

Design Science Middle College High

10621660108555

Principal's Name: Floridia Cheun

Principal's Signature: *Floridia Cheung*

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 rewritten 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 Students
1. Principal - Floridia Cheung	X				
2. Chairperson - Diana Kalah					X
3. Lisa Houton			X		
4. Lisa Portela		X			
5. Sandra Munoz			X		
6. Summer Butler-Kearney			X		
7. Frances Echeverria				X	
8. Kristen Keeler				X	
9. Jennifer Schmidt				X	
10. Christopher De La Cerda				X	
11. Maria Castillo					X
12. Pedro Enriquez				X	
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: Design Science Middle College High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Floridia Cheung		4.28.2025
SSC Chairperson	Diana Kalah		4/30/2025

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

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

FY 2025/26

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$14,260 *
7090	LCFF Supplemental & Concentration	\$53,785
7091	LCFF for English Learners	\$1,104

TOTAL 2025/26 ON-SITE ALLOCATION

\$69,149

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$620
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Program Budget	\$13,640
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Total Title I Allocation	\$14,260
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Design Science High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Percentage of students who received at least a D/F at end of semester 1	✓		5 %	2024-2025	2 %
SBAC ELA - Average distance from standard	✓	70 pts	85.7 pts	2023-2024	100.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	88 %	80 %	2023-2024	85 %
SBAC Math - Average distance from standard	✓	0 pts	14.2 pts	2023-2024	29.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	62 %	61.8 %	2023-2024	66.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

To help reach our respective SBAC ELA and Math targets, we strive to help 100% of all our students meet standards by their 11th-grade year. Currently, 20% of SBAC ELA students do not meet standards, and 38.2% do not meet standards for their SBAC Math component. The SBAC indicators help us identify academic gaps to meet high school standards and prepare them for college readiness.

With the limitations of our small population size, we can identify specific root causes, strategies, and solutions for individual students. The causes of students not meeting standards are due to system inequities and inadequacies in meeting specific students' needs. There is a need for the identities of first-generation college students, those with lower socio-economic status, those Latino/a/x, those in special education, and other unique populations.

The needs are based on our Multiple Tiered Systems of Supports:

- TIER ONE/ALL CONTENT CLASSES - We must improve our disciplinary standards and literacy instructions.

- TIER TWO/AVID ADVISORY CLASSES - We need to improve our students' academic skills, organization, and support.
- TIER THREE/SPECIFIC SUPPORTS - We need to improve our specialized supports, including math, ELA, special education, social-emotional, etc.

Coupled with our specialty school's mission to use the dual enrollment program to prepare students wholly for college and career success, Design Science will continue to implement and improve the Advancement Via Individual Determination (AVID) program to address the needs of the last two school years. The program is focused on preparing students for college readiness, from academic organization and goal setting to developing effective study skills for academic success. However, students struggle to effectively utilize note-taking techniques or complete assignments, impacting their ability to demonstrate mastery in high school and college courses. Additionally, there is insufficient accountability in monitoring AVID strategy implementation and a lack of comprehensive data collection and analysis for Tutorials to measure student impact. By improving our third-year AVID program, Design Science expects to close gaps identified by 8th-grade SBAC for students who did not meet standards at middle school. We intend to have 100% of juniors meet standards on their 11th grade SBAC while also being better prepared to reach our other school goals of 100% high school graduation, 100% UC A-G completion, 100% Entrance to 4-Year University, and Earning an Associates Degree.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. **Improvement of MTSS through Professional Learning Communities (PLC):** The coordination of the teaching faculty, staff, and courses could be more efficient, especially in conducting and completing cycles of continuous improvement based on data. As a staff, we need to learn how to run continuous improvement systems to test the effectiveness of strategies.
2. **Inconsistent Implementation of Existing Programs:** Not all currently invested programs are fully or consistently implemented. Teachers/counselors/administrators vary in their use and enforcement of previously invested training.
3. **Ineffective Data Collection on Effectiveness of Tier 2 Supports and Tutorials:** There is an absence of a structured approach to measuring how various supports and tutorials impact student learning outcomes and academic performance.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. **Continued Professional Development to Improving PLCs:** We will improve all the various Design Science professional learning communities, from content teachers, AVID elective teachers, Instructional Learning Team (ILT), Department Chair, etc., in running cycles of continuous improvements to test the effectiveness of tested strategies/programs.
2. **Continued Professional Development with AVID, PLC+, and Unbound Ed:**
 - AVID will be in its third year of implementation, and some teachers have not been fully trained. The AVID PLC is still vertically aligning the program into the 4-year elective sequencing.
 - PLC+ will be in the second implementation stage and still needs refining and calibrating.
 - With the 2023 California State Board of Education implementation of frameworks, our math and ELA teachers need specialized professional development to understand the curriculum standards better.
3. **Data Collection and Analysis System:** We will continue to develop PLC and individual teachers/counselors/administrators in developing a robust data tracking system to assess the impact of system strategies, including the impact of Tier 2/3 Supports and Tutorials on student academic performance. This could include developing a standardized process for monitoring and assessing student notebooks, including lesson plan integration, walkthrough observations, and weekly grade checks. Or Implementing AVID strategies walkthrough processes with clear expectations and feedback loops to ensure teachers effectively incorporate the strategies. Or developing a robust data tracking system to assess the impact of Tier 2/3 Supports/Tutorials on student academic performance.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Achievement in ELA

Partially Implemented

- **Implementation:** Teachers are meeting in two specific PLC+. One is for content literacy, while another is for AVID implementation in the Elective courses. They each run their first continuous improvement cycle with an

articulated Common Challenge.

- Metrics indicate that the SBAC ELA average distance from the standard has improved from 70 to 85.7 pts to 100.7 pts. However, only 80% of students met or exceeded the standard, falling short of the 88% target. More structured accountability and targeted professional development are needed to improve consistency and effectiveness.

Action 2: Student Achievement in Math

Partially Implemented

- **Implementation:** Teachers are meeting in two specific PLC+. One is for content literacy, while another is for AVID implementation in the Elective courses. They each run their first continuous improvement cycle with an articulated Common Challenge.
- The SBAC Math average distance from the standard has improved to 14.2 pts, with a target of 29.2 pts. The percentage of students meeting or exceeding the standard remains at 61.8%, slightly below the 62% goal. While progress has been made, increased training and structured note-check systems are needed to improve performance further.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Achievement in ELA

Partially Effective

- **Explanation:** The SBAC ELA average distance from the standard improved from 70 pts to 85.7 pts, nearing the target of 100.7 pts. However, **only 80% of students met or exceeded the standard**, below the **88% goal**. While this shows some improvement, the inconsistency in AVID strategy implementation across classrooms remains a concern. Some teachers effectively use AVID note-taking techniques, leading to better student engagement and comprehension, but others struggle to ensure that students consistently take structured notes at the required depth. Additional **professional development** and **accountability measures** are needed to ensure widespread implementation and improved student outcomes.
- AVID note-taking strategies are integrated into ALL courses but are inconsistently applied across classrooms. Teachers who fully implement these strategies report improved student engagement, while others struggle with consistency.

