


Patino School of Entrepreneurship

10621660132134

Principal's Name: Blair Eliason

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Blair Eliason	X				
2. Chairperson - William Barisic					X
3. Jacob Carrillo		X			
4. Albert Villane					X
5. Rosemary Arias					X
6. Larissa Guajardo					X
7. Alice Binger		X			
8. Anthony Carpenter		X			
9. Russell Berndt		X			
10. Leah Herrera			X		
11. Nara Sihavong				X	
12. Lydia Pearson				X	
13.					
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	Blair Eliason		3/14/19
SSC Chairperson	William Barisic		3/14/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Patino - 0127

ON-SITE ALLOCATION

3010	Title I	\$17,628 *
7090	LCFF Supplemental & Concentration	\$63,179
7091	LCFF for English Learners	\$381
		\$81,188
TOTAL 2019/20 ON-SITE ALLOCATION		\$81,188

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$678
Remaining Title I funds are at the discretion of the School Site Council	\$16,950
Total Title I Allocation	\$17,628

Patino Entrepreneurship High 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	77.37 %	70.455 %	2017-2018	77.455 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.457 %	35.227 %	2017-2018	42.227 %
One D or F on Any Report Card (grades 2-12)	56.158 %	61.832 %	2017-2018	54.832 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Action 1: Students were involved in project based learning. The intention was for students to be able to acquire language and learn at a deep level. However, analysis of instruction and curriculum indicates teachers need further professional learning and support in developing an effective PBL environment.

Action 2: The entrepreneurial skills were chosen as tools for deeper learning. However, analysis of curriculum and instruction indicates that teachers are not clear on how to use them as tools for learning and need further professional development.

Action 3: The intent was for students to learn content across disciplines at a deeper level through understanding how disciplinary text are crafted for different purposes. Teachers across disciplines do not have a clear understanding of how to teach reading and deconstruct text within their content.

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

Action 4: A focus on teaching content through entrepreneurial skills such as reflection, analyzing text and data, thinking visually, and ideating led to improved mathematics outcomes. Teachers are currently being trained in PBL teaching practices, but the focus this year has been on the application of content.

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

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

Analysis of data indicates that the two students who are English Language Learners are also socioeconomically disadvantaged, students with disabilities, and are Hispanic. One contributing factor could be the lack of a full time resource teacher. Our students with disabilities currently receive thirty minutes of consultation monthly per district policy.

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

Analysis of data indicates that the two students who are English Language Learners, are also socioeconomically disadvantaged, one is a student with disabilities, and both are Hispanic. One contributing factor could be the lack of a full time resource teacher. Our students with disabilities currently receive thirty minutes of consultation monthly per district policy.

One D or F on Any Report Card (grades 2-12)

N/A

One D or F on Any Report Card (grades 2-12)

Action 5: The expected outcome for this metric was 56%. While we are currently meeting this target with a 56.4% D/F rate, this is acknowledged to be too high. Analysis of instruction indicates teachers need clarity of PBL and entrepreneurial skills. More specifically analysis indicates a need to address grading practices and belief systems specifically in the co-taught courses and the online Spanish model.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Much of 3010 was used for teacher planning time and professional learning. This time spent was very effective in ensuring teachers had the time to and had the resources to plan effectively within the framework of PBL and linked learning. The funds allocated for teacher planning and professional learning were spent as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue to allocate Title 1 funds for teacher planning time and professional learning. We will ensure all teachers are PBL trained while strategically targeting specific teachers whose needs surfaced as a result of data analysis.

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

1 SSC:

One parent was interested in how we scored in relation to the district and state in mathematics. There was discussion of each action and our plans for further teacher development.

2 ELAC:

We are not required to have an ELAC due to small numbers of EL students.

3 Staff:

- Connect with Parent University to support our work with non English speaking families
- How does D/F rate indicate a need for clarity of PBL and e-skills?
- School grading policies - balance of categories, redo content, content; no 0
- Need clarification of what is meant by "deep learning"
- School-wide goal of developing long and short term goals and identifying essential standards should be included in actions

Action 1

Title: Listening and Speaking in a PBL environment.

