

Design Science Middle College High

10621660108555

Principal's Name: Floridia Cheung

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 Student
1. Principal - Floridia Cheung	X				
2. Chairperson – Chris DeLaCerde				X	
3. Frances Echevarria				X	
4. Alyson Coronado Anaya					X
5. Summer Butler-Kearney			X		
6. Lisa Houston			X		
7. Lisa Portela		X			
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: *NA*☐ 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	<i>Floridia Cheung</i>	4/16/2026
SSC Chairperson	Chris DeLaCerde	<u><i>Christopher De La Cerda</i></u> Christopher De La Cerda (Apr 17, 2026 13:24:22 PDT)	Apr 17, 2026

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

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

FY 2026/27

Design Science - 0123

ON-SITE ALLOCATION

3010	Title I	\$21,836 *
7090	LCFF Supplemental & Concentration	\$66,669
7091	LCFF for English Learners	\$732

TOTAL 2026/27 ON-SITE ALLOCATION

\$89,237

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$848
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Program Budget	\$20,988
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Total Title I Allocation	\$21,836
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Design Science High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	CCI - percentage of students who are Prepared (ALL)	100 %	98.1 %	2024-2025	100 %	↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		98.1 %	2024-2025	100 %	↑
Goal 1	ELPAC - percentage of students who scored 4		100 %	2024-2025	100 %	↑
Goal 1	Graduation Rate (ALL)	100 %	98.1 %	2024-2025	99.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		100 %	2025-2026	100 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		100 %	2025-2026	100 %	↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		66.7 %	2025-2026	67.8 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	100.7 pts	81.1 pts	2024-2025	96.1 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		77.2 %	2024-2025	82.2 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	29.2 pts	42.3 pts	2024-2025	57.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		61.4 %	2024-2025	66.4 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		9.5 %	2025-2026	8.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	88.8 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	96.9 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		92 %	2025-2026	94 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	3.37 %	2.3 %	2025-2026	1.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Although Design Science demonstrates exceptionally high college- and career-readiness outcomes—including CCI Prepared, A–G completion, and graduation rates—our foundational academic performance in ELA and Math does not yet reflect the same level of mastery. SBAC Distance from Standard scores in both ELA (–19.6 points from 100.7 target) and Math (+13.1 points above target) indicate that not all students are consistently meeting grade-level expectations.

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

Additionally, only 66.7% of students passed all Semester 1 courses with a C– or better, suggesting gaps in Tier 1 instructional alignment, academic scaffolding, and progress monitoring. To ensure equitable access to rigorous dual enrollment and college pathways, we must strengthen core instruction and mastery of essential literacy and math skills.

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

Though we receive high marks in all our climate and culture surveys, our site could continue to improve our training in helping everyone develop better social emotional, academic/career soft skills, and conflict resolution skills to building better mental health and relationship. This would also include improving our wellness and restorative practices at the school.

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

1. The SBAC Distance from Standard for ELA can be improved by closing gaps when 9th grade student enter DSMCHS. We may also improve concerted sitewide effort to improve literacy. Work has begun at the ILT and AVID classes on notetaking, annotating, and writing.
2. The SBAC Distance from Standard for Math can be improved by closing gaps when 9th grade student enter DSMCHS. We may also improve concerted sitewide effort to improve mathematical mindsets, and helping students choose rigorous math classes.
3. The passing of Semester 1 courses could be improved with better monitoring and remediating of struggling students through our Multiple Tiered System of Supports (MTSS).
4. We can improve a sitewide priority in SBAC testing, where teachers and courses may be better aligned with the testing standards, format, and culture of trying to earn high marks.
5. A cause for mental health wellness at school is because it has an intense and rigorous academic atmosphere.

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.

To address Causes #1 and #2: The understanding of high school ELA and Math standards need to be reviewed by all teachers, and with an equity lens to ensure all our diverse students learn to their best potential.

To address Cause #3: The MTSS of our school could be strengthened by continuing to improve all three tiers. Tier 1 instruction could be improved with better training with standards, collaborating as Professional Learning Communities (PLC+), and innovating pedagogy with Artificial Intelligence (AI). Tier 2 would be to continue our AVID classes for improvement and vertical alignment. Tier 3 would be to improve our services to first generation college students, students with disabilities, and other disproportionately, unserved students. Along with college readiness priority, we must also context real-life skill development for both career and future life readiness.

To address Cause #4: Our site could be better familiar with FUSD formative assessments, and identify more strategies to make SBAC testing a better priority for students who do not meet standards.

