer access to virtual digital platforms.

Staff will continually improve communication with parents by:

- ATLAS, Canvas, Remind 101, email, school messenger, Parent Square, and telephone contacts to share information about student progress, expectations, assignments, assessments, and celebrations
- Ongoing efforts will be made to provide for information sharing and celebrating.
- Continuous efforts will be made to support students' connections to a positive school climate

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 2023/24 SPSA.

These changes will be reflected in the FUSD School Climate/Culture surveys every semester, and we will look at parent engagement/attendance at the various workshops, events, and field trips. In the Atlas portal, we will record our interactions with parents through phone calls and meetings concerning their children.

Step 4: Educational Partner 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:	2 ELAC:	3 Staff:
SSC continues to support the communication and events planned with families.	N/A	Staff will meet to do the following Email, call, and meet with parents to build positive relationships A collective commitment to schoolwide outreach to families

Action 1

Title: Parent Engagement

Action Details:

To provide in-person and online opportunities for parent engagement, the school will make concerted efforts to promote sessions for family learning. 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. Planning, participation, analysis, and sharing will be the continued focus at the start of each school year. Design Science gathers stakeholder input and disaggregates the feedback. Design Science conducts surveys, holds meetings such as Coffee Club, and connects with families via phone calls, Parent Square, DSMCHS Broadcast, and emails.

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 a site focus on college attainment, online and in-person parent meetings, as parking becomes more of a challenge
- 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 the 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 to Families in support of students, including materials and supplies required (curriculum and instruction):

- 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. The 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 enhanced services for Families of EL students:

- Communication with families 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 enhanced services for Families of low-performing student groups:

Enhanced support will be implemented for students and families designated as not meeting standards or engaging 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

2023-2024 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies *No food/Incentives	656.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books & Other References	3,810.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	19,054.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct-Maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for English Learners	1,352.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology, Computer, Furniture, etc.	1,000.00
G1A1	One-time School	Instruction	Travel			Field Trips for College and Career Exploration	297.00
G1A2	Sup & Conc	Instruction	Local Mileag			Local Mileage	100.00
G1A2	One-time School	Instruction	Mat & Supp			Materials and Supplies *No food/Incentives	2,000.00
G2A1	Title 1 Basic	Instruction	Travel			Travel Field Trips	5,899.00
G2A1	Sup & Conc	Instruction	Travel			Staff Professional Development	22,982.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for College Readiness	1,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment	500.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Costs for Planning*No IEPs	2,401.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplementary Contracts for Teachers *No IEPs	4,928.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Classified Contracts	3,934.00
G4A1	One-time School	Instruction	Travel			: Travel field trips	3,120.00
							\$75,033.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$13,884.00
Sup & Conc	7090	\$53,380.00
LCFF: EL	7091	\$1,352.00
One-time School	7099	\$6,417.00
Grand Total		\$75,033.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$30,269.00
G2 - Expand student-centered and real-world learning experiences	\$29,881.00
G3 - Increase student engagement in their school and community	\$500.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$14,383.00
Grand Total	\$75,033.00