Action Details:

All students will participate in project-based learning. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning. Requirements of this learning will include working in grade level teams, pitching and presenting projects across content areas, and collaborating with community mentors. Listening and speaking standards will be used to teach students how to work collaboratively and productively with peers, staff, and community. Goals will be set based on ELPAC scores to support the growth of English Learners.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Interim assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Admin

Timeline:

Two times per year

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

SBAC interim blocks will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Admin

Timeline:

Quarterly

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

ELPAC scores will be used to track the growth of English Learners.

Owner(s):

Teachers
Admin

Timeline:

Scores reviewed yearly.

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

Tier 1:

All students will participate in project based learning that integrate opportunities to listen and speak. 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. Data will be used to determine the progress of our EL students.

Tier 3:

For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.

Specify enhanced services for EL students:

- Sentence frames will be used to scaffold communication and presentation skills (Section 1, Part 2 ELD)

Specify enhanced services for low-performing student groups:

One-to-one academic counseling for students on the D/F list.

Standards)

- Outlines will be developed to support the development of presentations (Meta-linguistic awareness and accuracy of production - ELD Standards)
- Dialogic discussion models will be used, such as Socratic seminars to scaffold productive discussion (Productive strand from ELD Standards)
- Several courses will be team taught, allowing teachers to provide additional supports for ELs and struggling students.

Explain the 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 Professional Learning related to this action:

- Departments will:
 - vertically articulate long-term goals for students - June '19
 - horizontally articulate long-term goals for students - June '19
 - horizontally articulate short-term learning goals for students - September '19
 - design summative assessments - October '19
- Teachers will:
 - design effective single and sequenced lessons that maintain a coherent focus aligned to the identified learning goal - December '19
- Teacher lead action research fall '19
- Staff collaboration to develop curriculum incorporating soft skills and entrepreneurial skills associated with listening and speaking standards fall/spring '19/20
- Revisit (and revise if necessary) graduate profile
- 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)
- Supplemental contracts will be provided to teachers to action research

Action 2

Title: Writing using entrepreneurial skills as learning tools.

Action Details:

The entrepreneurial skills are integrated into curriculum to teach students the purpose for writing and the audience they are writing for. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning. Goals will be set based on ELPAC scores to support the growth of English Learners.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

District interim assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Admin

Timeline:

Scores reviewed twice a year

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

SBAC interim block assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Admin

Timeline:

Quarterly

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

ELPAC scores will be used to set goals for English learners.

Owner(s):

Teachers
Admin

Timeline:

Yearly

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

Tier 1:

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.

Materials/Supplies needed for Learning Management system/support

Tier 2: Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in writing development. Data from these assessments will be used to track the progress of our EL students.

Tier 3:

For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.

Specify enhanced services for EL students:

- teachers will scaffold reading through vocabulary development (Section 1, Part I Section C and II Section A-ELD Standards)
- students will engage in discussion to make meaning of reading and writing (Section 1, Part 1, Section C - ELD Standards)
- scaffolds will be used to support reading comprehension and writing development (Section 1, Part II, Section A and C - ELD Standards)
- students will meet weekly with teachers to build skills and track progress

Specify enhanced services for low-performing student groups:

One-on-one academic counseling for students on the D/F list.

Explain the 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.
- 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.

Describe Professional Learning related to this action:

- 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 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

Action 3

Title: Reading within a PBL environment.

Action Details:

Through integrated project based learning students learn how texts from all genres are crafted for different purposes within different disciplines. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning. Goals will be set based on ELPAC scores to support the growth of English Learners.

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

Explain the Progress Monitoring and data used for this Action

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

ELPAC scores will be used to set goals for English language learners

Owner(s):

Teachers
Admin

Timeline:

Yearly

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

District interim assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Administration

Timeline:

Twice per year

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

SBAC interim block assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Administration

Timeline:

Quarterly

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

Tier 1:

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 reading. This will be accomplished in a variety of ways: close readings, rhetorical analysis, analysis of subject specific writing, reading across genres

Tier 2:

Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in reading development. Data from these assessments will be used to track the progress of our EL students.

Tier 3:

For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Teachers will scaffold reading through vocabulary development (Section 1, Part I Section C and II Section A - ELD Standards)

Academic tutoring for students who have a D/F in core content.
One-on-one academic counseling for students on the D/F list.

