

## Patino School of Entrepreneurship

10621660132134

Principal's Name: Brett Taylor

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Brett Taylor', with a large, sweeping flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Brett Taylor</b>	X				
2. <b>Chairperson - Vanessa Martinez</b>					X
3. <b>Sue Gularte</b>		X			
4. <b>Paige Parker</b>		X			
5. <b>Lisa Hamby</b>		X			
6. <b>Sarah Gargan</b>		X			
7. <b>Blair Eliason Sagardia</b>			X		
8. <b>Danhya Jimenez</b>					X
9. <b>Taeyon Williams</b>					X
10. <b>Jennifer Celaya</b>				X	
11. <b>Vernice Nellon</b>				X	
12. <b>Doug Davidian</b>				X	
13. <b>Carlos Hernandez (student alternate)</b>					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Brett Taylor		3/13/17
SSC Chairperson	Vannessa Martinez		3/13/17

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2017/18

Patino - 0127

**ON-SITE ALLOCATION**

3010	Title I	\$16,039 *
7090	LCFF Supplemental & Concentration	\$64,014
7091	LCFF for English Learners	\$381
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$80,434</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$374
Remaining Title I funds are at the discretion of the School Site Council	\$15,665
Total Title I Allocation	\$16,039

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :  ▼

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">2523</a>	<b>District Dashboard (Goal 4):</b> CORE Waiver: Four Year Cohort Graduation Rate	N/A <sup>1*</sup>	0.00%	0.00%	N/A <sup>1</sup>	N/A <sup>1</sup>	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">3162</a>	<b>District Dashboard (Goal 4):</b> Percentage of graduates who completed A-G requirements	N/A <sup>2*</sup>	0.00%	0.00%	N/A <sup>2</sup>	N/A <sup>2</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	2/10	0.00% <sup>4</sup>	0.00%	59.05%	51.18%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3178</a>	<b>District Dashboard (Goal 1):</b> Percentage of Advanced Placement (AP) exams passed (scoring 3+)	N/A <sup>5*</sup>	0.00%	0.00%	0.00%	N/A <sup>5</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">5978</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">5982</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	2/10	N/A <sup>7</sup>	N/A <sup>7</sup>	67.31%	66.35%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A <sup>8*</sup>	N/A <sup>8</sup>	N/A <sup>8</sup>	0.00%	33.33%	•LCAP Dashboard - 4PupilAchievement
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**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	9/10	0.00%	0.00%	0.00%	20.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	N/A <sup>9*</sup>	0.00%	0.00%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	9/9	0.00%	0.00%	100.00%	100.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	2/10	0.00%	0.00%	96.07%	95.50%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	3/11	0.00%	0.00%	9.52%	9.48%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students who



<input type="checkbox"/>	<a href="#">4849</a>	are truant as defined by education code (3 or more truancy violations)	3/10	N/A <sup>10</sup>	N/A <sup>10</sup>	57.14%	47.87%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/11	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	1/10	0.00%	0.00%	0.00%	3.79%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/10	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">6046</a>	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	N/A <sup>11*</sup>	0.00%	0.00%	N/A <sup>11</sup>	N/A <sup>11</sup>	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	N/A*	0.00%	0.00%	0.00%	38.39%	•LCAP Dashboard - 8OtherPupilOutcomes •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7131</a>	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A <sup>12*</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	2/10	N/A <sup>13</sup>	N/A <sup>13</sup>	70.92%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	2/10	N/A <sup>13</sup>	N/A <sup>13</sup>	85.73%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	1/10	N/A <sup>13</sup>	N/A <sup>13</sup>	70.25%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

**High School Segment Example:**

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: -

Save

## Patino Entrepreneurship High 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	0	65	

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

All students will participate in project based learning. Requirements of this learning will include working in grade level teams, meeting with advisors, and collaborating with community mentors. Listening and speaking standards will be highlighted as a means to work collaboratively and productively with peers, staff, and community. Growth over time in meeting/exceeding grade level standards in listening/speaking will be measured through site developed performance based assessments that will be administered at the beginning of the year (base-line), mid-term (formative), and end of year (summative).

