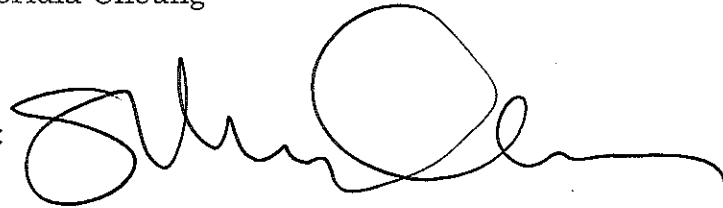


**Design Science Middle College High**

10621660108555

Principal's Name: Floridia Cheung

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Floridia Cheung', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

| <b>Table of Contents</b>       |  |
|--------------------------------|--|
| <b>Topic</b>                   | <b>Details</b>   |
| Cover Page                     | <i>CDS Code with Signature</i>   |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services           | <i>N/A</i>   |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>   |
| School Site Council (SSC)      | <i>Members list</i>  |
| Required Signatures            | <i>Principal and SSC Chairperson</i>   |
| Budget                         | <i>Site Allocations</i>  |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>  |

| <b>District Goals</b>  |   |
|--|---|
| <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**

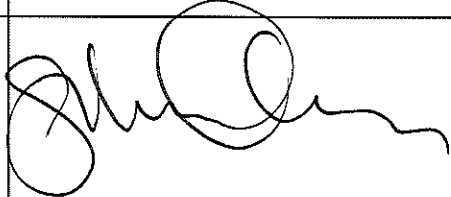

|   |
|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>  |
| <p>The SSC, and all advisory committees, are 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 - Floridia Cheung | X         |                   |             |                         |                   |
| 2. Chairperson - Ariella Cruz  |           |                   |             |                         | X                 |
| 3. Secretary - Bryan Garcia    |           |                   |             |                         | X                 |
| 4. Rebecca Hiura               |           | X                 |             |                         |                   |
| 5. Summer Butler-Kearney       |           |                   | X           |                         |                   |
| 6. Stacey Basile               |           |                   |             | X                       |                   |
| 7. Misty Cruz                  |           |                   |             | X                       |                   |
| 8. Ruth Anne White             |           |                   |             |                         | X                 |
| 9. Brianna Mendoza             |           |                   |             |                         | X                 |
| 10. Sandra Cloney Munoz        |           |                   | X           |                         |                   |
| 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 10/28/2021 . |

**Required Signatures**

| <b>School Name:</b>   |                         |   |             |
|---|-------------------------|---|-------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. |                         |   |             |
| <b>Title</b>  | <b>Print Name Below</b> | <b>Signature Below</b>  | <b>Date</b> |
| <b>Principal</b>  | Floridia Cheung         |   | 5/11/2022   |
| <b>SSC Chairperson</b>  | Ariella Cruz            |  | 5/11/2022   |

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 2022/23

## Design Science - 0123

**ON-SITE ALLOCATION**

|   |  |                 |
|---|--|-----------------|
| 3010                                    | Title I  | \$15,272 *      |
| 7090                                    | LCFF Supplemental & Concentration                      | \$51,408        |
| 7091                                    | LCFF for English Learners                              | \$918           |
|   |  |                 |
| 7099                                    | ESSER III (learning loss/COVID impact, one-time funds) | \$16,800        |
| <b>TOTAL 2022/23 ON-SITE ALLOCATION</b> |  | <b>\$84,398</b> |

\* 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                            | \$656    |
| Remaining Title I funds are at the discretion of the School Site Council | \$14,616 |
| Total Title I Allocation   | \$15,272 |

## Design Science High 2022-2023 - 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  |
|---|----------|----------------|---------|-----------|---------|
| i-Ready ELAD2 proficiency - percentage of students on/above   | ✓        |                | 40.52 % | 2021-2022 | 41.62 % |
| i-Ready Math D2 proficiency - percentage of students on/above | ✓        |                | 53.66 % | 2021-2022 | 54.76 % |
| Passed all semester 1 courses with C- grade or better         |          |                | 71.43 % | 2021-2022 | 72.53 % |

**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.

#### FCC College Rates

- We aim for 95% of our students to attain an Associates Degree with at least 60 passing credits at their senior year.
- We aim for 100% of our students who take English 1A to pass the course.

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

- Advisory grades 9th-12th
- Fresno City College (FCC) Tutors on site throughout the day
- After school tutoring
- College support courses and tutorial services
- School-wide focus on college readiness

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

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

**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 improvement on mental health counseling to support students in their general wellbeing, so then they are able to work on academic organization and prioritizing.