To address Cause #5: We need to be better trained as teachers and staff with SEL and restorative practices so that it becomes better integrated in the classroom and school culture.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Student Achievement in ELA

Partially Implemented

Design Science implemented two PLC+ structures—one focused on content literacy and one on AVID elective implementation. Teachers ran their first cycles of inquiry around a shared Common Challenge, and AVID note-taking strategies were integrated into all courses. However, implementation varied significantly across classrooms.

Student Achievement in Math

Partially Implemented

Math teachers also participated in two PLC+ structures—content literacy and AVID implementation. AVID strategies were used in all classes, but again with inconsistent execution. Teachers reported that students benefitted from structured note-taking and inquiry-based learning when implemented with fidelity.

College Readiness

Fully Implemented

During the 2025–26 school year, Design Science continued to implement a comprehensive college readiness system grounded in AVID, MTSS, dual enrollment, and PLC+ structures. The school maintained **100% CCI Prepared** and **100% graduation**, demonstrating that core college-readiness systems remain strong. However, implementation data and student perception metrics indicate that the *quality* of college-readiness experiences varies across classrooms and student groups.

Career Readiness

Partially Implemented

During the 2025–26 school year, Design Science continued to implement a career readiness system that integrates CTE coursework, workplace skills, career exploration, and partnerships with local industries. While the school maintained **100% graduation** and **100% CCI Prepared**, implementation data and student perception metrics indicate that not all students are experiencing real-world, career-connected learning at the depth intended.

Student Engagement

Partially Implemented

During the 2025–26 school year, Design Science implemented a range of engagement initiatives—including leadership programs, clubs, extracurriculars, and community service opportunities—to strengthen student connection to school and reduce behavioral incidents. While these initiatives created meaningful opportunities for many students, engagement outcomes were uneven, and the suspension rate increased above the school's target.

Recruitment and Retention of Staff

Partially Implemented

During the 2025–26 school year, Design Science implemented several strategies to strengthen staff culture, collaboration, and retention. The school maintained a **95.8% favorable rating** on the Fall Climate & Culture staff survey—slightly above the 94% target—indicating that staff feel positively about the organizational culture and working environment.

However, despite strong culture metrics, the SPSA identifies opportunities to support staff well-being, comraderie, and professional growth.

Parent Engagement

Partially Implemented

During the 2025–26 school year, Design Science implemented several strategies to strengthen parent engagement, including family communication systems, parent meetings, advisory outreach, and schoolwide events. The school achieved **97% favorable responses** on the Fall Climate & Culture Family Engagement domain—far above the district target of 88.8%—indicating that families feel welcomed, informed, and connected to the school.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Student Achievement in ELA

Partially Effective

Partially Effective

ELA outcomes improved but did not fully meet targets:

- SBAC ELA DFS increased from **70** → **85.7** → **100.7**, nearing the target.
- Only **80%** of students met/exceeded standards, below the **88%** goal.

Why Only Partially Effective:

- AVID strategies were not implemented with fidelity across all classrooms.
- Teachers varied in their ability to ensure structured, rigorous note-taking.

- PLC+ cycles were launched but not yet consistently used to refine Tier 1 instruction.

Student Achievement in Math

Partially Effective

Partially Effective

Math outcomes improved but did not meet targets.

- SBAC Math DFS improved from **0** → **14.2**, but the target is **29.2**.
- **61.8%** of students met/exceeded standards, just below the **62%** goal.

Why Only Partially Effective

- AVID note-taking and inquiry routines were not consistently implemented.
- Some teachers used strategies effectively, but others required more training and structured systems.
- PLC+ cycles were not fully leveraged to analyze student work or adjust instruction.

College Readiness

Effective

Effective, but there are still opportunities for quality college readiness and exploration for real-life learning

- **Outcome metrics are strong:** 100% of students meet CCI and graduate.
- **Experience metrics declined:** Student perception of student-centered, real-world learning dropped from **91%** → **87.3%**.

Career Readiness

Partially Effective

Partially Effective

- **Outcome metrics are strong:** All students graduate and meet CCI benchmarks.
- **Experience metrics declined:** Student perception of student-centered, real-world learning dropped from **91%** → **87.3%**.
- **AVID Advisory does not yet fully integrate career exploration**, reducing coherence across the system. Consideration of career in-person or digital platforms, including Imago.

Student Engagement

Effective

Partially Effective

- **Strengths:** Leadership programs (BSU, LSU, Asian Club, ASB), Extracurriculars, and civic engagement projects are thriving.
- **Outcome gap:** The suspension rate increased to **3.7%**, above the **1% target** and above the **3.37% goal** for 2024–25.
- **Equity gap:** Students not connected to leadership, clubs, or extracurriculars are less engaged and more likely to experience behavioral challenges.
- **Support gap:** Limited SEL staffing reduces the school's ability to intervene early.