### SMART Goals

By June of 2018, 100% of students will show proficiency in grade level listening and speaking standards based on site developed performance based assessments (pitches and community presentations).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. student teams meet weekly with staff advisor
2. formative performance tasks (listening and speaking) integrated into all projects
3. summative performance based assessments assess student progress (listening and speaking) at the end of each project
4. students present projects to peers, parents, community
5. teachers and students use a learning management system to share information and assignments and to communicate progress to students and parents
6. student progress toward completion of A-G will be monitored

**Owner(s):**

All points: Principal, Vice Principal, Teachers

1. Principal
2. Teachers
3. Teachers
4. Principal
5. Vice Principal
6. Counselor/Vice Principal

**Timeline:**

Continued development and implementation of curriculum through June 2018.

1. Weekly
2. Quarterly
3. Quarterly
4. 1x/semester
5. Quarterly
6. 1x/semester

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Literature will be sent to parents communicating the importance of strong communication skills in the success of students' academic, professional, and personal lives
- Events will be scheduled throughout the year to highlight student work through student presentations
- All teachers will communicate regularly with parents through the learning management system, telephone, email, and/or teleparent

**Describe Related Professional Learning:**

- teacher lead professional learning spring/summer of '17 on project based learning
- teacher lead action research spring/summer of '17
- staff collaboration to develop curriculum incorporating soft skills and entrepreneurial skills associated with listening and speaking standards spring/summer '17
- revisit (and revise if necessary) shared vision of a student within our school and community
- understand the ELA/ELD and CCSS literacy standards
- maintain a context for learning with teachers
- integrate 21st century learning into curriculum and instruction (specifically through an entrepreneurial lens)

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

All students will participate in project based learning that integrate opportunities to listen and speak. Students will also meet weekly with staff advisors to monitor progress. Students will work in grade level teams where they will be taught how to communicate and work cooperatively to accomplish tasks. Soft skills and entrepreneurial skills will be integrated across the curriculum so that students become proficient in communicating and working cooperatively as a team, with teachers, and with community mentors. These skills will include pitching and presenting. Presentation skills will also be highlighted across the curriculum so that students become adept at presenting to and persuading various audiences. Tier 1 RTI involves 1st best teaching in that all students receive instruction in how to pitch/present information and persuade listeners. This teaching happens continuously throughout the year since pitching/presenting is integrated into all projects across the curriculum. Tier 2 RTI involves small group instruction and strategic grouping so struggling students have a variety of supports.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Sentence frames will be used to scaffold communication and presentation skills
- Outlines will be developed to support the development of presentations
- Dialogic discussion models will be used, such as Socratic seminars to scaffold productive discussion
- Several courses will be team taught, allowing teachers to provide additional supports for ELs and struggling students

**Patino Budgeted Expenditures**

Account	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Professional learning and action research on project based and entrepreneurial learning.	\$ 7,001.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Minimum viable product materials and supplies for student business groups.	\$ 5,000.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Books for professional learning surrounding entrepreneurship.	\$ 100.00
								<b>Total</b>	<b>\$ 12,101.00</b>

## Action # 2

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	58	65	
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	0	65	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Pre and post-test benchmarks measuring growth in writing as measured by grade level standards will be developed to determine student growth. Formative and summative data surrounding students' ability to write within content areas will be collected throughout the year to gauge growth and to influence modifications to curriculum to meet specific student needs pertaining to writing development.

### SMART Goals

By June 2018, site developed and district assessments will reflect growth 5% from pre to post-test in writing standards based on an SBAC aligned rubric.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. students will use the learning management system to house e-portfolios that highlight proficiency of writing standards
2. students will write reflective narratives and action steps incorporating how they are meeting or will make growth in meeting writing standards
3. students will develop projects across disciplines integrating writing tasks that will highlight skills aligned to standards
4. writing benchmarks will be used to determine student growth and areas of need
5. teachers will formatively assess student progress through student and team conferences
6. team teaching classrooms will allow teachers the flexibility to work with groups to formatively assess progress

#### Owner(s):

All points: principal, vice principal, teachers

1. teachers
2. teachers
3. vice principal
4. vice principal
5. teachers
6. teachers

#### Timeline:

Continued development and implementation of curriculum through June 2017.