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

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

We will continue to prepare our students for FCC college successes. There will be continued conversations with Fresno City College professors and administration to aligning high school classes to college level courses.

There will be continued investment in University writing and tutorial support 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 were sufficient funding for academic supports for extra support, but it all depended on the strength of my small teaching staff to do the extra hours well for students. There was a lot of severe remediation 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 2022-23 SPSA.

One challenging aspects was the lack of SBAC and SAT data, which were not administered last year. So we are relying on analyzing Ds and Fs this year. However, with the administration of SBAC, SAT, and math grades, we can more accurately reflect on the affects of the pandemic on academic performance. Most actions executed in the past three years will continue at this time.

**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 the areas of math and English. Stakeholders appreciate additional supports through tutoring efforts and would like the supports to continue. Increase communication with all stakeholders.

**2** ELAC:

N/A

**3** Staff:

We will continue hiring support tutoring and provide supplemental contracts for teachers and student tutors.

We will continue to share multiple data sources.

SSC requested additional meetings for parents to understand the college sequences.

Continue to support PLC, MTSS, ELA and math training.

## Action 1

**Title:** Student Achievement in ELA

### Action Details:

In order to ensure that all students are prepared to complete English 1A at FCC and meeting or exceeding grade level standards on SBAC ELA, we developed a Multiple Tiered System of Supports (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, along with formative/summative assessment data on SBAC, PSAT and Interim assessments. Teachers and staff will include training on Learning by Doing Accountable Community Work, Standards Institute, MTSS, data teams and other best practices.

There is also a great need for social emotional supports and training for all staff and students. This is a component of our MTSS. In addition to the social worker and psychologist, most of the staff will be trained to help the social 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 develop their own efficacy and positive belief system. There will be efforts for students in developing academic organization and goal setting. Students will use high school and college grades, along with monitoring 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

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 weekly grade checks, SBAC, PSAT/SAT, and other Interim assessments.
- 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. Advisory Teachers
4. Admin
5. FCC Assigned Counselors
6. PLC/ILT teams

#### Timeline:

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

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

100% of our students will pass English 1A

#### 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 in order to differentiate, scaffold and meet the specific student needs in ELA
- Access to technology

- Access to additional academic support: Tier 1 differentiated instruction, Tier 2: Tutorial support during advisory, tutorial deployment on Fridays, peer tutoring, Tier 3: DSPS services at FCC (note taking, testing accommodations, etc)
- Equipment
- Office supplies to ensure all stakeholders have materials to support student achievement
- Technology, Repairs/Maintenance
- Substitutes for additional planning time to create aligned CFAs to SBAC and college rigor
- Field Trips and transportation to provide real world application
- Graphics
- Translators to support the sharing of information with all stake holders
- Childcare to support the attendance and engagement of all stake holders
- Supplementary materials
- Conferences/Training for Teachers to support the efforts in implementing best practices
- Tutoring to support student achievement throughout the school day
- Consultants to support and create best practices
- Social emotional supports

#### Specify enhanced services for EL students:

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

- Teacher will scaffold instruction through differentiation
- Teacher will promote and engage students in annotation
- Students will meet with staff during advisory
- # of students enrolled in support courses
- # of students assigned to tutorial
- Attendance data from FCC tutorial services, such as P.A.S.S. and the Tutorial Center, as well as the FCC tutors on our campus
- Class placement into Network EMLS courses at FCC (writing and reading courses for EL students), pre-baccalaureate course pass rates and successful matriculation to English 1A
- Instructional materials/supplies to support EL students

#### Specify enhanced services for low-performing student groups:

---

- Tutoring
- Advisory
- Additional support from FCC counselor

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

## Action 2

**Title:** Student Achievement in Math

#### Action Details:

---

We developed a Multiple Tiered System of Supports (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. 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: weekly grade reports, 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.

There is also a great need for social emotional supports and training for all staff and students. This is a component of our MTSS. In addition to the social worker and psychologist, most of the staff will be trained to help the social 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 develop their own efficacy and positive belief system. There will be efforts for students in developing academic organization and goal setting. Students will use high school and college grades, along with monitoring 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 in order 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, 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
- 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 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.