- Students will engage in discussion to make meaning of reading and writing (Section 1, Part 1, Section C - ELD Standards)
- Scaffolds will be used to support reading comprehension and writing development (Section 1, Part II, Section A and C - ELD Standards)
- Students will meet weekly with teachers to build skills and track progress

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

- All teachers will use the learning management system, telephone, email, and/or School Messenger to 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.

Describe Professional Learning related to this action:

- 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 reading that will 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 reading theory within their content area

Action 4

Title: Math within PBL using entrepreneurial skills to learn.

Action Details:

Project based learning and entrepreneurial skills are used as the foundation for application and acquisition of mathematical practices and content. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning.

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

District interim assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Admin

Timeline:

Twice per year

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

SBAC interim block assessments will be used to identify areas of strength and areas for growth for students as well as teaching practices.

Owner(s):

Teachers
Admin

Timeline:

Quarterly

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

ELPAC scores will be used to set goals and track the growth of English Learners

Owner(s):

Teachers

Admin

Timeline:

Scores reviewed yearly

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

Common formative assessments in Algebra 1. This is the only course taught by multiple teachers.

Owner(s):

Algebra 1 teachers

Admin

Timeline:

Within a unit of study

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

Tier 1:

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 to meet the needs of all levels of students.

Tier 2:

Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in math development.

Tier 3:

For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.

Specify enhanced services for EL students:

- teachers will scaffold vocabulary development of vocabulary associated with mathematics. ((Section 1, Part I Section C and II Section A- ELD Standards)
- students will engage in discussion to make meaning of mathematical practices (Section 1, Part 1, Section C - ELD Standards)
- students will meet regularly with teachers to build skills and track progress.

Specify enhanced services for low-performing student groups:

One-on-one academic counseling for students on the D/F list

After school peer tutoring

Explain the 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 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

Describe Professional Learning related to this action:

- 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
- 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
- Teachers will be given time to analyze SBAC, Interim, and site walk data.

Action 5

Title: D/F rate

Action Details:

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 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Students will keep an a-g completion logs to track their a-g eligibility

Owner(s):

Teachers
Counselor

Timeline:

1x/semester

Details: Explain the data which will specifically 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):

Teachers
ILT

Timeline:

Monthly

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

College and Career Readiness measures from the California School Dashboard will be used to identify trends in D/F rates, and to determine a plan of action - i.e., whole school professional learning or targeted intervention with individual/teacher teams

Owner(s):

Teachers
Administrators
Pathway Coordinator
Counselor

Timeline:

Quarterly

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

Tier 1:

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

Professional learning and action research on project-based learning and entrepreneurial learning

Technology maintenance/repair

Tier 2:

Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in reading development.

Tier 3:

For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.

Specify enhanced services for EL 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.
- Books for PL, specifically for learning around ELs

Explain the 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.

Specify enhanced services for low-performing student groups:

One-on-one academic counseling for students on the D/F list.

Describe Professional Learning related to this action:

- 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.
- Teachers will review and revise the observation protocol as needed.
- Substitute teachers will be provided for teachers who are engaged in off site PL

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project-based and entrepreneurial learning.	4,035.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional learning surrounding conflict management and teamwork.	100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product materials and supplies for student business groups.	2,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Learning management system support.	2,316.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding assessment.	100.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement. **NO FOOD, NO INCENTIVES**	678.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Supplemental reading materials	1,746.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Supplemental reading materials.	1,746.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Learning management system support.	2,316.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Learning management system support.	2,316.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Supplemental math materials.	1,746.00
G1A5	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers	4,688.00
G1A5	Sup & Conc	Instruction	Travel			: Professional learning on project-based and entrepreneurial learning.	10,000.00
G1A5	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repair	5,000.00
G1A5	LCFF: EL	Instruction	Bks & Ref			: Books for professional learning surrounding ELs.	381.00

\$41,984.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	44.313 %	60.246 %	2017-2018	67.246 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

The expected outcome for this metric was 44.3% Goal 2 Participation Rate. Data analysis revealed that our work-based learning experiences were not being counted due to a input error. We are working to correct the error. Given that all of our students are involved in some work-based learning experience, we believe our participation rate is closer to 100%.