Action 2: Student Achievement in Math

Partially Effective

- **Explanation:** The SBAC Math average distance from the standard improved from 0 pts to 14.2 pts, moving toward the target of 29.2 pts. Additionally, **61.8% of students met or exceeded the standard**, slightly below the **62% goal**. While progress is evident, the lack of consistent AVID strategy execution, particularly in note-taking and inquiry-based learning, hinders greater improvement. Some teachers integrate these strategies effectively, leading to better problem-solving skills among students, but others require additional **training and structured note-check systems**. To improve student performance further, **increased professional development with Unbound Ed, accountability measures, and a standardized note-check system** are necessary.
- AVID strategies are being utilized in ALL classes, but inconsistencies in execution remain challenging. Some teachers integrate note-taking strategies effectively, while others require additional training and support.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **Continued Professional Development to Improving PLCs:** We will improve all the various Design Science professional learning communities, from content teachers, AVID elective teachers, Instructional Learning Team (ILT), Department Chair, etc., in running cycles of continuous improvements to test the effectiveness of tested strategies/programs.

2. Continued Professional Development with AVID, PLC+, and Unbound Ed:

PLC+: PLC+ will continue to improve our school system for effective note-taking to establish a schoolwide protocol for reviewing student notes through teacher lesson plans, student notebook checks, and walkthrough observations.

Comprehensive AVID Training: Ensure all core teachers receive training and ongoing support in AMD strategies, focusing on effective note-taking.

Unbound Ed Professional Development: Unbound Ed helps eliminate the predictability of student outcomes by race, language, and socioeconomic status through evidence-informed decisions and meaningful grade-level instruction.
3. Resource Allocation: Secure funding for professional development, additional tutoring support, and necessary materials to support AVID/PLC+/Unbound Ed implementation.
4. Data Collection and Analysis System: Through refining our MTSS, we will implement a structured tracking system to measure student progress and the effectiveness of AMD, PLC+, Unbound Ed, and other new strategies. This could include analyzing and measuring the student progress and effectiveness of Tier 2/3 Supports/Tutorials.

Section D: 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.

SSC:	ELAC:	Staff:
- Emphasized the need for more structured accountability measures for AMD note-taking strategies. - Additional professional development sessions should be recommended for teachers to enhance strategy effectiveness.	- Emphasized the need for more structured accountability measures for AMD note-taking strategies. - Additional professional development sessions should be recommended for teachers to enhance strategy effectiveness.	- Requested more precise guidelines on implementing and monitoring AMD note-taking strategies within lesson plans. - Expressed interest in collaborative professional development/PLC sessions to share best practices and challenges in implementation.

Action 1 :

Student Achievement in ELA

Action Details:

To improve student learning outcomes, AMD note-taking strategies will be systematically integrated into instruction across all core subjects, including ELA and Math. Teachers will receive ongoing professional development to ensure consistent use of these strategies.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

To improve student learning outcomes, AMD note-taking strategies will be systematically integrated into instruction across all core subjects, including ELA and Math. Teachers will receive ongoing professional development to ensure consistent use of these strategies. Key materials and supplies needed include:

- AMD binders, notebooks, and organizational tools

Professional development materials for AMD training and Unbound Ed (I THINK WE MIGHT NEED TO CALL OUT UNBOUND ED IN A SEPARATE TITLE).

Digital tools for data collection and student progress tracking

A Multi-Tiered System of Support (MTSS) approach will be implemented to provide tiered intervention, particularly for students who struggle with structured note-taking and engagement.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- **Targeted Instructional Support:** AMD strategies will be adapted to include scaffolding techniques for Students with Disabilities (SWD), Long-Term English Learners (LTELs), and reclassified students.
- **Structured Note-Taking Support:** Teachers will incorporate visual aids, sentence stems, and guided note-taking templates to assist EL students in organizing information effectively.
- **Progress Monitoring and Accountability:** EL students’ engagement with AMD strategies will be tracked through student notebooks, formative assessments, and teacher observations.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) 3.7% 9 students

Socio-economically Disadvantaged (SED) 63.6% 155 students

- Professional development workshops for teachers on AMD strategies
- Purchase of AMD materials such as student planners, binders, and note-taking resources
- Hiring additional tutoring support
- Unbound Ed will train adults to understand standards, framework, and teaching to close equity gaps.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) 3.7% 9 students

Socio-economically Disadvantaged (SED) 63.6% 155 students

- Digital tracking tools for monitoring student progress in AMD note-taking
- Development of structured walkthrough protocols for AMD strategy implementation
- Additional support materials for structured note-check systems
- Train adults with Unbound ED approach in teaching standards with an equity lens

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD) 3.7% 9 students

Socio-economically Disadvantaged (SED) 63.6% 155 students

- Implement structured AMD note-checks to ensure consistency in strategy use
- Conduct AMD walkthroughs with targeted feedback for teachers
- Provide collaborative PLC (Professional Learning Community) sessions for teachers to discuss best practices in AMD implementation
- Strengthen data collection on tutorials to assess the impact on student achievement
- PLC+ will design common challenges to test the efficacy of AVID and Unbound Ed strategies.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	
☐	Moderate Evidence	
☐	Promising Evidence	
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Increased use of structured AMD note-taking strategies across all core subjects - Increased use of data to help differentiate needs in math (Unbound Ed) - Improved student engagement and comprehension in ELA and Math Measurement: - Student notebook checks - Teacher walkthrough observations - Formative assessments and student reflections	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Improved organization and critical thinking skills in students - More consistent application of AMD strategies across subjects - More consistent use of data to differentiate instruction in math Measurement: - AMD strategy walkthrough evaluations - Student performance in class discussions and assignments - Teacher and student surveys on AMD strategy effectiveness	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Increased percentage of students meeting/exceeding standards on SBAC ELA and Math - Reduction in the percentage of students receiving D/F grades - More productive PLC+ meetings Measurement: - SBAC scores in ELA and Math - End-of-semester student grade analysis - Schoolwide data reports on academic performance

Action 2 :

Student Achievement in Math

Action Details:

The goal is for 100% of our 11th grade students meet standards for SBAC, with particular attention to close the SBAC gap for incoming 9th grade students whose 8th grade SBAC scores did not meet standards. We will identify the freshmen who do not meet math standards, and identify various academic program and supports to make sure they are hitting standards on the 11th grade SBAC. PLC+ will train better through AMD, and also attend Unbound Ed, to acquire the professional training to support students' math progress and mastery. They will develop common challenges for each of the three levels of our MTSS, to ensure that we are implementing best teaching practices and following all student accommodations.

We are meeting SBAC math standards at 61.8%, but we as a school set the target at 66.8%...with the ultimate goal of 100% of students meeting standards. Our actual points is 14.2 points average distance from standards, but we are targeting 29.2 points for 2025-2026.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Through disaggregated data of students, we will identify various MTSS supports to address their disparate needs. This could be from assigning specific high school, dual enrollment, and college math courses, to supplementing them with additional teacher and FCC staff tutoring. This could also be additional remediation and after school supports.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

PLC+ will build in AMD and Unbound Ed Supports to be tested/implemented in both content and AMD advisory classes. These academic strategies will help English Learners better organize, target, and identify necessary resources for their success.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED): 63.6% 155 students

Students with Disabilities (SWD): 3.7% 9 students

- Professional development workshops for teachers on AMD strategies
- Purchase of AMD materials such as student planners, binders, and note-taking resources
- Hiring additional tutoring support
- Unbound Ed will train adults to understand standards, framework, and teaching to close equity gaps.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): 3.7% 9 students