Recruitment and Retention of Staff

Partially Effective

Partially Effective

- **Strengths:** High staff culture ratings, strong collegial relationships, and a positive working environment.
- **Gaps:**
 - Limited time for interdisciplinary collaboration and advisory planning.
 - Insufficient structures for staff well-being, positive relationship building, and social-emotional support.

Parent Engagement

Effective

Effective, with targeted areas for improvement

- **Strengths:**
 - Extremely high family engagement survey results (97%).
 - Strong communication systems and positive relationships with families.
 - High participation in schoolwide events and advisory-based communication.
- **Gaps:**
 - Some parents are unaware they can request SST/SSP meetings or academic accommodations.
 - Families of English Learners and first-generation students need more bilingual resources and clearer guidance on academic supports.
 - Parent engagement is strong socially but needs deeper alignment to academic readiness and intervention systems.

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.

1. Strengthen Tier 1 Instruction Through PLC+ and UnboundEd. *These changes directly respond to the need for consistent Tier 1 instruction and improved SBAC mastery in ELA and Math.*

- Establish a **schoolwide note-taking and literacy protocol** with clear expectations, walkthrough tools, and feedback cycles.
- Deepen **PLC+ implementation**, ensuring all teachers run full inquiry cycles focused on student work, evidence of learning, and targeted reteaching.
- Provide **specialized PD through UnboundEd** to strengthen grade-level instruction and eliminate predictable gaps by race, language, and socioeconomic status.
- Align instruction to the **2023 CA Math and ELA Frameworks**, with targeted support for teachers in conceptual math and disciplinary literacy.

2. Expand MTSS Systems for Academic and Social-Emotional Support. *These changes address gaps in intervention access, data monitoring, and SEL capacity.*

- Implement a **structured MTSS data system** to track student progress, Tier 2/3 interventions, tutorials, and AVID strategy effectiveness.
- Strengthen **Tier 2 AVID Advisory Supports** through weekly grade checks, structured note-checks, and targeted small-group instruction.
- Advocate for **additional SEL support** to meet rising student needs.

3. Expand Real-World and Career-Connected Learning Opportunities. *These changes strengthen the connection between academic learning and real-world application.*

- Increase access to **career exploration, certifications, and pathway partnerships** with local industries.
- Integrate **career exploration and workplace skills** into Advisory, possibly through programs like Imago.
- Expand **work-based learning**, including job shadowing, internships, and industry guest speakers.

4. Deepen Parent Engagement Through Academic Transparency and Bilingual Access. Improvement to build on strong family engagement metrics while addressing gaps in academic communication. These changes ensure that parent engagement is not only relational but also academically aligned.

- Provide **bilingual resources** for advisory, career exploration, and academic supports.
- Increase parent awareness of **SST/SSP processes, accommodations, and MTSS supports**.
- Offer **parent workshops** on college readiness, dual enrollment expectations, and other topics.

5. Improve Staff Recruitment, Retention, and Professional Well-Being. Improvement to sustain a high-quality, diverse staff and support long-term retention. These changes address the need for deeper structural supports for staff well-being and professional growth.

- **Continue protected collaboration time** for interdisciplinary planning, advisory curriculum development, and PLC+ cycles.
- Strengthen **staff wellness supports**, including SEL resources and workload management structures.
- Align PD to long-term schoolwide goals to ensure coherence and reduce initiative fatigue.

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: No changes were recommended by School Site Council.	ELAC: Not Applicable	Staff: Teachers suggest that all teachers need to be trained better with both AVID and Unbound ED, so they all support ELA and Math goals. They suggested better professional development and PLC+ collaborative work in the new initiatives/strategies proposed, from literacy to understanding teaching standards to specific AVID articulation at each grade/content levels. Suggested better communication with parents through "informational" parent nights, so they are more active participants in students high school and college life. Commit to better supporting African American students, English Learners, and other underrepresented group across all the curriculum. Asked to increase student engagement through more field trips for upper grade levels, and other extra-curricular activities that are not the "traditional" leadership roles. Recommends better implementation and testing of strategies at buyback, staff, PLC+ and professional development days. Need to determine who will roll out professional development.
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Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Student Achievement in ELA

Action Details

Literacy Intervention

To improve student learning outcomes, AVID 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.

Direct 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):

To improve student learning outcomes, AVID 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:

- AVID binders, notebooks, and organizational tools
- Professional development materials for AVID 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:** AVID 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 AVID 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 -

- Professional development workshops for teachers, staff and counselors learn on how to better support SWD in both high school and college courses.

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

- Professional development workshops for teachers on AVID strategies
- Purchase of AVID 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.