All students are engaged in projects that require them to be involved with the school and community members. 9th grade students develop a passion project that requires them to identify stakeholders in the community, 10th graders intern with local businesses to build websites and develop marketing campaigns, 11th graders start their businesses and work closely with a mentor from the community, and 12th graders operate their business and continue to work with their mentors. In addition to these grade level anchor projects, all students are engaged in pitches or presentations that are demonstrations of learning of course content.

Additionally, Patiño students are involved in intramural sports for the first time. The specialty region formed a league where we compete against each other in Boys and Girls, basketball, volleyball, indoor soccer, dodgeball, and rock climbing.

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

Goal 2 Participation Rate

There is currently no disproportionality in subgroups for our participation rate data.

The expected outcome for this metric was 44.3% Goal 2 Participation Rate. Data analysis revealed that our work-based learning experiences were not being counted due to a input error. We are working to correct the error. Given that all of our students are involved in some work-based learning experience, we believe our participation rate is closer to 100%.

All students are engaged in projects that require them to be involved with the school and community members. 9th grade students develop a passion project that requires them to identify stakeholders in the community, 10th graders intern with local businesses to build websites and develop marketing campaigns, 11th graders start their businesses and work closely with a mentor from the community, and 12th graders operate their business and continue to work with their mentors. In addition to these grade level anchor projects, all students are engaged in pitches or presentations that are demonstrations of learning of course content.

Additionally, Patiño students are involved in intramural sports for the first time. The specialty region formed a league where we compete against each other in Boys and Girls, basketball, volleyball, indoor soccer, dodgeball, and rock climbing.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

\$11,000 was allocated to Goal 2 to expenditures, with \$2000 for sports uniforms, club initiation, and registration fees, \$7000 for transportation to lectures and community business events, and \$2000 for parent involvement. While we budgeted for transportation we did not need to use the allocated funds because CCR funded these trips. However, in the event that CCR is no longer able to pay for the costs associated with transportation to lecture and community business events we will continue to allocate the funds for this expense.

The funds allocated for sport uniforms etc. were spent as anticipated.

\$2000 was allocated to parent involvement, however we transferred that money to a line item that covers technology repairs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There will be no changes to goal, annual metrics, or actions to achieve this goal.

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

1 SSC:

SSC agreed that participation rates seemed low given the abundance of work-based learning experiences our students have.

2 ELAC:

We are not required to have an ELAC due to small numbers of EL students.

3 Staff:

- Arthrop needs to be funded
- We have students who participate in sports at their "home school." This affects our participation rates.
- Our participation in after school activities is impacted because many students are bussed and leave once the bus arrives.
- Participation rate seems low.
- 9th grade Human Geography by Design incorporates art and design principles.
- Need to specifically call out the ways students are involved in arts/athletics.

Action 1

Title: Real world application of learning.

Action Details:

Course content teachers will provide PBL Gold Standard Projects to engage all students in building communication/entrepreneurial skills necessary to collaborate and participate in larger school/community settings. 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 are involved in events that will connect the school with business partners within the community. A focus is on connecting students 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 situation. In addition, student are involved in intramural sports.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

MMP monthly events will be held to ensure all students are actively engaged in building communication/entrepreneurial skills necessary to collaborate and participate in larger school/community settings.

Owner(s):

Pathway Coordinator
Pathway Teachers

Timeline:

Monthly

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

Participation in sports data will be collected and analyzed to develop action plans to increase participation.

Owner(s):

Vice Principal
P.E. teacher
Campus Culture Director

Timeline:

Monthly

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

Mentor meeting data will be collected to ensure monthly meetings are held and that mentor and business teams are communicating regularly.

Owner(s):

Pathway Coordinator
Entrepreneurship Teachers

Timeline:

Monthly

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

Sophomore internship data will be collected to monitor the process to ensure students are engaging with their assigned business and developing themselves in a professional manner.

Owner(s):

Pathway Coordinator
WEB/OM Teachers

Timeline:

Monthly

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

Project Design Overview documents will be tuned to ensure alignment to PBL Gold Standard Essential Project Design Elements, and Project Based Teaching Practices.