1. quarterly
2. quarterly
3. 1x/semester
4. quarterly
5. quarterly
6. 2x/quarter

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- All teachers will use the learning management system, telephone, email, and/or tele-parent to communicate expectations, assignments, and progress with parents and students.

### Describe Related Professional Learning:

- Team teachers will learn/continue to learn how to develop interdisciplinary projects and lessons
- Teachers will collaborate to deepen their understanding of literacy based practices for writing that will

- Parents will be invited to attend back to school night and open house at which student expectations will be reviewed and ways parents can support student discussed.
- Parents will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (LMS, Atlas, etc.)
- Parents will be invited to attend school events scheduled throughout the year that highlight student progress: Pitch competitions, mid-year reviews, project presentation, end of year review/reflections of progress.
- Interpreters will be available at all events to communicate and demonstrate how to use all tools available to support their children's progress.

- ensure students read and produce a variety of text types and lengths across disciplines
- Teachers will develop criteria and tools for providing feedback to students
- Teachers will engage in action research specific to writing theory within their content area

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in writing development. Interdisciplinary projects will be tailored to meet subject specific needs. Projects across the curriculum will be designed to highlight the development of content specific literacy skills and will provide students with opportunities to master subject specific writing. This will be accomplished in a variety of ways: written reflections, process writing, quick-writes, rhetorical analysis, written narratives, writing speeches, writing pitches, developing persuasive presentations, lab reports, etc.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- teachers will scaffold reading through vocabulary development
- students will engage in discussion to make meaning of reading and writing
- scaffolds will be used to support reading comprehension and writing development
- students will meet weekly with teachers to build skills and track progress

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	\$	1,300.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental reading materials.	\$	4,000.00
2	1	Title 1 Basic	Instruction	Books & Other Reference				Books for professional development surrounding assessment.	\$	100.00
<b>Total</b>									<b>\$</b>	<b>5,400.00</b>

### Action # 3

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	35	40	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	0	40	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

#### Detail the Action

Pre and post-test benchmarks measuring growth in mathematics as measured by grade level standards will be developed to determine student growth. Formative and summative data will be collected throughout the year to gauge growth and to influence modifications to curriculum to meet specific student needs pertaining to acquisition of mathematical practices. Teaching practices will include direct instruction, integration of performance tasks, project based learning, and collaboration.

#### SMART Goals

By June 2018, site developed and district assessments (math interim) will reflect growth of 5% from pre to post-test in mathematics standards based on an SBAC aligned rubric.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. teacher will develop performance based assessments that will assess student progress and needs
2. students will write reflective narratives and action steps incorporating how they are meeting or will make growth in math standards
3. students will develop projects integrating math practices that will highlight skills aligned to standards
4. math benchmarks will be used to determine student growth and areas of need
5. teachers will formatively assess student progress through student and team conferences
6. teaching practices will allow teachers the flexibility to work with groups to formatively assess progress

##### Owner(s):

Principal, vice principal, teachers

1. teachers
2. teachers
3. vice principal
4. vice principal
5. teachers
6. vice principal

##### Timeline:

Continued development and implementation of curriculum through June 2018.

1. quarterly
2. each grading period
3. quarterly
4. quarterly
5. quarterly
6. 2x/quarter

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

- All teachers will use the learning management system, telephone, email, and/or tele-parent to communicate expectations, assignments, and progress with parents and students
- All teachers will use the learning management system, telephone, email, and/or tele-parent to

#### Describe Related Professional Learning:

- Teachers will learn/continue to learn how to develop mathematical projects and project based lessons
- Teachers will collaborate to deepen their understanding of mathematical practices and application of that learning in real world projects



communicate expectations, assignments, and progress with parents and students.