Socio-economically Disadvantaged (SED): 63.6% 155 students

- Professional development workshops for teachers on AMD strategies
- Purchase of AMD materials such as student planners, binders, and note-taking resources
- Hiring additional tutoring support
- Train adults with Unbound ED approach in teaching standards with an equity lens

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): 3.7% 9 students

Socio-economically Disadvantaged (SED): 63.6% 155 students

- Professional development workshops for teachers on AMD strategies
- Purchase of AMD materials such as student planners, binders, and note-taking resources
- Hiring additional tutoring support
- PLC+ will design common challenges to test the efficacy of AMD and Unbound Ed strategies.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased use of structured AMD note-taking strategies across all core subjects
- Increased use of data to help differentiate needs in math (Unbound Ed)
- Improved student engagement and comprehension in ELA and Math

Measurement:

- Student notebook checks
- Teacher walkthrough observations
- Formative assessments and student reflections

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Improved organization and critical thinking skills in students
- More consistent application of AMD strategies across subjects
- More consistent use of data to differentiate instruction in math

Measurement:

- AMD strategy walkthrough evaluations
- Student performance in class discussions and assignments
- Teacher and student surveys on AMD strategy effectiveness

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Increased percentage of students meeting/exceeding standards on SBAC ELA and Math
- Reduction in the percentage of students receiving D/F grades
- More productive PLC+ meetings

Measurement:

- SBAC scores in ELA and Math
- End-of-semester student grade analysis
- Schoolwide data reports on academic performance

2025-2026 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			**NO IEPs OR 504s** These will cover substitute costs for teachers to gain professional development to support academic and student engagement.	4,771.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			*NO IEPs OR 504s* Teachers will continue with AVID training, and start Unbound ED professional development. Split funded with 7090.	292.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			This will help build up our library and content materials for our various content classes.	3,673.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers will continue with AVID training, and start Unbound Ed professional development. Split funded with 3010	2,475.00
G1A1	Sup & Conc	Instruction	Local Mileag			This will support staff to attend various local professional development to support student learning in ELA and literacy.	100.00
G1A1	LCFF: EL	Instruction	Mat & Supp			This is to help purchase supplies, including notebooks and agendas to increase student literacy for all EL students.	1,104.00
G1A2	Sup & Conc	Instruction	Travel			This will cover math professional development for teachers to gain with Unbound Education.	14,482.00
G1A2	Sup & Conc	Instruction	Direct Trans			This will help field trip transportation to college visit for STEAM careers.	3,965.00

\$30,862.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		100 %	2023-2024	100 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	91 %	87.3 %	2024-2025	88.4 %
Graduation Rate	✓	100 %	100 %	2023-2024	100 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the Fall Climate and Culture student survey, the percentage of students who perceive their learning experiences as student-centered and real-world declined from **91%to 87.3%**in Fall 2024. This indicates a **gap of 3.7%** from the target. While graduation and College & Career Indicator (CCI) readiness metrics remain at **100%** the decline in favorable responses suggests that students may not fully engage in learning that connects academic knowledge with real-world applications.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited access to comprehensive support systems** – The school currently has **only one part-time social worker and one part-time psychologist** despite the increasing demand for social-emotional support. This limits intervention capabilities for students needing emotional and mental health assistance.
- Insufficient integration of College and Career Readiness (CCR) initiatives** – The current CCR program does not fully leverage **Multiple Tiered System of Support (MTSS)** strategies, such as AMD, advisory teachers, and university tutors, to provide personalized student support.
- Inconsistent use of the PLC+ framework** – Some teachers may not be utilizing **PLC+** effectively to analyze instructional practices and ensure student learning outcomes align with real-world applications.
- Limited exposure to career readiness opportunities** – While career readiness offers career exploration, workplace skills, and technology integration, **student access and participation need expansion** to enhance real-world learning experiences.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

1. **Increase social-emotional support staffing** – The school must hire additional **full-time social workers and psychologists** to meet the increasing demand for counseling.
2. **Strengthen College and Career Readiness (CCR) through MTSS** – Expand **AVID, university tutor partnerships, and advisory teacher involvement** to provide targeted student support.
3. **Expand professional development on PLC+** – Implement training sessions to ensure all teachers **effectively question instructional practices and outcomes** to enhance student-centered learning.
4. **Increase career readiness enrollment and accessibility** – Provide **more career and college exploration opportunities, partnerships with local industries, and access to technology-driven courses** to enhance workplace skills.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: College Readiness

Partially Implemented

- **Implementation:** The school currently ensures 100% of students meet College and Career Readiness (CCI) standards, but **the program needs expansion** to incorporate **MTSS strategies**, such as **AVID and university tutors**, for more individualized support.
- While students achieve CCR, the drop in perception of real-world learning experience suggests that **not all students feel engaged or prepared** for practical application in college settings.

Action 2: Career Readiness

Partially Implemented

- **Implementation:** The career readiness **program integrates academic knowledge, workplace skills, and career exploration**, but **accessibility is limited** for students who could benefit from hands-on learning experiences.
- While **100% of students graduate**, the **real-world applicability of learning experiences** still needs improvement. Expanding CTE course offerings and career pathway partnerships could **increase student engagement and preparedness**.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: College Readiness

Partially Effective

1. **Are current systems delivering expected results?**
 - **Not entirely.** While students **technically meet college readiness benchmarks**, the **decline in student-centered/real-world experiences (87.3% from 91%)** suggests that **engagement and applicability need improvement**.
 - The college preparation system is **strong in academic rigor** but **lacks a deeper connection to real-world applications**, leaving students feeling disconnected.
2. **Holes in the system:**
 - **Limited social-emotional support staffing (one part-time social worker, one part-time psychologist)** reduces students' ability to cope with academic stress and transition planning.
 - **MTSS is not fully utilized across all advisory and AVID structures** to provide a tiered academic and emotional support system.
 - **PLC+ framework is not consistently used among teachers**, limiting opportunities to refine instructional practices that could better support student engagement.

3. **Lessons learned and strengths to replicate/refine:**
- **Expanding MTSS implementation within college readiness programs** will improve student support.
 - **Increasing social-emotional resources** will help students feel more engaged and supported in their transition to college.
 - **Enhancing AVID and PLC+ teacher training** will ensure that instruction is student-centered and tied to real-world experiences.

Action 2: Career Readiness

Partially Effective

1. **Are current systems delivering expected results?**
- **Not fully.** While students graduate at high rates, the decline in real-world learning perception suggests a gap between classroom learning and workplace readiness.
 - **CTE participation is not fully maximized**, meaning some students miss out on valuable career training.
2. **Holes in the system:**
- **Limited access to CTE courses or career pathway partnerships** prevents more students from gaining hands-on, practical experience.
 - **Lack of integration between CTE and advisory programs**—students may not receive sufficient guidance in career exploration.
 - **Gaps in PLC+ implementation among CTE instructors** mean that instruction may not always be aligned with industry expectations.
3. **Lessons learned and strengths to replicate/refine:**
- **Expanding CTE access and partnerships with local industries** will ensure all students receive hands-on career preparation.
 - **Integrating career readiness discussions into advisory periods** will help students connect their academic work to real-world applications.
 - **Providing AVID and PLC+ training for CTE instructors** will strengthen the connection between career preparation and student-centered learning.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To improve student-centered and real-world learning experiences, the following changes will be implemented:

1. Expand Social-Emotional Support – Advocate for a full-time social worker and psychologist to meet the increasing demand for mental health services.
2. Enhance College Readiness through MTSS – Increase AVID participation, university tutoring programs, and advisory teacher involvement to provide multi-tiered academic and social support.
3. Improve Professional Learning through PLC+ – Implement teacher professional development on PLC+ to strengthen collaboration, instructional practices, and collective teacher efficacy.
4. Expand CTE Pathways – Increase student access to CTE courses, partnerships with local industries, and career technology training to enhance workplace readiness.
5. Strengthen Advisory Curriculum – Develop an Advisory curriculum that integrates college and career readiness, social-emotional learning, and real-world application opportunities.