## 2022-2023 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   | Instruction       | Teacher-Subs |           |     | Teacher Subs, All Goals **No IEPs**                          | 6,028.00  |
| G1A1   | Title 1 Basic   | Instruction       | Teacher-Supp |           |     | Teacher Supplemental Contracts, All Goals **No IEPs**        | 4,952.00  |
| G1A1   | Title 1 Basic   | Instruction       | Travel       |           |     | : Travel/Conferences, Teacher and Admin, All Goals           | 3,636.00  |
| G1A1   | Sup & Conc      | Instruction       | Bks & Ref    |           |     | Books/Software, All Goals                                    | 2,500.00  |
| G1A1   | Sup & Conc      | Instruction       | Nc-Equipment |           |     | Technology/Non-Cap Items for all staff and students          | 500.00    |
| G1A1   | Sup & Conc      | Instruction       | Direct-Maint |           |     | Tech Repairs All Goals                                       | 2,000.00  |
| G1A1   | LCFF: EL        | Instruction       | Mat & Supp   |           |     | EL Students (Food and Incentives ok) All Goals               | 918.00    |
| G1A1   | One-time School | Instruction       | Nc-Equipment |           |     | : Technology/Equipment, All Goals                            | 10,000.00 |
| G1A1   | One-time School | Instruction       | Travel       |           |     | : Travel/Conferences, All Goals                              | 4,800.00  |
| G1A2   | Sup & Conc      | Instruction       | Oth Cls-Supp |           |     | Tutoring and Supplemental Instruction for Math and ELA, G1A1 | 13,080.00 |
| G1A2   | Sup & Conc      | Instruction       | Mat & Supp   |           |     | Materials and Supplies, incentives and food OK, all Goals    | 27,112.00 |

**\$75,526.00**

**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 | ✓        |                | 84.27 % | 2021-2022 | 85.37 % |
| Graduation Rate   | ✓        |                | 100 %   | 2020-2021 | 100 %   |

**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.

**College and Career Readiness**

- Course enrollment aligned to majors and pathways
- CTE alignment of current pathways at FCC
- Data collected on internships/volunteerism aligned to a major
- Students are completing one semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Worked based learning experiences, including volunteerism, internships, and job shadowing
- Teachers will use Xello and Imago to help students do college and career explorations
- Guest speakers
- Certifications that include Image, OSHA 10, First Aid CPR, Adobe, Food Handling, etc.

The 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.

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 will also utilize FCC Job Center, resources, and supports, such as attending their volunteer and career fairs.

**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 students who are most at risk often have family obligations and/or work which students must balance.

**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 take place prior to the completion of the 2020-21 SPSA Modification may include the 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
- 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 2022-23 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-2022 SPSA Budget modification, which may include additional funds for enrichment activities.

- Fund allocation will support a deeper commitment to coding 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 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. 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.

|  |
|--|
| <b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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 with 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 colleges seniors are admitted and commit to at the end of the school year.

**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/extra curricular 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 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, including AVID conference
- Tutoring to support student achievement throughout the school day as aligned to promoting college and career competencies
- Consultants to support and create a college and career focus

**Specify enhanced services for EL students:**

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

- Translators will be utilized during events to support students and families
- All students will have access to a-g requirements, support services and college admission requirements
- # of graduates
- # of students completing gateway courses: transfer level math and English
- # of students who meet college admissions requirements for CSU, UC and Private Universities

**Specify enhanced services for low-performing student groups:**

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

- Community partners will be identified and students will be aligned with agencies to support building competencies for workplace success
- Mentoring

- Service Learning opportunities
- Job Shadowing will be provided by the job developer

## 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 who has all possible options available to them 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 done in tandem with looking at college and other higher education programs.

|   |   |  |   |
|---|---|--|---|
| <b>Reasoning for using this action:</b> | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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, and 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 career and college through such programs as 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 real world application
- Graphics
- Translators to support the sharing of information with all stakeholders
- Conferences/training for Teachers to support the efforts in implementing best practices, including AMD conference

- Tutoring to support 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 tutorial and FCC student services.
- All Students are provided with Advisory support
- All students are provided with progress monitoring

# 2022-2023 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   | Sup & Conc | Instruction       | Direct Trans |           |     | Student Buses, Goal 3           | 1,000.00 |

**\$1,000.00**

**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 | ✓        |                | 19.48 % | 2021-2022 | 18.88 % |
| Suspension Rate - Semester 1     | ✓        |                | 0.38 %  | 2021-2022 | 0.05 %  |

**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.

**Goal 2 and Work Based Learning Participation Rate**

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

At DS we currently have clubs, field trips, and assembly/workshop opportunities for students to be involved on campus and in our community. There has been a school focus on leadership development, along with a media themed advisory class. In ATLAS, the data reflects that 100% of students are engaged. We know that there is work to do around cultivate a climate which is inclusive, culturally validating and supportive of all students's social emotional well-being and academic achievement. We will continue to have outside speakers, support clubs, and continue to support professional learning around SEL.