- Parents will be invited to attend back to school night and open house at which student expectations will be reviewed and ways parents can support student discussed.
- Parents will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (LMS, Atlas, etc.)
- Parents will be invited to attend school events scheduled throughout the year that highlight student progress: Pitch competitions, mid-year reviews, project presentation, end of year review/reflections of progress.
- Interpreters will be available at all events to communicate and demonstrate how to use all tools available to support their children's progress

- Teachers will develop criteria and tools for providing feedback to students
- teachers will engage in action research specific to math theory within their content area

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in math development. Interdisciplinary projects will be tailored to meet specific course needs. Mathematical practices will be highlighted and students will be asked not only to solve problems, but justify why particular mathematical statements are true and where the mathematical rules come from. Additionally, students will also be asked to apply their understanding of mathematical practices to real world problems. Collaboration in groups and project based learning will be integrated into instructional practices as a means of first best teaching and meeting the needs of all levels of students.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- teachers will scaffold vocabulary development of vocabulary associated with mathematics
- students will engage in discussion to make meaning of mathematical practices
- students will meet regularly with teachers to build skills and track progress

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	\$	1,300.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental math materials.	\$	3,000.00
								Total	\$	4,300.00

## Action # 4

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	0	97	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

A focus on retention will be supported through engaging students in project based learning specific to the needs of the 21<sup>st</sup> century learner and supporting student needs through team teaching, advisory periods, community mentors, working within the public sector, working in a team based environment, and using a learning management system.

### SMART Goals

By June 2019, 2018-19 enrollment will reflect a 97% retention rate.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. students and teachers use a learning management system to communicate expectation, assignments, and progress
2. students meet regularly with community mentors to monitor their development of 21<sup>st</sup> century and entrepreneurial skills
3. teachers monitor progress through formative assessments and small group monitoring
4. progress toward A-G completion will be monitored

#### Owner(s):

Principal, vice principal, teachers

1. vice principal
2. principal
3. teachers
4. counselor/vice principal

#### Timeline:

Development and implementation of curriculum continues through June '18. Teachers develop and maintain their learning management systems throughout the summer and 2017-18 school year.

1. quarterly
2. quarterly
3. 2x/quarter
4. 1x/semester

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- A learning management system will provide a space for parents and teachers to communicate with teachers and will allow parents to stay up to date with student progress and achievement.
- All teachers will use the learning management system, telephone, email, and/or tele-parent to communicate expectations, assignments, and progress with parents and students to help ensure students complete assignments.
- Parents will be invited to attend back to school night and open house at which student expectations will be

### Describe Related Professional Learning:

- teachers continue to learn how to use the learning management system
- teachers will continue to learn how to engage students through project based learning
- teachers will continue to learn how to use blended learning to support content/skill acquisition and growth

reviewed and ways parents can support student discussed.

- Parents will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (LMS, Atlas, etc.)
- Parents will be invited to attend school events scheduled throughout the year that highlight student progress: Pitch competitions, mid-year reviews, project presentation, end of year review/reflections of progress.
- Interpreters will be available at all events to communicate and demonstrate how to use all tools available to support their children's progress

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Project based learning in small group environments with opportunities to meet with advisory teachers and community mentors will support academic achievement and retention. Working in teams will ensure there are additional supports and flexibility to finish coursework. A learning management system will allow students to have access to materials and assignments, as well as a space for students to communicate with teachers and peers. First level of RTI will involve first best teaching (direct instruction, project based learning, integration of entrepreneurial skills) and analysis of student engagement within the classroom and in after school activities/clubs/events. This level will also involve analysis of attendance and credit completion to identify at-risk students. Second level of RTI will involve small group instruction, strategic grouping to support all levels of learners, connecting students with activities/community partnerships/clubs/school events outside of the academic day, working with parents to ensure students are at school and engaged in the work. Third level of RTI will involve implementation of a credit recovery system on site.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Teachers will work in grade level and vertical disciplinary and interdisciplinary teams to coordinate curricula that will support English Learners' acquisition of language.
- Interdisciplinary projects and team teaching will provide students with extended literacy experiences necessary to acquire language skills.

Patino Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	1	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	\$	1,300.00	
									Total	\$	1,300.00

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	95	97	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

11th and 12th grade students will participate in advisory period daily that supports the work they are accomplishing within their businesses. Curriculum across content areas will be delivered in a student centered environment where students will be engaged in project based learning. Engagement in relevant, high interest student and team centered environments with advisory support and clear and consistent communication campus-wide will support daily attendance rates.