Section D: 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.

SSC:

- Emphasized the **need for expanded mental health support** to ensure students receive timely intervention.
- Requested **increased student access to career exploration**

ELAC:

- Advocated for **more culturally responsive approaches in advisory programs** to support English Learners.
- Encouraged **career pathway awareness** for **first-generation**

Staff:

- Supported **additional training on PLC+ to strengthen instructional collaboration and student-centered learning.**
- Requested **greater alignment between Advisory and**

and technology-driven learning through CTE expansion.

- Recommended enhancing AVID and tutor-based support for at-risk students.

college students and bilingual resources for career exploration.

College Readiness programs to improve student engagement.

Action 1 :

College Readiness

Action Details:

This goal focuses on increasing student engagement by integrating real-world applications into learning, improving college and career readiness, enhancing Career and Technical Education (CTE) opportunities, strengthening support systems (such as social-emotional services), and refining instructional strategies through professional learning communities (PLC+).

To achieve Goal 2—expanding student-centered and real-world learning experiences—Design Science High School will implement targeted actions to enhance student engagement, college and career preparedness, and social-emotional support. This initiative includes integrating a Multi-Tiered System of Supports (MTSS) and refining instructional services.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Curriculum and Instruction Enhancements:
 - Expand College and Career Readiness (CCR) through AVID, university tutoring, and advisory teacher engagement.
 - Integrate Career and Technical Education (CTE) pathways into core subject areas, ensuring real-world applications.
 - Strengthen Professional Learning Community Plus (PLC+) training for teachers to improve student engagement in hands-on learning.
 - Develop an advisory curriculum incorporating social-emotional learning, career exploration, and academic support.
2. Materials and Supplies Needed:
 - Digital tools and software for CTE courses and career exploration.
 - Professional development and resources for PLC+ training and instructional coaching.
 - Updated curriculum materials for Advisory integration with college and career readiness.
 - Additional resources for AVID expansion, including study materials and tutor stipends.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To support all English Learners, Long-Term English Learners (LTELs), and reclassified students—the following strategies will be implemented:

- Bilingual career exploration resources to support first-generation students and their families in understanding post-secondary pathways.
- Targeted advisory support focusing on culturally responsive teaching and academic vocabulary development.
- Tutoring and peer mentorship programs in AVID and CCR initiatives to assist EL students in college and career planning.
- Professional development for teachers on integrating language acquisition strategies into real-world learning experiences.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) 3.7% 9 students

Socio-economically Disadvantaged (SED) 63.6% 155 students

- Additional AMD tutor positions will be provided to support college and career readiness.
- Professional development for **AVID** and **PLC+ teacher training**.
- Expansion of CTE partnerships with **local industries and community organizations**.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) 3.7% 9 students

Socio-economically Disadvantaged (SED) 63.6% 155 students

- Advocating to hire **full-time social worker and psychologist** to support students' mental health and well-being.
- Development of a **CTE advisory curriculum** to strengthen career readiness.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD) 3.7% 9 students

Socio-economically Disadvantaged (SED) 63.6% 155 students

- Expand career exploration through **CTE partnerships and work-based learning experiences**.
- Strengthen **student advisory programs** with college and career readiness resources.
- Provide **increased access to social-emotional support services**.
- Increase **AVID participation and individualized support from university tutors**.
- Implement an **early intervention system for struggling students** with targeted academic and emotional support.
- Provide **academic coaching and language support in career exploration**.
- Offer **teacher training on differentiated instruction** for all student groups.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Expect to See: - Increased student engagement in AVID, CTE, and CCR programs. - More teachers integrate real-world applications into classroom instruction. - Greater awareness among EL students regarding college and career pathways. Measurement & Monitoring: - AVID participation data and student surveys on CCR engagement. - Classroom observations and teacher PLC+ feedback reports. - EL student progress reports and college readiness assessments.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Want to See: - Increased CTE enrollment and industry partnerships. - More students participate in college visits, internships, and mentorship programs. - Improved student perception of real-world learning experiences (increase from 87.3% to 91%). Measurement & Monitoring: - Tracking CTE participation rates and post-graduation plans. - Monitoring the Fall Climate & Culture student survey results. - Analyzing college readiness data and AVID success rates.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Hope to See: Increased college and career readiness rates, contributing to the district goal of 75% CCR by 2030. - Sustained improvement in student engagement and real-world learning applications. - The long-term success of students in post-secondary education and workforce participation. Measurement & Monitoring: Annual graduation and CCR metrics (California Dashboard data). Longitudinal tracking of alum success in college and careers. SPSA review cycles to assess program effectiveness and make data-driven improvements.

Action 2 :

Career Readiness

Action Details:

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Using 7090/7091 funds only: What are the planned expenses to support this student group?

As a site: What are the planned actions to support this student group?

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...
Include how these outcomes will be measured and who will monitor them.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...
Include how these outcomes will be measured and who will monitor them.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.
Include how these outcomes will be measured and who will monitor them.

2025-2026 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	Teacher-Supp			**NO IEPs OR 504s** Teachers will gain contracts for ILT, Department Chair, Climate Culture Team, and various Advisor roles to support student engagement.	4,904.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			This will help us with Ricoh and printer devices to print out materials to support classroom learning in content and AVID advisory courses.	12,200.00
G2A2	Sup & Conc	Instruction	Direct Trans			This will help student field trips to explore various careers in the local Valley.	1,000.00

\$18,104.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	1 %	3.7 %	2023-2024	3.37 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the current SPSA and metrics, the **suspension rate** has increased to **3.7%** in 2023-2024, which is significantly above the target of **1%** and the 2024-2025 goal of **3.37%**. This indicates a need for improved student engagement strategies to foster positive behavior and community involvement. While previous efforts have emphasized campus culture, leadership opportunities, and support systems, a **gap in behavior management and student accountability** may affect student engagement levels.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. **Limited Social-Emotional Support Resources**
 - While a social worker and psychologist are available, their capacity to serve students remains limited, and students needing behavioral intervention may not receive timely support.
2. **Inconsistent Implementation of Restorative Practices**
 - Although **restorative circles and conflict resolution training** have been introduced, their **application across classrooms is inconsistent**, leading to **disciplinary actions and not proactive interventions**.
3. **Disconnect Between Engagement Activities and Student Interests**
 - While clubs and leadership opportunities exist, some students, particularly those **not in leadership or specialized groups, may feel disconnected** from school culture and disengage, leading to behavioral concerns.
4. **Lack of Student-Led Accountability Programs**
 - There is **no structured peer accountability or mentorship program** to help students address behavioral challenges **before** they escalate to suspensions.
5. **Insufficient Attendance Interventions**
 - Chronic absenteeism and disengagement may **increase behavioral issues** among students detached from the school community.