In our Fall 2021 Climate/Culture Survey, our results were all higher than the FUSD district and FUSD High School averages. We scored in the 90th percentiles for academic/social emotional learning, and student engagement. In the 80th percentiles, we scored in the school environment and student-centered and real-world experiences. In the 70th percentile, we scored in student wellness (70%), compared to FUSD High Schools (60%) and overall district (66%).

**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 all 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.

We have made a concerted effort to increase assemblies with industry speakers, along with taking them to visit colleges and cultural institutions to broaden their perspectives on future goals in the real world. We took the whole school to visit a local university, city hall, and sports facility. Then each grade level visited a college 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 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 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 2022-23 SPSA.

Based on multiple measure data, all actions will continue at this time. Reassessment will take place prior to the completion of the 2021-2022 SPSA Budget modification, which may include additional funds for enrichment activities.

- Fund allocation will support a deeper commitment to coding 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 were supportive of providing a variety of activities and opportunities which many of our students have not had access to.

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

SSC supports ongoing efforts to present opportunities to students

**2** ELAC:

N/A

**3** Staff:

Due to the small size of our staff, there will be ongoing support to them as they provide opportunities, clubs, and activities for students.

- Support of ongoing calendared events which promote team building and support SEL
- Support of promoting students to start their own clubs
- Support of allocating funds to support grade level meetings in order to promote student voice

which align with their college majors.

- Master scheduling to include time or coverage for Campus Culture Director to plan and work with students
- Master scheduling of themed advisory and/or leadership classes to support student engagement and development

## 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
- Job Developer

#### 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

## 2022-2023 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 |           |     | Sports and Club Travel - LOCAL   | 100.00   |
| G3A1   | One-time School | Instruction       | Mat & Supp   |           |     | : Materials and Supplies, Support Learning Loss, All Goals **No food or incentives** | 2,000.00 |

**\$2,100.00**

**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 | ✓        |                | 99.06 % | 2021-2022 | 100 %  |

**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.

**Staff Wellness**

- Embed wellness, healing, and SEL management into staff meetings and PLCs
- Organize staff activities that promote positive well being, relationships, and community with one another

**Planning Time**

- Organize planning time for teachers to collaborate to organize units, analyze data/assessments, and build enrichment/remediation plans for students.

**Professional Development**

- Support teachers in leading their professional development in their respective content areas and/or student needs.

According to FUSD Staff Climate/Culture Survey, our teachers scored higher than FUSD High School and overall FUSD averages in the various domains above 90%. In the 90th percentiles, our staff scored the school high in academic/social emotional learning (99%), family engagement (94%), organizational environment (99%), school environment (92%), and student engagement (99%). In the domain of student wellness and student-centered and real-world experiences domain, they scored us at 100%.

This year, we did have a lot of staff absences and coverages due to the pandemic. The reasons ranged from health needs to social emotional duress.

**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, hosting clubs, to chaperoning events. We will need to rely on additional district and community supports to make ensure overall staff wellbeing.

- Continue contracts to compensate teachers for their time in all tutoring and extra enrichment/remediation provided to our students
- Utilize sub 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).

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Tremendous planning time was lost with staff's personal pandemic needs, and also with bargaining agreements with the union. We also did not have buyback planning days, because we follow the college calendar. We will have to use more teacher coverage to allow teachers to meet in grade level, content, and interdisciplinary grade levels.

- We did use sub coverage to enable advisory teachers to meet with counselors and administration team for meetings.
- Ongoing admin effort to reach out to staff in Sunday messages
- Ongoing admin effort to meet with staff individually and collectively
- Ongoing 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 2022-23 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 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 own well-being through contracts and training.

**2** ELAC:

N/A

**3** Staff:

Staff express continue need of contracts and compensated time to meet and collaborate.

## 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

# 2022-2023 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  |           |     | Travel/Conf All Student Goals   | 5,116.00 |

**\$5,116.00**

**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 | ✓        |                | 82.37 % | 2021-2022 | 83.47 % |

**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.

**Family Communication**

- DS will host a virtual meeting to all families every quarter to communicate success for our students.
- DS will continue to teleparent families every week.
- DS will provide foreign language translation where needed

**Family Supports for College Success**

- DS will invite parents to attend college and cultural experiences with students on field trips
- DS will provide at least one college advisory workshop to parents about applications and financial aid

**Family Gatherings**

- DS will create one community social event each semester for all students, which include Back to School Night and Open House.

FUSD Family Climate/Culture Survey will be the Design Science's main data metric for success. In Fall 2021, the school exceeded in all domains above FUSD HS and District averages, except for the tenent Family Engagement. 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 73%. The question, "My child's school encourages family participation," we scored a 75%. we will try to increase those numbers.