African American (AA):

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

Students with Disabilities (SWD) 3.7%, 9 students

- Digital tracking tools for monitoring student progress in AVID note-taking
- Train adults with Unbound ED approach in teaching standards with an equity lens

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

- Digital tracking tools for monitoring student progress in AVID note-taking
- Development of structured walkthrough protocols for AVID 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?

Asian (AS)/African American (AA)/Hispanic (HI)/Multiple Races (MR)/White (WH) + English Learner (EL) + Foster Youth (FY) + Homeless (HM):

- Provide collaborative PLC (Professional Learning Community) sessions for teachers to discuss best practices in MTSS implementation
- PLC+ will design common challenges to test the efficacy of AVID and Unbound Ed strategies.
- Train adults with Unbound ED approach in teaching standards with an equity lens

Students with Disabilities (SWD) 3.7%, 9 students

- Provide collaborative PLC (Professional Learning Community) sessions for teachers to discuss best practices in MTSS implementation
- PLC+ will design common challenges to test the efficacy of AVID and Unbound Ed strategies.

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

- Implement structured AVID note-checks to ensure consistency in strategy use
- Conduct AVID walkthroughs with targeted feedback for teachers
- Provide collaborative PLC (Professional Learning Community) sessions for teachers to discuss best practices in AVID 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Meet and communicate with families about the variety of services provided to support high school and college courses.
- Share ELA and SBAC data with each students' families regularly.
- Host Back-To-School Night, Open House, and Awards events.
- Host monthly parent outreach in forms of in-person visit, online meeting, or podcasts with family through PTSA.
- Celebrate Parent Participation

Professional Learning

Describe Professional Learning related to this action.

1. **AVID Focused Notes + Text-Dependent Writing PD**

- Modeling focused note-taking with complex texts
- Teaching students how to annotate for claims, evidence, and reasoning
- Using AVID inquiry to deepen comprehension
- Teaching students how to turn notes into constructed responses

2. **UnboundEd: Grade-Level Text Access + Equity-Focused Literacy**

- How to teach grade-level texts with scaffolds, not simplification

- How to eliminate predictable gaps in reading comprehension
- How to use the 2023 ELA Framework to design rigorous lessons
- How to support SWD, EL, and SED students with structured literacy routines

3. PLC+ Cycles Focused on Student Work Analysis

- Analyzing student writing samples using SBAC rubrics
- Identifying misconceptions in reading comprehension
- Designing reteach lessons based on student evidence
- Using common formative assessments aligned to SBAC item types

4. Writing Across the Curriculum PD - SBAC ELA is 50% writing. Students need writing stamina in every class.

- CER (Claim-Evidence-Reasoning) writing in all subjects
- Short constructed responses
- Argument writing using academic vocabulary
- Rubric calibration across departments

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 AVID 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:

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 AVID strategies across subjects
- More consistent use of data to differentiate instruction in math

Measurement:

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

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

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

- End-of-semester student grade analysis
- Schoolwide data reports on academic performance

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Student Achievement in Math

Action Details

College & Career Readiness

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 AVID, 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.

Direct 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):

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 AVID and Unbound Ed Supports to be tested/implemented in both content and AVID 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

- Professional development workshops for teachers on AVID strategies
- Purchase of AVID 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.

Students with Disabilities (SWD): 3.7%, 9 students

- Professional development workshops for teachers, staff and counselors learn on how to better support SWD in both high school and college courses.

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

Students with Disabilities (SWD): 3.7%, 9 students

- Professional development workshops for teachers, staff and counselors learn on how to better support SWD in both high school and college courses.

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

- Professional development workshops for teachers on AVID strategies
- Purchase of AVID 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?

Asian (AS)/African American (AA)/Hispanic (HI)/Multiple Races (MR)/White (WH) + English Learner (EL) + Foster Youth (FY) + Homeless (HM):

- Provide collaborative PLC (Professional Learning Community) sessions for teachers to discuss best practices in MTSS implementation
- PLC+ will design common challenges to test the efficacy of AVID and Unbound Ed strategies.
- Train adults with Unbound ED approach in teaching standards with an equity lens

Students with Disabilities (SWD): 3.7%, 9 students

- Professional development workshops for teachers, staff and counselors learn on how to better support SWD in both high school and college courses.

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

- Professional development workshops for teachers on AVID strategies

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Meet and communicate with families about the variety of services provided to support high school and college courses.
- Share Math and SBAC data with each students' families regularly.
- Host Back-To-School Night, Open House, and Awards events.
- Host monthly parent outreach in forms of in-person visit, online meeting, or podcasts with family through PTSA.
- Celebrate Parent Participation

Professional Learning

Describe Professional Learning related to this action.