Owner(s):

Teachers
Admin
Pathway Coordinator

Timeline:

Ongoing

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

Attendance at school dances, in clubs/ASB/Link Crew, Incubator sponsored events, after-school events will be analyzed to develop action plans to increase participation

Owner(s):

ASB Advisor
Campus Culture Director

Timeline:

Monthly

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

Tier 1:

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. Additionally, general announcements about opportunities are made on a regular basis.

Materials/supplies for student participation in Goal 2 activities and field trip opportunities

Tier 2:

Students are strategically placed in business teams so that they have supports in place to encourage participation and feel an increased sense of connectedness.

Tier 3:

In order to help students work through issues that are inherent to working in a team, one-on-one meetings are held.

Specify enhanced services for EL 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

Explain the 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 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.

Specify enhanced services for low-performing student groups:

Academic tutoring

One-on-one academic counseling

Describe Professional Learning related to this action:

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

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Sports uniforms, club initiation, and registration fees	2,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Trips to lectures and community business events.	7,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement	2,000.00

\$11,000.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		68.056 %	2017-2018	71.056 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

College/Career Readiness

Our course offerings ensure that all students have multiple opportunities to meet the criteria for College/Career Readiness. Now that the criteria has been shared, our staff can ensure that all students become College and Career ready.

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

College/Career Readiness

The California School Dashboard does not report out data on populations that are smaller than eleven students. Therefore, we have no data for the following student groups: African and Asian Americans, English language learners, White, socio-economically disadvantaged, and two or more races

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We budgeted \$5000 for CTE enrollment, however CCR paid for the costs associated with recruitment materials. We will continue to allocate the funds to CTE enrollment in the event that CCR grant funds are no longer available. However, the funds will be moved to Goal 4 Action 3.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

All former actions will be integrated into the College/Career Readiness action. This change can be found in the action items under Goal 3 Action 1.

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

1 SSC:

2 ELAC:

3 Staff:

The data and analysis was shared with the SSC and there was agreement about the discrepancy in the Linked Learning enrollment data.

We are not required to have an ELAC due to small numbers of EL students.

- Defense of Learning in the 12th grade is a real world application of learning.
- 9th grade passion project should be added to Action 1
- Staff had questions about new College and Career Readiness criteria
- A suggestion to use the Linked Learning work experience matrix created by CTE for examples of strong work-based learning experiences
- Embed parent involvement into our courses by creating a newsletter or webpage that parents can visit
- Linked Learning teams need to plan projects so that skills such as mood board and website creation can be taught in a sequence that enables students to complete their projects in other classes.
- We don't have an action for College/Career Readiness metric
- When and where are parent nights for tech happening?
- What happens to the excess funds that are not being spent?
- Reflecting on our first class of freshman provides us with an opportunity to refine our program.

Action 1

Title: Preparing students for college and career

Action Details:

Our approach to preparing students for college and career is through empowering students with critical thinking, problem solving, and collaborative processes through applied entrepreneurship. To that end, all of our courses are designed to integrate entrepreneurial skills and meet the standards identified within the CTE pathway. We have a variety of capstone courses to ensure the greatest success of college and career readiness standards. All students meet one-on-one with our academic counselor to ensure they are meeting a-g requirements and are on track to graduate.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

California School Dashboard will be monitored to track the progress of our students who are on track to meet college/career readiness indicators

Owner(s):

Counselor

Vice Principal

Principal

Timeline:

Monthly

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

Tier 1:

All students will participate in project-based learning that integrate opportunities to develop character and competencies. Students will work in grade level teams where they will be taught how to communicate and work cooperatively to accomplish tasks within the scope of linked learning. 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 2:

RTI involves small group instruction and strategic grouping so struggling students have a variety of supports.

Tier 3:

For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.