SMART Goals

By June of 2018, EOY average daily attendance will be 97% or higher.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- 11th & 12th grade students will meet daily with their advisory teacher
- Student attendance will be monitored daily
- Regular and timely communication will occur between staff and students/parents when attendance issues occur

**Owner(s):**  
 Vice principal, teachers

- advisory teachers
- attendance clerk
- vice principal

**Timeline:**  
 Staff will continue to develop curriculum and policies through the '17-18 academic school year.

- daily
- daily
- weekly

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Attendance policies will be shared with parents
- Academic policies will be shared with parents
- Behavior policies will be shared with parents
- Parents will have access to the learning management system that will enable them to stay up to date with student progress, behavior, and attendance
- Parents will be encouraged to be active participants in building a strong school culture and community
- Staff will communicate regularly with parents concerning academic, behavioral, and attendance issues

**Describe Related Professional Learning:**

- Teachers and staff will learn about pyramid response to intervention and how it supports both academics and behaviors
- Staff will review/revise the response to intervention plan created for academic, social/emotional, and culture/climate
- Professional learning time will be used to establish common expectations and collective responsibility for students' social and emotional well-being

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Students will be supported both academically and socially/emotionally as a result of staff creating and communicating shared expectations for academic achievement and behavior. Students will receive additional guidance during their daily advisory period. An engaging student centered learning environment will allow students a sense of ownership and autonomy. Clear and consistent communication will ensure students are aware of academic and behavior expectations. All of these elements will serve to support and encourage consistent attendance.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Advisory periods and team teaching classrooms will ensure EL students have the opportunity to work directly with teachers
- The use of a learning management system will ensure all assignments and expectations are available to students for review outside of class

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	\$ 1,300.00	
5	2	Title 1 Basic	Instruction	Books & Other Reference				Books for professional development surrounding intervention.	\$ 100.00	
5	2	Title 1 Basic	Instruction	Books & Other Reference				Books for professional development surrounding teams.	\$ 100.00	
<b>Total</b>									<b>\$ 1,500.00</b>	

## Action # 6

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	1	0	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Curriculum will be delivered in a student centered environment where students will be engaged in project based learning. Engagement in relevant, high interest student and team centered environments with advisory support and clear and consistent communication campus-wide will support positive behavior and productive relationships between students and staff. Regular meetings with a community mentor will ensure students' entrepreneurial projects are connected to an individual actively engaged in the business community. A detailed response to intervention will ensure behavior issues are addressed in a productive manner and that positive supports are exhausted before punitive measures are taken.

### SMART Goals

By June 2018, EOY total percentage of students in 10th, 11th, and 12th grade with 1 or more suspension incidents is less than 3% and percentage of students in 10th, 11th and 12th grade with 0 expulsions will be 100%.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- 11th and 12th grade students will meet daily with their advisory teachers
- Staff will provide students with immediate feedback regarding behavioral areas of concern
- Staff will develop a response to intervention system to ensure a clear understanding of how staff will intervene concerning behavior
- Staff will develop a cycle of inquiry to analyze behavioral trends and work collaboratively to develop and implement an action plan designed to meet identified needs

#### Owner(s):

Principal, vice principal, teachers, school staff, mentors

- teachers
- teachers/admin
- principal
- vice principal

#### Timeline:

School-wide systems, vision and curriculum will continue to be developed through the '17-18 school year. Cycles of inquiry and data driven dialogue will guide associated revisions and action steps.

- weekly
- daily
- semester (review)
- quarterly

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent will have access to the learning management system and will be able to monitor student academic achievement and behavior issues
- Teachers will regularly communicate with parents/students concerning any issues
- Teachers will communicate with parents/students to involve all parties in positive interventions

### Describe Related Professional Learning:

- Staff will continue to learn about about pyramid of behavior interventions
- Staff will review/revise the common school-wide vision and will consider academic and behavioral elements that support that vision
- Staff will collaborate to ensure classroom plans align with school-wide systems

- Parents will have the opportunity to participate in positive interventions through parent advisory

- Staff will develop individual student support options
- Staff will engage in data driven dialogue when troubleshooting areas of concern
- Staff will create a behavior matrix to describe and communicate behaviors expected from students and the various settings where these behaviors occur
- Staff will collaborate to create a curriculum of caring that integrates targeted social skills instruction
- Staff will collaborate to develop positive interventions that support positive behaviors