1. UnboundEd: Grade-Level Math Instruction + Equity

- Teaching *grade-level* math with scaffolds, not simplification
- Understanding the 2023 CA Math Framework
- Identifying and eliminating predictable gaps by race, language, and socioeconomic status
- Using math discourse routines that support EL and SWD students
- Designing tasks that build conceptual understanding, not just procedures

2. PLC+ Cycles Focused on Student Work Analysis

- Analyzing student work using SBAC-aligned rubrics
- Identifying misconceptions in algebraic reasoning, functions, and modeling
- Designing reteach lessons based on evidence
- Using common formative assessments aligned to SBAC item types
- Running full inquiry cycles (Plan → Do → Study → Act)

3. Data-Driven Instruction PD

- Using i-Ready, SBAC interim blocks, and classroom assessments
- Identifying students who need Tier 2 or Tier 3 supports
- Designing small-group instruction based on data
- Monitoring DFS growth, not just proficiency

4. AVID Math Strategies: Focused Notes + Inquiry

- Focused note-taking for math (worked examples, error analysis, vocabulary)
- Inquiry-based questioning (Costa’s Levels, Socratic routines)
- Organizational routines that support problem-solving
- Using AVID strategies in dual enrollment math

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 AVID 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 AVID strategies across subjects • More consistent use of data to differentiate instruction in math Measurement: • AVID strategy walkthrough evaluations • Student performance in class discussions and assignments • Teacher and student surveys on AVID 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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

College and Career Readiness

Action Details

College & Career Readiness

This goal focuses on increasing student engagement by integrating real-world applications into learning, improving college and career readiness, 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. There will be a continued push for students to do 20 volunteer hours a year, and gain more career exploration opportunities in AVID with Imago, resume/interview preparation, and meeting more professionals.

Direct 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, career exploration, and advisory teacher engagement.**
 - 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.
 - Continue to take students on college field trips, possibly increase more field trips for upperclassmen.
 - Support students in earning their Seal of Biliteracy, Seal of Civic Engagement, National Merit, Honors Societies, etc.
- 2. **Materials and Supplies Needed:**
 - 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 AVID tutor positions will be provided to support college and career readiness.
- Professional development for **AVID** and **PLC+ teacher training**.

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.

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

Asian (AS)/African American (AA)/Hispanic (HI)/Multiple Races (MR)/White (WH) + English Learner (EL) + Foster Youth (FY) + Homeless (HM):

- 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**.
- **Expand career exploration through work-based learning experiences**.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To strengthen family engagement in college readiness, Design Science will implement the following inclusive opportunities:

- **Regular communication** with families about CCR supports, including AVID, university tutoring, dual enrollment expectations, volunteer opportunities, and career exploration programs.
- **Bilingual resources** for college applications, financial aid, and advisory curriculum topics.
- **CCR-focused family workshops**, including FAFSA nights, college application support, and “Understanding Dual Enrollment” sessions.
- **Monthly parent outreach** through in-person meetings, online sessions, newsletters, and PTSA-hosted podcasts.
- **Celebration of parent involvement** through recognition at school events, newsletters, and advisory communications.

These efforts ensure that families—especially first-generation, multilingual, and SED families—are informed, empowered, and connected to their student’s college journey.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on strengthening teacher capacity to deliver student-centered, real-world, and college-aligned instruction. Key areas include:

1. PLC+ Training

- Running full inquiry cycles focused on student engagement and real-world learning
- Analyzing student work to refine instructional practices

2. AVID Professional Development

- Strengthening college readiness routines in advisory and core classes
- Improving organizational, inquiry, and collaboration strategies
- Supporting first-generation students with academic and college-going skills

3. Social-Emotional Learning & MTSS PD

- Training staff on trauma-informed practices
- Implementing early intervention systems for struggling students
- Strengthening advisory curriculum to support SEL and CCR

Progress Monitoring: Outcomes

Reasoning for using this action:

 Moderate 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.

Expect to See:

- Increased student engagement in **AVID 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.

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.

Want to See:

- 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 **post-graduation plans**.
- Monitoring the **Fall/Spring Climate & Culture student survey** results.
- Analyzing **college readiness data and AVID success rates**.

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.

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.

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Title 1 Basic	Instruction	Bks & Ref			This will help build up our library and content materials for our various content classes.	5,000.00
G1A2	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.	25,000.00
G1A2	Sup & Conc	Instruction	Travel			This will cover professional development for teachers to gain math/ela literacy skills with Unbound Education.	17,728.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	500.00
G1A3	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. **Budget lines for personnel include salaries and related benefits	10,919.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			This will help support staff in classroom teaching.	500.00
G1A3	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
G1A3	LCFF: EL	Instruction	Mat & Supp			This is to help purchase supplies, including notebooks and agendas to increase student literacy for all EL students.	732.00

\$72,579.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement

Action Details

Life Skills

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. Thjere is concerted leadership development efforts with ASB, Class Leaders, Link Crew Leaders, Student Equity Council, and various student club, along with volunteer opportunities with district schools, events, and community partners. There are also academic team competitions that include Academic Decathlon, ESports, Robotics, Drone, History Day, Mathletes, and various other county/community competitions for students to engage in. For athletics, there is rock-climbing and specialty league sports competitions too.