Student Caseload of 8 Sequenced Visits

	2023-2024	2024-2025
Social Worker	16	9
Psychologist	4	2
Check-In/Out	4	7
Project Access	2	2
Student Caseload		
	2023-2024	2024-2025
Social Worker	20	15
Psychologist	7	2
Family Foundations	12	
Project Access	2	4

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Strengthen attendance monitoring and intervention through **real-time data tracking** and proactive outreach.
- Offer incentives for improved attendance and engagement, including **recognition programs, reward-based events, and college/career field trips**.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Partially Implemented

While engagement initiatives such as leadership programs, clubs, and CTE expansion have succeeded, student participation disparities remain. Some students, especially those facing **behavioral challenges or academic struggles**, are not meaningfully engaged, leading to higher suspension rates.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Partially Effective

1. **Current Strengths:**

◦ Strong leadership programs, including **BSU, Asian Club, LSU, ASB, and service-based organizations.**

◦ Growing career readiness initiatives with **CTE certifications and partnerships.**

◦ Enhanced student participation in civic activities like **Beautify Fresno and local service projects.**

2. **Holes in the System:**

◦ **Restorative practices are not consistently applied,** leading to **disciplinary actions rather than intervention-based solutions.**

◦ **Student engagement programs are not reaching all student demographics**—especially those **not involved in leadership or clubs.**

◦ **Lack of structured attendance interventions** for at-risk students before chronic absenteeism leads to disciplinary issues.

3. **Lessons Learned and Strengths to Build On:**

◦ Expanding **restorative justice practices** will **reduce suspensions** and encourage peer-led resolutions.

◦ Providing a **wider range of student engagement opportunities** will ensure that more students feel connected to their school.

◦ Increasing **social-emotional support resources** will help address behavioral issues **before** they escalate into disciplinary action.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To improve student engagement and reduce the suspension rate, Design Science High School will implement the following **significant changes**:

1. **Enhance Social-Emotional and Behavioral Support**

◦ Advocate for hiring **additional mental health professionals** or increasing access to counseling services.

◦ Train **teachers in trauma-informed and intervention-based disciplinary approaches.**
2. **Expand Restorative Programs**

◦ **Mandatory restorative circles for behavioral conflicts** before administrative discipline.

◦ Integrate **student-led conflict resolution teams** into the campus culture initiative.
3. **Diversify Student Engagement Efforts**

◦ Introduce **new clubs and student organizations** based on direct student feedback.

◦ Increase **community service projects and work-based learning opportunities.**
4. **Implement a Peer Mentorship and Accountability System**

◦ Develop a **student-led peer mentorship program** to support engagement and behavior accountability.
5. **Strengthen Attendance Interventions and Incentives**

◦ Create **attendance intervention teams** that provide early support to at-risk students.

◦ Offer **rewards and incentives** for improved attendance and participation.

Section D: 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.

SSC:	ELAC:	Staff:
◦ Increased mental health staffing is recommended to help	◦ Requested bilingual resources in all school-wide	◦ Supported consistent training on restorative practices to

at-risk students avoid disciplinary action.

- Encouraged expanding **advisory time** for mentorship and social-emotional learning.

engagement and community-based projects.

- Suggested **career readiness partnerships** specifically targeting **first-generation and bilingual students**.

ensure teachers have the tools to address behavior **without punitive discipline**.

- Recommended **closer alignment between student engagement efforts and advisory lessons**.
- Expressed a need for **better coordination of attendance monitoring efforts**.

Action 1 :

Student Engagement

Action Details:

To increase **student engagement in their school and community**, Design Science High School will implement targeted strategies that strengthen campus culture, enhance leadership opportunities, and improve access to support systems. This action aligns with the **Multi-Tiered System of Support (MTSS)** by providing **academic, social-emotional, and career readiness interventions** tailored to student needs.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Curriculum and Instruction Enhancements:**
 - Expand **student leadership programs** through ASB, special interest clubs (BSU, LSU, GSA, Asian Club), and class leadership roles.
 - Develop **community-based projects** and civic engagement initiatives tied to college and career pathways.
 - Integrate **restorative justice training** within Advisory and student leadership groups to reduce behavioral incidents and improve peer accountability.
 - Implement **work-based learning experiences** and professional certifications (OSHA 10, CPR/BLS, Stop the Bleed, Food Handling).
- **Materials and Supplies Needed:**
 - **Technology and software** for student engagement tracking and leadership programs.
 - **Curriculum resources** for civic engagement and restorative justice initiatives.
 - **Field trip transportation** for service-learning, career exploration, and college visits.
 - **School spirit and recognition materials** to promote student achievement.
 - **Substitute coverage** for teachers attending professional development related to student engagement strategies.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To support all English Learners (Long-Term English Learners (LTELs), and reclassified students):

- **Bilingual career exploration and leadership materials** to increase EL participation in student engagement programs.
- **Expanded AVID and academic mentorship support** to ensure EL students earn all their college credits.
- **Advisory and peer mentoring programs** with culturally responsive content.
- **Professional development for teachers** on engaging EL students in **student-centered learning experiences and leadership roles**.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

- Increase SWD students' access to **social-emotional support services** by expanding **restorative justice programs and mentorship initiatives**.
- Provide **specialized training for teachers** on engaging SWD students in leadership and community involvement.

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Expand **AVID, tutoring, and advisory support** to ensure students remain engaged academically and socially.
- Provide **financial assistance for leadership opportunities, academic competitions, and field trips**.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

- Purchase **assistive technology and adaptive learning tools** to support engagement in student organizations and work-based learning.
- Offer **transportation assistance** for SWD students participating in leadership, field trips, and community projects.

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Purchase **classroom resources (whiteboards, calculators, laptops, and charging stations)** for student engagement activities.
- Support **school-based incentives** for attendance and engagement in leadership roles.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

- Develop an **inclusive leadership program** that ensures students with disabilities have representation in clubs, ASB, and advisory roles.
- Expand **restorative practices** to reduce disciplinary actions and increase student engagement.

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Strengthen **community partnerships** to provide students with **volunteer and employment opportunities**.
- Expand **civic engagement initiatives** such as **Beautify Fresno and partnerships with Fig Garden Rotary, Deloitte, and Marjaree Mason Center**.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Increased participation in student clubs, leadership programs, and engagement activities. - Higher attendance rates at community events, career workshops, and advisory programs. - Greater teacher and staff implementation of restorative justice practices. Measurement & Monitoring: - Attendance tracking at school events, club meetings, and community service projects. - Student feedback through surveys and focus groups. - Quarterly disciplinary data review to monitor the impact of engagement initiatives on behavior.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Reduction in suspension rates from 3.7%to 3.37%by 2024-2025. - Increased student retention and attendance rates, particularly among at-risk students. - More students are earning work-based learning certifications and engaging in community-based projects. Measurement & Monitoring: Monthly discipline and suspension reports. - Tracking of student leadership and engagement participation. - Review of attendance and engagement data using the District Climate and Culture Survey and Attendance Data pulled from Atlas.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A consistent suspension rate below 1%due to proactive engagement strategies. - A higher number of students persisting in post-secondary education or employment. - An inclusive, culturally responsive school environment where all students feel connected and supported. Measurement & Monitoring: - Annual graduation and post-secondary tracking. Longitudinal tracking of alum involvement in college and career pathways. SPSA review cycles to assess engagement and discipline trends.