Specify enhanced services for EL 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

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

- Literature will be sent to parents communicating the importance 21st century competencies that integrate skills to leverage success within 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 tele-parent

Specify enhanced services for low-performing student groups:

Academic tutoring

One-on-one academic counseling

Describe Professional Learning related to this action:

- PBL/Linked Learning training for teachers
- Professional learning on new college/career standards
- Teachers will engage in action research concerning best practices to promote student engagement in a linked learning environment
- Linked Learning teams will collaborate to develop a sequence of learning to ensure skills are taught and learning before core courses require them to be applied (mood boards, websites, etc.)
- 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.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	96.577 %	94.526 %	2017-2018	95.526 %
Chronic Absenteeism	7.633 %	16.206 %	2017-2018	14.206 %
Suspensions Per 100	3.082 %	5.614 %	2017-2018	4.614 %
Student Survey - Included	71.885 %	56.957 %	2017-2018	63.957 %
Student Survey - Caring adult	72.649 %	61.135 %	2017-2018	68.135 %
Graduation Rate		100 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The expected outcome for this metric was 7.633%. We are currently at a 10.2% chronic absenteeism rate. Students are marked chronically absent if they miss 10 or more days of school. We currently have 29 students who meet that criteria, however 11 of those 29 students exceed the 10 day criteria. The issues for those 11 students vary and putting systems in place to support them remains an area for growth.

Suspensions Per 100

The outcome for this metric was 3.082%. We are currently at a 3.4% suspension rate. We believe our low suspension rate is due to site leadership implementing a peace making process to mediate student to student and student to teacher conflict, as well as issues that arise amongst business team members. This process has led to a decrease in repeated negative behaviors that often lead to suspension. In addition to implementing a peace making process, we now have regular visits from Interquest detection canines. While we continue to suspend for drug and alcohol offenses, we have had fewer incidents overall this year.

Student Survey - Caring adult

The expected outcome for this metric was 72% of students would feel that there is an adult who really cares about them. The 2017-18 data showed that 61% of students felt there was an adult who really cares about them. While we are successful in creating a student centered learning environment, special attention will need to be paid to this metric as the school grows in numbers.

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

Chronic Absenteeism

we do not see disproportionality within this metric

Suspensions Per 100

we do not see disproportionality within this metric

Student Survey - Caring adult

we do not see disproportionality within this metric

Student Survey - Included

we do not see disproportionality within this metric

ADA Attendance

we do not see disproportionality within this metric

Graduation Rate

We are meeting the target goal of 100% graduation rate.

Student Survey - Included

The expected outcome for this metric was 71% of students feeling included. 2017-18 survey data showed that 57% of students felt included. The data analysis showed that there was a larger number of students who responded that they neither agreed or disagreed with the statement, "I feel like I am part of this school" in 2017-18 than in 2016-17, with about the same number of students responding they strongly agree and agree to that statement. While we are successful in creating a student centered classroom, special attention will need to be paid to this metric as the school grows in numbers.

ADA Attendance

The expected outcome for this metric is 96.57% ADA. We are currently at 95.81% ADA. We continue to create a successful project based learning environment, benefit from student choice and growing parent involvement, as well as an ability to provide transportation from each region.

Graduation Rate

This is a new metric, however we are currently meeting our target goal of 100% graduation rate.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

\$17,098 was allocated to Goal 4 to expenditures, with \$400 for books for professional development, \$5000 for conferences, training and workshops for teachers, \$2929 for substitute teachers to pay for teachers attending conferences/training/workshops, \$3592 for professional learning and action research on project-based learning, \$1177 for parent involvement, and \$4000 for classroom materials and supplies.

With the exception of the funds allocated for parent involvement all funds were spent as intended. We continue to look for ways to effectively engage our parent community.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There will be no changes to the metrics or actions in this goal.

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

1 SSC:

no feedback

2 ELAC:

We are not required to have an ELAC due to small numbers of EL students.

3 Staff:

- School-wide behavior vision needs to be communicated frequently and consistently
- Is there a system to support chronically absent students?
- Restructure disorientation and reorientation
- Improve school culture in classroom

- Increased population could be leading to increased chronic absenteeism
- Is Safe and Civil school training available to teachers?
- Train parents how to monitor student academics and behavior
- How can advisory be used for students who use it to take Spanish?
- Is feeling included based only on what happens in the classroom?

Action 1

Title: Chronic Absenteeism

Action Details:

Develop a system to track chronic absenteeism so that we can intervene in an appropriate time and timely manner.

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

Explain the Progress Monitoring and data used for this Action

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

Power BI will be used identify trends in attendance data and to track the chronic absenteeism rates.