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Students will receive best first teaching in an environment that is student centered and sensitive to students needs on both an academic and social/emotional level. Students will be aware of the school-wide behavioral vision and will be positively supported in meeting the expectations of that vision. Weekly meetings with advisory teachers and regular meetings with community mentors will support and build a positive student centered environment focused on academic and behavioral success.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Advisory periods will ensure EL students have the opportunity to work directly with teachers.
- The use of a learning management system will ensure all assignments and expectations are available to students to review outside of class.
- Clear and consistent routines will ensure ELs are free to concentrate on academic concepts

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	\$	1,300.00
6	2	Sup & Conc	Instruction	Travel				Conferences/training/workshops for teachers.	\$	5,000.00
6	2	Title 1 Basic	Instruction	Books & Other Reference				Books for professional development surrounding project based learning.	\$	200.00
<b>Total</b>									\$	<b>6,500.00</b>

**Action # 7**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	5	3	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Curriculum will be delivered in a student centered environment where students will be engaged in project based learning tied to entrepreneurship. Engagement in relevant, high interest student and team centered environments with advisory and community support will build a positive school culture and climate. Curriculum will be developed to integrate entrepreneurial and non-cognitive skills, as well as content so that students have further opportunities to experience a sense of connectedness.

SMART Goals

By January 2018, 100% of teacher practices will promote student engagement that will result in an overall D/F rate of 3%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Teachers will engage in regular cycles of observations/feedback sessions as a diagnostic tool to identify problems of practice, gather data, identify trends, and determine next levels of work.

Owner(s):

Principal, vice principal, teachers

- Vice Principal

Timeline:

Curriculum will continue to be developed summer of '17 and will continue through the '17-18 school year. Observations, cycles of inquiry, and data driven dialogue will guide associated revisions and action steps.

- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- A learning management system will allow parents to stay informed on student progress.
- Teachers will regularly communicate with parents.
- Teachers will communicate expectations and discuss curriculum and learning environment with parents at parent nights.

Describe Related Professional Learning:

- Teachers will engage with professional readings and collaborative discussion as a means to develop a shared understanding/vision of the school's culture and climate
- Teachers will engage in action research concerning best practices to promote student engagement
- Teachers receive training in project based learning
- Teachers work collaboratively to develop curriculum integrating entrepreneurial and non-cognitive skills
- Teachers will engage in classroom observations of their peers and will provide feedback based on data gathered.



Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will be engaged across the curriculum in student centered project based learning geared toward developing skills and content.

- Teachers will review and revise the observation protocol as needed.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- A project based team oriented learning environment will support language acquisition.
- Curriculum focused on entrepreneurial and non-cognitive skills will support students in content acquisition.
- Integrated skills across the curriculum will provide ELs with multiple opportunities to interact with and acquire skills.

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers.	\$	1,500.00
7	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support instructional practices.	\$	10,000.00
7	1	LCFF: EL	Instruction	Books & Other Reference				Books for professional learning surrounding ELs.	\$	381.00
7	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance/repair.	\$	5,000.00
<b>Total</b>									\$	<b>16,881.00</b>

**Action # 8**

**Domain**  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	80	100	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Curriculum and school culture are created to incorporate projects that require students to be actively involved in both school and community culture/events. Students work in small groups to develop projects shared with peers and staff. Students also work toward building and pitching businesses and prepare for this work by collaborating with community business mentors. Students will be involved in events that will connect the school with business partners within the community. A focus will be on connecting students with both with both the public and private sector. Students will also be involved in internships that will allow students the opportunity to apply learning to real world situations.

SMART Goals

By June 2018, 100% of students will participate in activities that promote school/community engagement.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Course content teachers will ensure all students are actively engaged in building communication/entrepreneurial skills necessary to collaborate and participate in larger school/community settings.
2. Advisory teachers will meet with students daily.
3. Attendance at larger school and community events will be monitored to ensure students are actively participating in events associated with their projects, businesses and fundraising.

Owner(s):

Principal, vice principal, teachers.