2025-2026 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	Mat & Supp			This will help purchase content, supplies, and curriculum for our students in their various classroom and enrichment learning at the school.	17,653.00
G3A1	Sup & Conc	Instruction	Direct-Maint			This will help purchase materials and curriculum to support student engagement in various enrichment activities.	100.00

\$17,753.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94 %	95.8 %	2024-2025	96.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the **Fall Climate & Culture staff survey**, the **percentage favorable in the organizational culture domain increased from 94% to 95.8% in 2024-2025**, approaching the target of **96.9%**. While this indicates a positive trend, **there are challenges** in ensuring staff diversity, providing sufficient planning time, and addressing staff well-being.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. **Limited Professional Learning and Collaboration Opportunities**
 - Due to schedule constraints, staff have limited **dedicated time for interdisciplinary collaboration, advisory curriculum planning, and professional growth**.
- 2. **Staff Well-being and Social-Emotional Support**
 - Increased **staff absences due to personal and health-related needs** highlight the need for **wellness and SEL support initiatives**.
 - The **demand for additional staff wellness programs and mental health resources** remains high.
- 3. **Need for Increased Substitute Coverage and Compensation**
 - Due to **limited buyback planning days** following the FCC calendar, staff require **substitute coverage to participate in collaborative planning sessions**.
- 4. **Inconsistent Implementation of Cultural Proficiency Training**
 - There is a need for **more structured training in cultural proficiency and equity-focused teaching practices** to reflect the diversity of the student population.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. **Increase Professional Learning Time and Collaboration**
 - Provide **additional planning periods and PLC meetings** with substitute coverage.
 - Offer **training on interdisciplinary curriculum integration and advisory support**.
- 2. **Expand Staff Well-being and SEL Support**

- Embed **mental health and wellness strategies** into **staff meetings and PLCs**.
 - Organize **staff engagement activities to build relationships and promote well-being**.
3. **Improve Substitute Coverage and Compensation**
- Allocate funding for **substitutes to cover teacher collaboration and planning sessions**.
 - Compensate teachers for **tutoring and extracurricular work to support student success**.
4. **Implement Structured Cultural Proficiency Training**
- Provide **ongoing professional development on cultural proficiency, equity, and inclusion**.
 - Develop a **Climate and Culture Team to address diversity and inclusion efforts schoolwide**.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and retention of staff

Partially Implemented

1. **Current Strengths:**
- Staff surveys indicate **high ratings for organizational culture and strong collegial support**.
 - Administrative efforts, such as **Sunday messages and individual staff check-ins**, have improved communication.
 - Continuous **commitment to PLCs and ILT collaboration** has supported staff professional growth.
2. **Holes in the System:**
- **Limited substitute coverage and buyback planning days** have restricted professional learning opportunities.
 - **Staff workload remains high**, balancing multiple roles, including tutoring, club leadership, and chaperoning events.
3. **Lessons Learned and Strengths to Build On:**
- Increasing **wellness and SEL support** will improve **staff morale and retention**.
 - Providing **additional paid collaboration time** will enhance **lesson planning and interdisciplinary projects**.
 - Expanding **cultural proficiency training** will ensure **an inclusive and supportive school culture**.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and retention of staff

Partially Effective

The **Fall Climate & Culture staff survey results** show a **decline from 96.5% to 92.5%** which indicates a **drop in overall staff satisfaction regarding organizational culture**. While the school remains above **FUSD High Schools and Specialty Schools**, challenges remain in **staff well-being, retention, and workload balance**.

1. **Successful Outcomes (Effective Components):**
- **Strong Student Wellness & Engagement Focus:**
 - **100% positive feedback in student wellness** (+6 from last year) suggests that **staff efforts in social-emotional learning (SEL) and student-centered initiatives are effective**.
 - **Student engagement remains high at 96%** demonstrating **strong relationships between teachers and students**.
 - **Commitment to Professional Development & Collaboration:**

- Ongoing **PLC and ILT meetings** have **supported staff in instructional planning and interdisciplinary collaboration**.
- The new **district starts weekly meetings** late, which provides **additional structured time for teacher collaboration**.
- **Staff Survey Results Still Above FUSD Averages:**
 - Despite the drop, **staff satisfaction remains higher than in other FUSD high schools and specialty schools**.
- 2. **Challenges and Areas for Improvement (Partially Effective Components):**
 - **Decrease in Organizational Environment & School Environment Perceptions:**
 - **Organizational Environment: 86%(-1)**
 - **School Environment: 83%(-4)**
 - The decrease suggests that **staff feel the impact of workload stress and limited planning time**.
 - **Increased Staff Absences Due to Health & Social-Emotional Needs:**
 - **Staff absences affected continuity in instructional planning, advisory support, and collaboration**.
 - **More structured wellness and support initiatives** are needed to address staff well-being.
 - **High Workload Due to Small Staff Size:**
 - Teachers assume **multiple responsibilities** (tutoring, clubs, events), leading to **workload strain**.
 - **Compensated contracts for tutoring and enrichment are necessary to support retention and prevent burnout**.
 - **Need for Additional Substitute Coverage for Teacher Planning & Collaboration:**
 - While **substitutes are available**, more structured use of **substitute coverage for teacher planning time** is required.
- 3. **Why This Action is Rated as Partially Effective with Notable Areas for Improvement:**
 - **Staff commitment and student engagement remain high, but the drop in organizational culture ratings suggests staff well-being needs more support**.
 - **Workload stress and staff absences highlight the need for expanded wellness initiatives and increased substitute coverage**.
 - **Retention strategies must focus on staff workload balance, mental health, and structured professional learning opportunities**.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **Expand Staff Wellness & SEL Support**
 - **Embed SEL & wellness initiatives into PLCs and staff meetings** to improve **staff morale and retention**.
 - **Organize staff engagement activities** to strengthen **team-building and relationships**.
2. **Increase Substitute Coverage for Teacher Planning & Collaboration**
 - **Utilize substitute teachers to cover teacher collaboration time** for planning, advisory curriculum development, and professional learning.
3. **Improve Organizational Culture & Workload Balance**
 - **Use district early release meetings to provide more time for interdisciplinary collaboration**.
4. **Enhance Cultural Proficiency Training & Inclusion**
 - **Provide structured DEI training** to support **staff diversity and inclusive instructional practices**.
 - **Form a Climate & Culture Team** to oversee **equity initiatives and professional learning**.

Section D: 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.

SSC: • Supports compensating teachers for additional tutoring and allocating funds for substitutes. • Recommends increasing professional learning opportunities focused on staff well-being. • Recommends increasing wellness initiatives to support staff mental health and retention.	ELAC: • Suggests offering professional development in EL instructional strategies.	Staff: • Expressed a continued need for structured planning time and workload balance support. • Supports expanding wellness initiatives and SEL strategies for staff.
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Action 1 :

Recruitment and Retention of Staff

Action Details:

Design Science High School will implement **professional learning, collaboration opportunities, and staff well-being initiatives** that align with a **Multi-Tiered System of Support (MTSS)** to support staff recruitment, retention, and **professional growth**. These actions will **support student achievement by ensuring a well-trained, diverse, and engaged faculty.**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Professional Development & Teacher Collaboration:**
 - Provide **planning time and PLC collaboration opportunities** for teachers to align curriculum and support **student learning across content areas.**
 - Ensure **all students receive high-quality instruction** by enhancing **teacher professional learning in culturally responsive teaching and advisory support strategies.**
- **Classroom & Curriculum Enhancements:**
 - Allocate **funding for substitute teachers** to allow educators **time for professional learning and interdisciplinary planning.**
 - Provide **updated technology, instructional materials, and office supplies** to support student engagement and achievement.
 - Support **tutoring and advisory services** to keep students on track for graduation.
- **Work-Based Learning & Career Readiness:**
 - Strengthen **connections between academic learning and real-world applications** by increasing **teacher engagement in advisory curriculum development and student career pathways.**
 - Continue integrating **industry certifications, leadership development, and community partnerships** into student learning experiences.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- **Bilingual academic resources and teacher training** to support EL success.