Owner(s):

Vice Principal
Attendance Secretary

Timeline:

Weekly

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

Atlas will be used to run attendance rate reports for target students

Owner(s):

Admin
Attendance Secretary

Timeline:

Weekly

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

Tier 1:

Students will be supported both academically and socially/emotionally as a result of staff creating and communicating shared expectations for academic achievement and behavior. 11th and 12th grade students will receive additional guidance during their daily advisory period. Progress of 9th and 10th graders will be monitored by the academic counselor. 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.

Tier 2:

Student attendance will be monitored and meetings will be held with students who are not attending regularly

Tier 3:

Additional meetings between parents, student, and administrator

Creation of plan to support student and provide resources

Referral to DPI.

Specify enhanced services for EL 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

Explain the 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

Specify enhanced services for low-performing student groups:

Academic and social emotional counseling for students who are identified through attendance meetings.

Describe Professional Learning related to this action:

- 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
- Utilization of book studies for intervention PL and Teamwork

Action 2

Title: Suspension Rate

Action Details:

Continue to implement a positive approach to discipline that incorporates restorative practices. Identify trends that lead to suspensions and develop an action plan to address specific repeated behaviors that lead to suspension.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Power BI will be used to track misbehavior data to determine school-wide trends in behavior.

Owner(s):

Admin

Timeline:

Weekly

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

Tier 1:

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. Regular meetings with community mentors will support and build a positive student centered environment focused on academic and behavioral success.

Tier 2:

Use of alternative methods of discipline; student chat, parent meeting, teacher to student conflict mediation, student to student conflict mediation, referral to social worker.

Tier 3:

Create an individual plan to support student need. Check ins with students who have been previously suspended.

Supplemental contracts for teachers for project based and entrepreneurial learning

Specify enhanced services for EL 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

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

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

Specify enhanced services for low-performing student groups:

Academic and social emotional counseling

Describe Professional Learning related to this action:

- Staff will continue to learn about pyramid of behavior interventions and restorative practices
- 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
- 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
- Staff training on restorative practices such as affective listening and conflict resolution.

Action 3

Title: Developing a positive student-centered environment

Action Details:

All curriculum, instruction, classroom, 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. This work will begin with a period of "disorientation" at the beginning of the year and "re-orientation" mid-year, in which students are acclimated to an entrepreneurial student-centered environment. Students and staff will use SEL survey data to design events centered on improving students' feeling of connectedness to school. This action is designed to connect both incoming and current students.

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

Explain the Progress Monitoring and data used for this Action

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

Course curriculum developed to encourage a student centered environment

Owner(s):

Teachers

Admin

Timeline:

Ongoing

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

Responses from disorientation feedback surveys will be collected and analyzed to measure the impact of disorientation.

Owner(s):

Teachers
Admin

Timeline:

Yearly

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

Responses from reorientation feedback surveys will be collected and analyzed to measure the impact of reorientation.

Owner(s):

Teachers
Admin

Timeline:

Yearly

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

IPG Tenet 1 data will be collected to measure the culture of learning within the classroom

IPG Tenet 3 data will be collected to determine the degree to which students are doing the thinking in the classroom.

Owner(s):

Teachers
Admin

Timeline:

Monthly

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

Staff check in/meetings with struggling/disconnected students

Owner(s):

Teachers
Admin
Counselors

Timeline:

Ongoing

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

Feedback forms created in community leadership course designed to determine whether students feel connected/cared for

Owner(s):

Students
Teachers
Campus Culture Director

Timeline:

Monthly

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

Data on how many students apply and accept placement and how many students we retain over the summer.

Owner(s):

Registrar
Vice Principal
Principal
Counselor
Attendance Secretary

Timeline:

August 2019 - August 2020

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

Retention rates for current students

Owner(s):

Registrar
Principal
Vice Principal
Counselor

Timeline:

Monthly

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

Tier 1:

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. All students participate in a school-wide disorientation and reorientation where they are introduced and reoriented to the entrepreneurial skills and learn how they can leverage them in an academic setting. All students will be known well by at least one adult. Teachers will be paid supplemental contracts for additional work days so that they can be trained in instructional methods designed to support PBL and disorientation planning.