1. vice principal
2. teachers
3. vice principal

Timeline:

Curriculum will continue to be developed summer of '17 and will continue through the '17-18 school year. Events will be developed and conducted summer throughout the '17-18 school year. Teacher lead classroom observations, cycles of inquiry and data driven dialogue will guide associated revisions and action steps.

1. each grading period
2. weekly
3. quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be invited to be involved in all activities involving presentation of projects and fundraising with

Describe Related Professional Learning:

- Teachers will work collaboratively to develop projects/curriculum that connect students with the school

the broader community beyond the school.

- The school will regularly communicate with parents to involve parents in upcoming events within the school and community
- Opportunities to participate in activities at the school and community level will be communicated through various channels, including the learning management system.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Curriculum, instruction and projects will be developed such that students are engaged in the community beyond the classroom. The skills necessary to engage productively in a variety of environments will be integrated into curriculum/projects so that students are prepared to participate as an active member of the school and larger business community.

and/or community

- Teachers will engage in PL that is tailored to involving students in fundraising efforts that partners with the greater business community
- Teachers will implement the teacher lead classroom observation/feedback sessions.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- All students will be involved in cooperative learning to support language development
- Small group instructional and advisory settings will support language development
- A variety of mediums will be integrated into curriculum/instruction to convey information so ELs have repeated and varying opportunities for exposure to skills and content
- Blended learning will be used to enhance learning and engage students in content acquisition

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
8	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers.	\$ 1,500.00	
8	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Trips to lectures and community business events.	\$ 7,000.00	
8	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent involvement.	\$ 2,000.00	
8	2	Sup & Conc	Instruction	Materials & Supplies				Club initiation and registration fees.	\$ 2,000.00	
<b>Total</b>									<b>\$ 12,500.00</b>	

**Action # 9**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7137 - Secondary students growth mindset survey results for questions 10-13	71	85	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

All curriculum, instruction, classroom and school structures, and activities will be developed to create a student centered environment in which teachers interact with students in a manner that promotes positive interactions and growth in self-esteem and self-worth. This work will begin with a period of “disorientation” at the beginning of the school year in which students are acclimated to an entrepreneurial student-centered environment.

SMART Goals

By June 2018, school culture/climate survey data will reflect 85% of students feel valued by teachers.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Teachers will engage in teacher lead observations/feedback sessions throughout the year
2. Teachers will engage in cycles of inquiry involving data collected from student surveys
3. Teachers will work with small groups weekly to formatively assess students' sense of connectedness and student/teacher relationships

Owner(s):

Principal, vice principal, teachers

1. vice principal
2. vice principal
3. teachers

Timeline:

Curriculum will continue to be developed summer of '17 and will continue through the '17-18 school year. Teacher lead observations/feedback sessions, cycles of inquiry and data driven dialogue will guide associated revisions and action steps.

1. quarterly
2. semester
3. weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Teachers will communicate with parents/students to involve all parties in positive interventions
- Parents will have the opportunity to participate in positive interventions through parent advisory.
- Parents will be invited to participate in all activities that showcase student work/in which student present their work to the school/business community

Describe Related Professional Learning:

- Teachers will receive training on pyramid of behavior interventions
- Teachers will receive training on incorporating positive reinforcement in targeted instruction
- Staff will collaborate to develop a vision of the entrepreneurial school culture
- Teachers will collaborate to develop classroom structures that speak to the entrepreneurial school culture
- Teachers will learn how to engage in productive data driven dialogue through collective inquiry and

developing an action orientation

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will consistently be involved in an instructional environment and school community that is created to build a sense of self-esteem, self-worth and confidence.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teachers will set high expectations for all students
- Teachers will use bridging techniques to connect EL students with new content
- Teachers will encourage participation of all students
- ELs will be provided opportunities regularly to communicate and collaborate with peers and teachers in small group settings

Patino Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
9	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers.	\$	1,000.00	
9	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Professional learning and action research on project based and entrepreneurial learning.	\$	3,999.00	
9	2	Sup & Conc	Instruction	Materials & Supplies				Classroom materials and supplies/equipment.	\$	4,000.00	
9	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent involvement.	\$	2,000.00	
								<b>Total</b>	\$	<b>10,999.00</b>	

## Action # 10

### Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	0	100	

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

Activities, events, and school visits will be created and calendared to increase student enrollment. Examples of activities, events, and school visits include informational meetings on site, visits to the comprehensive high school sites to recruit students, and coordinating a trip from the comprehensive sites for interested students to tour the school.