- Professional learning for **teachers on differentiated instruction** and **small-group interventions**.
- Increased **collaboration between advisory teachers and counselors** to provide **tailored academic guidance**.
- EL students will be supported in **earning as many college credits as possible** to ensure **post-secondary success**.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

- Provide **professional development for staff** on inclusive teaching strategies and **individualized student support**.
- Allocate **funds for additional planning time** for teachers to support students in **small-group instruction and advisory settings**.

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Support **tutoring, advisory check-ins, and mentoring programs** to ensure SED students remain **academically engaged**.
- Offer **professional learning for teachers** on **trauma-informed instructional strategies** and **social-emotional learning integration**.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

- Invest in **assistive technology and adaptive materials** to support SWD engagement in **student leadership, advisory, and work-based learning opportunities**.
- Offer **transportation (busses or vans) assistance** to ensure **SWD participation in off-campus academic and career-readiness activities**.

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Provide **updated instructional materials and technology resources** to enhance student learning.
- Increase **funding for college visits, career readiness programs, and work-based learning opportunities**.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

- Strengthen **restorative justice and peer mentorship initiatives** to foster a **more inclusive school environment**.
- Expand **staff wellness and SEL initiatives** to ensure **teachers and support staff have the resources to serve students effectively**.

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Strengthen **community partnerships** to provide students with **internships, volunteer opportunities, and workforce preparation resources**.
- Expand **professional development for teachers on supporting students from economically disadvantaged backgrounds**.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Increased teacher participation in professional development and PLC collaboration.**
- **More effective use of advisory and interdisciplinary lesson planning** to support student success.
- **Greater staff awareness of cultural proficiency and equity-focused teaching practices.**

Measurement & Monitoring:

- **Staff survey results** on professional learning and workplace culture.
- **Attendance tracking for professional development sessions.**
- **Lesson plan reviews and classroom observations** by the administration.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Increased staff retention and reduction in staff absences** due to better support systems.
- **Higher engagement in PLCs and collaborative planning sessions.**
- **More effective advisory and SEL integration** into daily instruction.

Measurement & Monitoring:

- **Tracking of staff retention and attendance data.**
- **Review of PLC meeting minutes and interdisciplinary planning outcomes.**
- **Feedback from students and families on advisory and instructional effectiveness.**

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Improved staff recruitment and retention**, reflecting the **diversity of the student community.**
- **A well-supported, high-performing teaching staff** that fosters **long-term student success.**
- **A fully implemented professional development model** that aligns with **student needs and school-wide goals.**

Measurement & Monitoring:

- **Annual staff satisfaction and climate surveys.**
- **Review of SPSA progress reports and California School Dashboard metrics.**

2025-2026 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	Oth Cls-Supp			Classified staff will be asked to support recruitment and retention of students through orientation and workshop meetings with parents and community members.	1,310.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			This will help support staff in classroom teaching.	500.00

\$1,810.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	88.4 %	87.7 %	2024-2025	88.8 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the **Fall Climate & Culture Family Survey**, the **percentage favorable in the family engagement domain decreased slightly from 88.4% to 87.7% in 2024-2025**. While family engagement remains strong, this decrease highlights the **need for more effective strategies to increase participation and inclusion in school activities**.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. **Limited Physical Attendance at Events**
 - Many families cannot **physically attend** school events due to work schedules, transportation issues, or other obligations.
2. **Online Participation Strategies Need Improvement**
 - While virtual engagement options (e.g., **online meetings and Parent Square updates**) were implemented, **participation did not increase significantly**, suggesting a need for more **interactive and accessible virtual formats**.
3. **Challenges in Parent Understanding of Dual Enrollment & College Readiness**
 - Many parents struggle to understand **the complexities of Dual Enrollment, college application requirements, and financial aid**.
 - A **gap in family knowledge about college expectations** could lead to reduced involvement in their child's academic planning.
4. **Language and Communication Barriers**
 - While translation services are available, **some families may struggle to understand school communications and academic expectations fully**.
 - More **proactive outreach and personalized communication** are needed to engage **multilingual families**.
5. **Limited Parent Involvement in Decision-Making**
 - Survey results indicate that only **86% of families feel like they are partners in decision-making** at the school.
 - There is a need for **more parent advisory opportunities** to ensure families feel heard and valued in school governance.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. **Increase Hybrid & Asynchronous Family Engagement Opportunities**
 - Expand **interactive online engagement** (e.g., virtual Q&A sessions, recorded workshops, and bilingual content).
 - To accommodate working families, offer **flexible event times** (morning, evening, and weekend sessions).
- 2. **Strengthen Parent Education on Dual Enrollment & College Readiness**
 - Provide **more frequent and accessible workshops** (both online and in person) focused on **college applications, financial aid, and graduation requirements**.
 - Develop **bilingual guides and video tutorials** to help parents navigate **Dual Enrollment and college expectations**.
- 3. **Enhance Communication & Outreach for Multilingual Families**
 - Increase **personalized outreach through Parent Square, phone calls, and home visits** for families with limited engagement.
 - Expand **real-time translation services** for all school events and **create a dedicated multilingual parent liaison role**.
- 4. **Empower Parents in Decision-Making Roles**
 - Establish a **Family Advisory Council** where parents can actively **provide feedback on school policies and engagement initiatives**.
 - Increase **family representation in SSC and ELAC** to strengthen parent voice in school governance.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Engagement

Partially Implemented

- 1. **Successful Outcomes (Effective Components):**
 - **Regular Parent Communication:**
 - Weekly **Parent Square messages** informed families about **school events, student progress, and engagement opportunities**.
 - **YouTube broadcasts and virtual information sessions** provided updates on on-campus activities.
 - **College & Career Workshops for Families:**
 - Two **college advisory workshops** were held to assist parents with **financial aid and applications**.
 - Parents were invited to participate in **college nights and field trips** with students.
 - **Inclusion in School Climate & Culture Surveys:**
 - Family input was collected via **climate surveys**, ensuring parents had a way to voice their opinions.
- 2. **Challenges and Areas for Improvement (Partially Effective Components):**
 - **Limited Parent Participation in Decision-Making:**
 - Despite outreach efforts, **only 86% of parents felt they were partners in decision-making**, highlighting a need for **more structured advisory opportunities**.
 - **Online Engagement Did Not Significantly Increase Participation:**
 - Virtual options were offered, but **attendance did not increase**, suggesting **better digital engagement strategies were needed**.
 - **Dual Enrollment & College Readiness Confusion:**
 - Many families **still struggle to understand Dual Enrollment expectations**, which affects their ability to **support their children effectively**.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Engagement

Partially Effective

- Family engagement remains strong, but participation levels have not increased as expected.
- More structured and personalized outreach is needed to support multilingual families and low-income parents.
- Decision-making involvement must be strengthened through advisory roles and direct input opportunities.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **Expand Hybrid & Asynchronous Engagement**
 - Offer **recorded workshops and interactive online Q&A sessions** for families who cannot attend in person.
 - Increase **parent access to digital tools** and ensure materials are available in **multiple languages**.
2. **Strengthen Parent Education on College & Career Readiness**
 - Additional **college advisory workshops on dual enrollment, FAFSA, and career pathways should be provided**.
 - Develop **bilingual parent resources**, including **video tutorials and written guides**.
3. **Enhance Communication & Outreach**
 - **Assign a support person (TSA and FUSD Counselor)** to support non-English-speaking families.
 - Increase **personalized outreach efforts**, including **home visits, phone calls, and text updates**.
4. **Increase Parent Leadership & Decision-Making Opportunities**
 - Increase **parent participation in SSC and ELAC** to provide direct feedback on school policies.