**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 at Design Science. For instance, parents may not understand the complications of dual enrollment and the scheduling required for students to attain an AA at the end of the four years. Also being situated on a college campus, there were many rules that in place that were beyond our control. This includes the vaccine and various COVID mandates.

**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 physically come on campus, many of our events were done online or through telecommunications. Families struggled with transportation and access to virtual/digital platforms.

Staff will continually improve communication with parents through the use of:

- ATLAS, Canvas, Remind 101, email, school messenger, 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.
- Ongoing 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 2022-23 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. We will also login all the interactions we have with parents through phone calls and meetings concerning their child.

**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 continue to support the communication and events planned with families.

**2** ELAC:

N/A

**3** Staff:

Staff will meet to do the following:

- Email, call, and meet with parents to build positive relationships
- Collective commitment to schoolwide outreach to families.

## 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

## 2022-2023 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 |           |     | Parent Involvement *no food/no incentives*,<br>All Goals | 656.00 |

**\$656.00**

## 2022-2023 Budget for SPSA/School Site Council

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

| Action | Funding         | Spending Activity    | Expense      | Personnel | Fte | Vendor / Purpose Of Expenditure  | Budget    |
|--------|-----------------|----------------------|--------------|-----------|-----|--|-----------|
| G1A1   | Title 1 Basic   | Instruction          | Teacher-Subs |           |     | Teacher Subs, All Goals **No IEPs**  | 6,028.00  |
| G1A1   | Title 1 Basic   | Instruction          | Teacher-Supp |           |     | Teacher Supplemental Contracts, All Goals **No IEPs**                                | 4,952.00  |
| G1A1   | Title 1 Basic   | Instruction          | Travel       |           |     | : Travel/Conferences, Teacher and Admin, All Goals                                   | 3,636.00  |
| G1A1   | Sup & Conc      | Instruction          | Bks & Ref    |           |     | Books/Software, All Goals  | 2,500.00  |
| G1A1   | Sup & Conc      | Instruction          | Nc-Equipment |           |     | Technology/Non-Cap Items for all staff and students                                  | 500.00    |
| G1A1   | Sup & Conc      | Instruction          | Direct-Maint |           |     | Tech Repairs All Goals   | 2,000.00  |
| G1A1   | LCFF: EL        | Instruction          | Mat & Supp   |           |     | EL Students (Food and Incentives ok) All Goals                                       | 918.00    |
| G1A1   | One-time School | Instruction          | Nc-Equipment |           |     | : Technology/Equipment, All Goals  | 10,000.00 |
| G1A1   | One-time School | Instruction          | Travel       |           |     | : Travel/Conferences, All Goals  | 4,800.00  |
| G1A2   | Sup & Conc      | Instruction          | Oth Cls-Supp |           |     | Tutoring and Supplemental Instruction for Math and ELA, G1A1                         | 13,080.00 |
| G1A2   | Sup & Conc      | Instruction          | Mat & Supp   |           |     | Materials and Supplies, incentives and food OK, all Goals                            | 27,112.00 |
| G2A1   | Sup & Conc      | Instruction          | Direct Trans |           |     | Student Buses, Goal 3  | 1,000.00  |
| G3A1   | Sup & Conc      | Instruction          | Local Mileag |           |     | Sports and Club Travel - LOCAL   | 100.00    |
| G3A1   | One-time School | Instruction          | Mat & Supp   |           |     | : Materials and Supplies, Support Learning Loss, All Goals **No food or incentives** | 2,000.00  |
| G4A1   | Sup & Conc      | Instruction          | Travel       |           |     | Travel/Conf All Student Goals  | 5,116.00  |
| G5A1   | Title 1 Basic   | Parent Participation | Mat & Supp   |           |     | Parent Involvement *no food/no incentives*, All Goals                                | 656.00    |

\$84,398.00

| Funding Source Totals | Unit # | Budget Totals      |
|-----------------------|--------|--------------------|
| Title 1 Basic         | 3010   | \$15,272.00        |
| Sup & Conc            | 7090   | \$51,408.00        |
| LCFF: EL              | 7091   | \$918.00           |
| One-time School       | 7099   | \$16,800.00        |
| <b>Grand Total</b>    |        | <b>\$84,398.00</b> |

| Goal Totals  | Budget Totals      |
|--|--------------------|
| G1 - Improve academic performance at challenging levels                                    | \$75,526.00        |
| G2 - Expand student-centered and real-world learning experiences                           | \$1,000.00         |
| G3 - Increase student engagement in their school and community                             | \$2,100.00         |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$5,116.00         |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$656.00           |
| <b>Grand Total</b>   | <b>\$84,398.00</b> |