Direct 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):

Tier 1: Universal Instructional Services (for ALL students)

These are schoolwide supports that strengthen engagement, belonging, and academic readiness.

Academic & Instructional Supports

- Integration of AVID strategies (focused notes, inquiry, collaboration) across all subjects
- Advisory curriculum focused on SEL, college readiness, and leadership development
- Real-world learning experiences embedded into core classes (projects, presentations, civic engagement)
- Work-based learning modules and industry-aligned certifications (OSHA-10, CPR/BLS, Food Handling)
- Access to academic teams: Academic Decathlon, Mathletes, History Day, Robotics, Drone Team, eSports
- College and career exploration lessons using digital platforms and FCC resources

Leadership & Engagement Supports

- Leadership development through ASB, Class Leaders, Link Crew, Student Equity Council
- Participation in student clubs (BSU, LSU, GSA, Asian Club, Environmental Club, Social Justice Club, etc.)

- Service-learning projects and awareness campaigns (Animal Rescue of Fresno, Poverello House, Marjaree Mason Center, FCC Ram Pantry)
- Volunteering at elementary and middle schools for recruitment, carnivals, dances, and parent outreach
- Athletic engagement through rock-climbing and specialty league sports

Materials & Supplies

- Technology for engagement tracking, digital portfolios, and leadership programs
- Curriculum resources for SEL, restorative justice, and civic engagement
- Field trip transportation for college visits, service-learning, and competitions
- School spirit materials, recognition items, and incentives

Tier 2: Targeted Instructional Services (for students needing additional support)

These supports help students showing early signs of disengagement, academic struggle, or social-emotional needs.

Academic Supports

- Small-group tutoring (teacher-led, FCC tutors, AVID tutors)
- Targeted advisory groups for organization, note-taking, and academic coaching
- Structured intervention periods for students with D/F grades
- Targeted support for EL students: guided notes, vocabulary scaffolds, bilingual resources

Engagement Supports

- Peer mentoring through Link Crew, Equity Council, and leadership classes
- Targeted participation in clubs or academic teams to build belonging
- Restorative circles for conflict resolution and re-engagement

Materials & Supplies

- Adaptive tools for SWD (assistive tech, calculators, visual supports)
- Additional AVID materials (binders, planners, note-taking templates)

Tier 3: Intensive Instructional Services (for students with significant needs)

These supports are individualized and often involve multiple staff members.

Academic Supports

- Individualized intervention plans for students with chronic absenteeism or repeated D/F grades

- One-on-one tutoring or academic coaching
- Case management for SWD and EL students with persistent academic gaps

Social-Emotional Supports

- Individual counseling sessions
- Intensive restorative practices
- Crisis intervention and wraparound services

Materials & Supplies

- Specialized assistive technology
- Transportation support for SWD and SED students to access leadership, CTE, or community programs

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**.

Asian (AS)/African American (AA)/Hispanic (HI)/Multiple Races (MR)/White (WH) + English Learner (EL) + Foster Youth (FY) + Homeless (HM):