Section D: 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.

SSC:

- Recommends **additional college readiness workshops for parents**.

ELAC:

- Encourages **more targeted outreach to EL families**.
- Suggests **providing real-time translation at all school events**.

Staff:

- Supports **increased flexibility in event scheduling to accommodate working families**.
- Recommends **using digital tools like Google Classroom & Parent Square more effectively**.

Action 1 :

Parent Engagement

Action Details:

To increase **inclusive opportunities for families to engage in their students’ education**, Design Science High School will implement **bilingual communication strategies, hybrid engagement options, and leadership opportunities** for families. This initiative aligns with the **Multi-Tiered System of Support (MTSS)** by ensuring **all families, particularly those of EL and low-income students**, receive the necessary resources and information to support student **success**.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Parent Education & Engagement Workshops:**
 - Provide **family workshops on college readiness, Dual Enrollment, A-G requirements, and FAFSA**
 - Offer **recorded sessions and bilingual guides** for families unable to attend in person.
- **Communication & Outreach Enhancements:**
 - Continue **weekly Parent Square messages** with translation services.
 - Expand **real-time translation services** at **parent-teacher meetings, advisory sessions, and workshops**.
 - Increase **personalized outreach through phone calls, home visits, and in-person conferences**.
- **Technology & Access Support:**
 - Provide **technical assistance for families** using Parent Square, Google Classroom, and other school communication tools.
 - Offer **loaner technology devices and internet access support** for families with limited resources.
- **Transportation & Logistics Assistance:**
 - Provide **transportation support for family participation in field trips, cultural events, and advisory meetings**.
 - Offer **childcare options** during in-person meetings to **remove participation barriers**.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- **Increase bilingual outreach** through **translated materials, multilingual newsletters, and Spanish-speaking family liaisons**.
- **Ensure all parent workshops and advisory meetings offer real-time translation services**.
- **Provide EL families with dedicated support in navigating college application processes**.
- **Host EL-specific family workshops on academic expectations, tutoring resources, and community partnerships**.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- **Expand family learning opportunities** by funding **college readiness workshops and financial aid training**.
 - **Enhance bilingual communication efforts** through **translated materials and real-time interpretation services**.
 - **Support EL and low-income families** by providing **transportation for advisory meetings and school events**.
- Socio-economically Disadvantaged (SED):**

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Invest in technology and digital resources for families, including laptops, hotspots, and online learning tools.
- Fund parent outreach events, including on-campus and virtual advisory sessions.
- Provide stipends for bilingual parent liaisons to strengthen engagement with EL families.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD) – 3.7% (9 students)

Socio-Economically Disadvantaged (SED) – 63.6% (155 students)

- Offer flexible hybrid engagement options, including recorded workshops and online Q&A sessions.
- Expand community partnerships to provide families access to career readiness programs, internships, and service-learning opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased family attendance at school events and workshops.
- More engagement with digital communication platforms (e.g., Parent Square, Google Classroom).
- Greater awareness among parents about Dual Enrollment, financial aid, and student academic requirements.

Measurement & Monitoring:

- Tracking participation rates in workshops, advisory meetings, and online engagement sessions.
- Reviewing Parent Square and email engagement metrics.
- Conducting surveys to assess parent understanding of academic requirements.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- More parents actively participate in decision-making roles, such as SSC and ELAC.
- Improved communication between families and school staff through more frequent parent-teacher interactions.
- Increased use of advisory and tutoring services by EL and low-income families.

Measurement & Monitoring:

- Monitoring SSC and ELAC participation records.
- Analyzing parent feedback surveys and advisory session attendance logs.
- Tracking the number of EL and SED students utilizing tutoring and advisory services.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Higher family engagement survey scores, reaching or exceeding 88.4% in favorability of family engagement.
- More parents are actively involved in their children's academic planning, resulting in higher graduation and college enrollment rates.
- Stronger, sustained relationships between families and school staff, leading to a more inclusive and supportive educational environment.

Measurement & Monitoring:

- Annual review of family engagement survey data.
- Longitudinal tracking of student success metrics (graduation rates, college enrollment, FAFSA completion).
- SPSA review cycles to assess engagement strategies and make necessary improvements.

2025-2026 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			*NO FOOD OR INCENTIVES* This will be to host Parent Teacher Student Association meetings, which includes materials to prepare binders for SPSA.	620.00

\$620.00

2025-2026 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			**NO IEPs OR 504s** These will cover substitute costs for teachers to gain professional development to support academic and student engagement.	4,771.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			*NO IEPs OR 504s* Teachers will continue with AVID training, and start Unbound ED professional development. Split funded with 7090.	292.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			This will help build up our library and content materials for our various content classes.	3,673.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers will continue with AVID training, and start Unbound Ed professional development. Split funded with 3010	2,475.00
G1A1	Sup & Conc	Instruction	Local Mileag			This will support staff to attend various local professional development to support student learning in ELA and literacy.	100.00
G1A1	LCFF: EL	Instruction	Mat & Supp			This is to help purchase supplies, including notebooks and agendas to increase student literacy for all EL students.	1,104.00
G1A2	Sup & Conc	Instruction	Travel			This will cover math professional development for teachers to gain with Unbound Education.	14,482.00
G1A2	Sup & Conc	Instruction	Direct Trans			This will help field trip transportation to college visit for STEAM careers.	3,965.00
G2A1	Title 1 Basic	Instruction	Teacher-Supp			**NO IEPs OR 504s** Teachers will gain contracts for ILT, Department Chair, Climate Culture Team, and various Advisor roles to support student engagement.	4,904.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			This will help us with Ricoh and printer devices to print out materials to support classroom learning in content and AVID advisory courses.	12,200.00
G2A2	Sup & Conc	Instruction	Direct Trans			This will help student field trips to explore various careers in the local Valley.	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			This will help purchase content, supplies, and curriculum for our students in their various classroom and enrichment learning at the school.	17,653.00
G3A1	Sup & Conc	Instruction	Direct-Maint			This will help purchase materials and curriculum to support student engagement in various enrichment activities.	100.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified staff will be asked to support recruitment and retention of students through orientation and workshop meetings with parents and community members.	1,310.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			This will help support staff in classroom teaching.	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			*NO FOOD OR INCENTIVES* This will be to host Parent Teacher Student Association meetings, which includes materials to prepare binders for SPSA.	620.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$14,260.00
Sup & Conc	7090	\$53,785.00
LCFF: EL	7091	\$1,104.00
Grand Total		\$69,149.00

\$69,149.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$30,862.00
G2 - Expand student-centered and real-world learning experiences	\$18,104.00
G3 - Increase student engagement in their school and community	\$17,753.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,810.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$620.00
Grand Total	\$69,149.00