### SMART Goals

By July 2018, enrollment of students for the 2018-19 academic school year will be at capacity (150 sophomore students enrolled).

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Monitor applications
2. Monitor the number of students who enroll after acceptance letters are received
3. Sign in sheets at informational meetings
4. Student lists from trips from comprehensive sites
5. Site visits in October
6. Targeted meetings in the spring and summer to involve students in activities to connect them with our instructional practices
7. Site visits to middle schools in the spring to introduce the school to 8<sup>th</sup> graders so they are familiar with the school in the fall during high school recruitment

#### Owner(s):

Principal, vice principal, teachers, staff

1. principal
2. principal
3. vice principal
4. vice principal
5. principal
6. principal
7. principal

#### Timeline:

Activities and visits will be planned and delivered throughout the 2017-18 instructional year.

1. weekly
2. weekly
3. after each meeting
4. after each trip
5. fall semester
6. May-August 2017
7. May 2017

### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Informational meetings will be scheduled to provide parents with the opportunity to learn about the program and school.

### Describe Related Professional Learning:

No related professional learning is needed for this action item.

- Potential students and parents are encouraged to visit the school and tour the campus. We will have 2 specific days dedicated for school tours and it is explained to parents/students when they call that the campus is open any time for tours.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

- Since this is an action item geared toward recruiting students, there are no direct instructional services to students. However, recruiting materials will be used during presentations to inform students about the school and program.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Interpreters will be used during events to ensure EL students and their families receive the information necessary to make an informed decision about attending the school.

Patino Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
10	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent involvement/NO FOOD, NO INCENTIVES	\$ 439.00	
10	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent involvement.	\$ 3,000.00	
10	1	Sup & Conc	Instruction	Materials & Supplies				Student recruitment.	\$ 4,514.00	
10	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics.	\$ 1,000.00	
<b>Total</b>									<b>\$ 8,953.00</b>	

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0127 Patino High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project based and entrepreneurial learning.	7,001.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional learning surrounding entrepreneurship.	100.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product materials and supplies for student business groups.	5,000.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding assessment.	100.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,300.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Supplemental reading materials.	4,000.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,300.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Supplemental math materials.	3,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,300.00
5	2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding intervention.	100.00
5	2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding teams.	100.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,300.00
6	2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding project based learning.	200.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,300.00
6	2	Sup & Conc	Instruction	Travel			: Conferences/training/workshops for teachers.	5,000.00
7	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers.	1,500.00
7	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instructional practices.	10,000.00
7	1	Sup & Conc	Instruction	Direct-Maint			: Maintenance/repair.	5,000.00
7	1	LCFF: EL	Instruction	Bks & Ref			: Books for professional learning surrounding ELs.	381.00
8	2	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers.	1,500.00
8	2	Sup & Conc	Instruction	Mat & Supp			: Club initiation and registration fees.	2,000.00
8	2	Sup & Conc	Instruction	Direct Trans			: Trips to lectures and community business events.	7,000.00
8	2	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement.	2,000.00
9	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers.	1,000.00
9	1	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project based and entrepreneurial learning.	3,999.00
9	2	Sup & Conc	Instruction	Mat & Supp			: Classroom materials and supplies/equipment.	4,000.00
9	2	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement.	2,000.00
10	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent involvement/NO FOOD, NO INCENTIVES	439.00
10	1	Sup & Conc	Instruction	Mat & Supp			: Student recruitment.	4,514.00
10	1	Sup & Conc	Instruction	Direct-Graph			: Graphics.	1,000.00
10	1	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement.	3,000.00



\$80,434.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$16,039.00
Sup & Conc	7090	\$64,014.00
LCFF: EL	7091	\$381.00
<b>Grand Total</b>		<b>\$80,434.00</b>

Domain Totals	Budget Totals
Academic	\$53,934.00
SEL / Culture & Climate	\$26,500.00
<b>Grand Total</b>	<b>\$80,434.00</b>