- Strengthen Tier 1 Instruction and Engagement: Implement AVID strategies schoolwide, integrate real-world learning into core classes, and ensure all students have access to academic teams (Academic Decathlon, Mathletes, Robotics, Drone Team, eSports, History Day) and leadership opportunities (ASB, Class Leaders, Link Crew, Student Equity Council, cultural clubs).
- Expand MTSS Academic and SEL Supports: Provide targeted tutoring, small-group advisory interventions, early-warning monitoring for attendance/grades, restorative practices, and SEL check-ins to re-engage students showing early signs of struggle.
- Increase Access to College and Career Readiness: Offer bilingual CCR resources, strengthen dual enrollment supports, expand CTE pathways and industry partnerships, and ensure equitable access to college visits, certifications, and work-based learning.
- Enhance Belonging and Cultural Affirmation: Support identity-affirming clubs (BSU, LSU, GSA, Asian Club), celebrate cultural heritage events, provide culturally responsive advisory lessons, and elevate diverse student voices through the Student Equity Council.
- Provide Targeted Supports for EL, Foster Youth, and Homeless Students: Offer bilingual materials, guided notes, academic language supports, case management, transportation assistance, access to basic needs, and priority access to tutoring, leadership, and field trips.
- Strengthen Community Partnerships and Service-Learning: Expand volunteer opportunities at elementary and middle schools (recruitment, carnivals, dances, parent outreach), and deepen partnerships with organizations such as Beautify Fresno, Fig Garden Rotary, Deloitte, Marjaree Mason Center, and Animal Rescue of Fresno.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Strengthen bilingual communication** through ParentSquare, text messages, newsletters, and advisory outreach to ensure all families—especially multilingual and first-generation—understand academic expectations, SBAC, CCR pathways, and available supports.
- **Host family workshops and information nights** focused on SBAC readiness, dual enrollment, FAFSA/CADAA, CTE pathways, and college applications, with both in-person and virtual options to increase accessibility.
- **Enhance advisory-to-home communication**, including regular grade updates, attendance check-ins, and sharing student work samples (AVID notes, CCR artifacts, writing samples) so families can support learning at home.
- **Invite families to participate in school events**, such as Back-to-School Night, Open House, Awards Nights, academic showcases, robotics competitions, and leadership campaigns to build community connection and visibility.
- **Provide targeted support for EL, Foster Youth, and Homeless families**, including bilingual CCR materials, case management, access to basic needs, transportation assistance, and personalized outreach from counselors and advisory teachers.
- **Engage families in community-based service and leadership events**, including Beautify Fresno, Rotary partnerships, student-led fundraisers (Animal Rescue of Fresno, Poverello House, Marjaree Mason Center, FCC Ram Pantry), and recruitment events at elementary and middle schools.

Professional Learning

Describe Professional Learning related to this action.

- **Restorative Practices & Relationship-Centered Classrooms** Train staff in restorative circles, conflict resolution, community-building routines, and proactive relationship strategies that reduce behavioral incidents and increase student connection.
- **MTSS for Engagement & Early-Warning Systems** Provide PD on identifying early signs of disengagement (attendance, grades, behavior), implementing Tier 1 SEL routines in advisory, and designing Tier 2/3 supports for students who need additional connection.
- **Culturally Responsive & Identity-Affirming Practices** Train teachers to integrate culturally responsive teaching, identity-affirming curriculum, and inclusive classroom practices that support AA, HI, AS, MR, EL, FY, and HM students.
- **Student Leadership Development for Advisors & Coaches** Provide training for ASB, Link Crew, Equity Council, and club advisors on developing student leadership, facilitating student-led campaigns, and supporting service-learning and community partnerships.

- **Real-World Learning & Engagement Strategies** Offer PD on project-based learning, civic engagement projects, academic competitions, and integrating real-world applications into lessons to increase relevance and motivation.
- **Advisory & SEL Curriculum Implementation** Train staff on delivering high-quality advisory lessons focused on SEL, college/career readiness, academic coaching, and engagement routines that build belonging and support student well-being.

Progress Monitoring: Outcomes

Reasoning for using this action:

Moderate 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.

Design Science High 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Design Science Middle College High School will continue to augment Arts Education with the added elective teachers in dance.

Direct 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):

We require the following items:

- Movie and Dance performance tickets
- Enrichment Performances at theme park
- Food and Drinks for late after school rehearsals
- Costumes & Props
- Dance Professional Workshops
- Approved overnight trips for hotel, food and travel expenses with enrichment activities
- Decorations (materials/supplies) for Dance Showcases/Banquets
- Future Approved Dance Conferences
- Supplemental Contract Hours for teacher and theatre technicians at other venues

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.

All EL students are encouraged to join the dance elective.

Student Groups

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

Not applicable.

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

Not applicable.

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

We will encourage all students to join, and will accommodate and empower where necessary.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Dance and arts will be showcased at various family engagement events at semesterly engagement hours at community and statewide performances.

Professional Learning

Describe Professional Learning related to this action.

Not applicable.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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 Student Enrollment and Interest in the Arts:

- More students choose to participate in dance and performance elective.
- Measured by course enrollment data and student interest surveys.
- Monitored by counselors, arts lead, and site administrator.

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 Student Achievement and Focus:

- Students demonstrate stronger concentration, creativity, and problem-solving skills that carry over into academic classes.
- Measured by teacher feedback, grade trends, and student reflections.
- Monitored by dance teacher, counselors, and site administrators.

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.

Stronger School Culture Centered on the Arts:

- The school develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Measured by school climate surveys, parent/community feedback, and student engagement metrics.
- Monitored by site administrator.