Materials and supplies for all students - CTE enrollment

Tier 2:

All stakeholders are informed of students who are struggling so that plans can be developed to support their social/emotional growth.

Tier 3:

Referrals to social worker can be made to individuals who need more support.

Specify enhanced services for EL 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

Specify enhanced services for low-performing student groups:

Academic and social emotional counseling

Explain the 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 Professional Learning related to this action:

- 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 develop an action orientation
- Books for staff PL - Mindfulness and conflict management
- Off site training/conferences including travel and other fees
- Substitute teachers for teachers to support PL/Planning

Action 4

Title: Creating an environment that connects and motivates kids; ADA

Action Details:

Develop processes (site and classroom) that provide a positive, safe, academically challenging, and personalized environment within which students can succeed. Ensure site/teachers focus on ways to increase engagement and

personalization with students and families that can affect attendance rates: family involvement, culturally responsive culture, smaller learning community structures, mentoring, advisory programs, maximization and focus on learning time and service learning/real world action.

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

Explain the Progress Monitoring and data used for this Action

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

Power BI data will be used to identify trends in attendance data and to track our ADA rates.

Owner(s):

Admin
Attendance Secretary

Timeline:

Weekly

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

Tier 1:

Students will be supported both academically and socially/emotionally as a result of staff creating and communicating shared expectations for academic achievement and behavior. 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.

Provide needed materials and supplies

Tier 2:

Student attendance will be monitored and meetings will be held with students who are not attending regularly

Tier 3:

Additional meetings between parents, student, and administrator

Creation of plan to support student and provide resources

Referral to DPI.

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

Academic and social emotional counseling

Explain the 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 Professional Learning related to this action:

- 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

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding intervention	100.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding teams	101.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement	1,177.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding mindfulness and conflict management	200.00
G4A2	Sup & Conc	Instruction	Travel			: COnferences and workshops for teachers	5,000.00
G4A3	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project-based and entrepreneurial learning.	4,035.00
G4A3	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project-based learning and entrepreneurial learning	3,591.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: Classroom materials and supplies/equipment	4,000.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: Recruitment materials	5,000.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: P.E. Uniforms	5,000.00

\$28,204.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0127 Patino High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project-based and entrepreneurial learning.	4,035.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional learning surrounding conflict management and teamwork.	100.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product materials and supplies for student business groups.	2,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Learning management system support.	2,316.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding assessment.	100.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement. **NO FOOD, NO INCENTIVES**	678.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Supplemental reading materials	1,746.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Supplemental reading materials.	1,746.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Learning management system support.	2,316.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Learning management system support.	2,316.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Supplemental math materials.	1,746.00
G1A5	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers	4,688.00
G1A5	Sup & Conc	Instruction	Travel			: Professional learning on project-based and entrepreneurial learning.	10,000.00
G1A5	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repair	5,000.00
G1A5	LCFF: EL	Instruction	Bks & Ref			: Books for professional learning surrounding ELs.	381.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Sports uniforms, club initiation, and registration fees	2,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Trips to lectures and community business events.	7,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement	2,000.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding intervention	100.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding teams	101.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement	1,177.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			: Books for professional development surrounding mindfulness and conflict management	200.00
G4A2	Sup & Conc	Instruction	Travel			: COnferences and workshops for teachers	5,000.00
G4A3	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project-based and entrepreneurial learning.	4,035.00
G4A3	Title 1 Basic	Instruction	Teacher-Supp			Professional learning and action research on project-based learning and entrepreneurial learning	3,591.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: Classroom materials and supplies/equipment	4,000.00
G4A3		Instruction	Mat & Supp				5,000.00

G4A3	Sup & Conc	Instruction	Mat & Supp	: Recruitment materials	5,000.00
G4A3	Sup & Conc	Instruction	Mat & Supp	: P.E. Unforms	5,000.00

\$81,188.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,628.00
Sup & Conc	7090	\$63,179.00
LCFF: EL	7091	\$381.00
Grand Total		\$81,188.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$41,984.00
G2 - All students will engage in arts, activities, and athletics	\$11,000.00
G4 - All students will stay in school on target to graduate	\$28,204.00
Grand Total	\$81,188.00