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Local Mileag			This will support staff to attend various local professional development to support student learning and social emotional learning.	100.00
G2A1	Sup & Conc	Instruction	Direct Trans			This will help student do life and career explorations in Fresno County.	4,565.00

\$4,665.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Recruitment and Retention of Staff

Action Details

Effective Staff

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.**

Direct 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):

- **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**.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Strengthen bilingual, streamlined communication systems** so families receive clear, consistent information through ParentSquare, advisory updates, and translated materials—reducing repeated teacher follow-up and improving trust in school systems.
- **Use advisory as the primary family connection point**, providing grade updates, SEL check-ins, and CCR milestones through a predictable structure that supports families while reducing communication overload for teachers.
- **Offer family workshops aligned to staff priorities**—Dual Enrollment, A-G, FAFSA/CADAA, CCR pathways—so families can independently support students, decreasing staff workload and increasing family confidence in the school.
- **Engage families in schoolwide events and staff appreciation efforts**, including cultural celebrations, academic showcases, and recognition ceremonies that strengthen school climate and reinforce positive relationships between families and staff.
- **Provide hybrid, accessible engagement options**—transportation, childcare, virtual meetings, bilingual recordings—to ensure families can participate without increasing staff burden, creating a supportive environment that contributes to staff satisfaction and retention.

Professional Learning

Describe Professional Learning related to this action.

- Offer PD on educator wellness, stress management, and work-life balance.
- Provide leadership development for teachers (department leads, club advisors, WASC roles).
- Build a culture where teachers feel valued, supported, and able to grow professionally.

Progress Monitoring: Outcomes

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.**

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent Engagement

Action Details

Community Engagement

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.**

Direct 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):

- **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.
 - Create more informational workshops to truly involve them in the high school and college processes of their students.
- **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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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:

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:

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:

- 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.

- 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.

- 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.

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	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. **Budget lines for personnel include salaries and related benefits	5,069.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Teachers will continue with AVID training and Unbound Ed professional development. Split funded with 3010 **Budget lines for personnel include salaries and related benefits	4,775.00
G3A1	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. **Budget lines for personnel include salaries and related benefits	1,301.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Supplies to host Parent Teacher Student Association (PTSA). **No food or incentives**	848.00

\$11,993.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0123	1110	1000	1120	Teacher-Subs					G3A1	*NO IEPs OR 504s* Teachers will continue with AVID training, and start Unbound ED professional development. Split funded with 7090. **Budget lines for personnel include salaries and related benefits	5,069.00
060	3010	0123	1110	1000	1160	Teacher-Supp					G1A3	**NO IEPs OR 504s** Teachers will gain contracts for ILT, Department Chair, Climate Culture Team, and various Advisor roles to support student engagement. **Budget lines for personnel include salaries and related benefits	10,919.00
060	3010	0123	1110	1000	4200	Bks & Ref					G1A2	This will help build up our library and content materials for our various content classes.	5,000.00
060	3010	0123	1110	2495	4300	Mat & Supp					G3A2	Supplies to host Parent Teacher Student Association (PTSA). **No food or incentives**	848.00
030	7090	0123	1110	1000	1120	Teacher-Subs					G3A1	Teachers will continue with AVID training and Unbound Ed professional development. Split funded with 3010 **Budget lines for personnel include salaries and related benefits	4,775.00
030	7090	0123	1110	1000	2960	Oth Cls-Supp					G3A1	Classified staff will be asked to support recruitment and retention of students through orientation and workshop meetings with parents and community members. **Budget lines for personnel include salaries and related benefits	1,301.00
030	7090	0123	1110	1000	4300	Mat & Supp					G1A2	This will help purchase content, supplies, and curriculum for our students in their various classroom and enrichment learning at the school.	25,000.00
030	7090	0123	1110	1000	4400	Nc-Equipment					G1A3	This will help support staff in classroom teaching.	500.00
030	7090	0123	1110	1000	5211	Local Mileag					G2A1	This will support staff to attend various local professional development to support student learning and social emotional learning.	100.00
030	7090	0123	1110	1000	5221	Travel					G1A2	This will cover professional development for teachers to gain math/ela literacy skills with Unbound Education.	17,728.00
030	7090	0123	1110	1000	5631	Off Eq Lease					G1A3	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
030	7090	0123	1110	1000	5721	Direct Trans					G2A1	This will help student do life and career explorations in Fresno County.	4,565.00
030	7090	0123	1110	1000	5723	Direct-Maint					G1A2	Technology Maintenance	500.00
030	7091	0123	4760	1000	4300	Mat & Supp					G1A3	This is to help purchase supplies, including notebooks and agendas to increase student literacy for all EL students.	732.00
													\$89,237.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,836.00
Sup & Conc	7090	\$66,669.00
LCFF: EL	7091	\$732.00
Grand Total		\$89,237.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$72,579.00
G2 - The Whole Child (SEL and Engagement)	\$4,665.00
G3 - Operational Excellence	\$11,993.00
Grand Total	\$89,237.00