

Patino School of Entrepreneurship

10621660132134

Principal's Name: Blair Eliason

Principal's Signature:

A handwritten signature in blue ink that reads "Blair Eliason". The signature is written in a cursive, flowing style.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Blair Eliason	X				
2. Chairperson – Katarina Haar					X
3. Vice Chairperson – Leah Herrera			X		
4. Dario Rodriguez		X			
5. Karren Rector		X			
6. Vang Yang		X			
7. James Harris				X	
8. Timothy Whittington				X	
9. Mary Kingsley				X	
10. Ashley Yang					X
11. Larissa Guajardo					X
12. Christopher Huerta					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: Patino School of Entrepreneurship			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Blair Eliason	<i>Blair Eliason Sagardia</i>	4/22/20
SSC Chairperson	Katatina Haar	X <hr style="width: 100%; border: 0.5px solid black;"/> Katarina Haar	

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

Required Signatures

School Name: Patino School of Entrepreneurship			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Blair Eliason	X _____ Blair Sagardia	
SSC Chairperson	Katarina Haar	X  _____ Katarina Haar	4/29/20

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 2020/21

Patino - 0127

ON-SITE ALLOCATION

3010	Title I	\$15,480 *
7090	LCFF Supplemental & Concentration	\$58,575
7091	LCFF for English Learners	\$381
TOTAL 2020/21 ON-SITE ALLOCATION		\$74,436

* 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	\$516
Remaining Title I funds are at the discretion of the School Site Council	\$14,964
Total Title I Allocation	\$15,480

Patino Entrepreneurship High 2020-2021 - 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)	77.455 %	65.079 %	2018-2019	72.079 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.227 %	45.161 %	2018-2019	52.161 %
One D or F on Any Report Card (grades 2-12)	54.832 %	70.199 %	2018-2019	63.199 %

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: All students are involved in project based learning. Students are engaged in a variety of tasks that require them to use listening and speaking such as, academic discussion, conferencing with teachers, feedback loops, small group discussion, pitching, guest speakers, reflecting, presentations, verbal share outs, inicio diario, socratic seminar, and interviewing.

Action 2: The entrepreneurial skills were chosen as tools for deep learning. Across grade levels and content students are engaged in a variety of activities that enable them to work towards mastery of writing standards such as writing, blogs entries, shorts answer responses, research essays, narratives, social media copy, reflections and feedback, literary analysis, designing material for pitches, written arguments, written explanations describing their mathematical learning and thinking.

Action 3: Students across grade levels are participating in interdisciplinary projects. Students are engaged in a variety of activities such as, SQ3R for informational text, summarization, paraphrasing, Soapstone, bias, argument analysis, evaluate analysis, RAVEN, Rhetorical Triangle, Double Entry Journals, Plot Diagram, and Reading groups/Literature circles.

While we did not meet our 2018-19 goal of 77.46% of students meeting or exceeding the standard, department teams have implemented lesson study which has provided an opportunity for teachers to engage in cycles of continuous improvement. We believe this will be a structure that puts analysis of

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)

There is no data reported for students who are in special education, who are English language learners, or who are designated as homeless. The sample size for the student groups made up of different ethnicities is too small to draw any conclusions from the data.

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

There is no data reported for students who are in special education, who are English language learners, or who are designated as homeless or foster youth. The sample size for the student groups made up of different ethnicities is too small to draw any conclusions from the data.

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

The sample size for student groups such as African American, Asian, Other, students identified as foster or homeless youth, in special education, or English language learners student groups is too small to draw any conclusions from the data. Students who identified as White are 19.5% of the total student population, with 66.1% of those students having one D or F on any report card. Students who identified as Hispanic are 64.9% of the total student population, with 76% of those students having one D or F on any report card. Factors contributing to these percentages needs to be determined.

instruction at the forefront and will improve student outcomes for all student groups.

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

Action 4:

45% of students met or exceeded the standard on the SBAC Math assessment. The target was exceeded by three percentage points. This improvement was due to a concentrated effort on the part of the math team to target students who needed a little extra support to meet or exceed the standard. In addition to this work students are engaged in a variety of activities that help to support engagement with the mathematical practices such as, Ethos/Logo/Pathos, Graphic Organizers - I.e. SOAPStone, RAVEN, Outlines, Argument Analysis, Argument Evaluation, Metacognition, SQ3R, Reading with a purpose, Feedback Loops, Graphing Data calculations, Data collection, Stoichiometry, Statistics and probability analysis, and Engineering practices, use of real-world problems (most of which are business-based), use of problem-solving template to assist students in solving complex problems, use of larger cumulative projects that demonstrate application of the mathematics learned to assess student learning.

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

At the end of the 2018-19 school year the D/F rate was 70.2%; this rate is much higher than anticipated. Students with one or more D or F on a report card is currently 56.5%, with the freshman having the highest D/F rate at 71.6%. Teachers indicate that freshman struggle to turn in assignments electronically and in hard copy. Further analysis of reasons for high D/F rates amongst freshman is a need. We believe a focus on connecting assignments to our graduate profile and content standards will help to decrease the D/F rate.

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 and resources to plan effectively within the framework PBL and linked learning.

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 as well as provide teachers with professional learning opportunities that are aligned to our goals as well as their requests.

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:

Site administration shared the needs assessment for Goal 1. There were a few questions clarified with regard to the D/F rates. Teachers on the SSC shared that the focus on Lesson Study enabled teachers to build better relationships.

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

Staff worked along side site administration to complete the needs assessment and identified professional learning opportunities that would support them to better implement the actions within Goal 1 such as AP Training, training in Kagen strategies, PBL training, NSTA or CSTA conferences, FCOE – Science developer offers updated NGSS PL, Vernier training, effective strategies and activities for interpersonal communication (California Language Teachers Association Conference), QFT, strategic use of digital media training, standards-based teaching and learning, time to create a menu of digital platforms students can use to create and become better at storytelling, time to mine High Tech High and Buck Institute resources, access to more science fiction literature to engage students into the concepts of science, and opportunities to think about how to support the mathematical thinking practices.

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:

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

ELA/Social Studies:

1. Rubrics from Presentations / Pitches
2. Feedback loops
3. Socratic Seminars Pre/Post Reflection
4. Academic Discussions
5. Student Conferencing

Owner(s):

1. Teachers / Dept. / Grade
2. Teachers / Dept. / Grade
3. Teachers / Dept.
4. Teachers / Dept. / Grade
5. Teachers / Dept. / Grade

Timeline:

1. After each project
2. Prior to completion of a project (approx. Quarterly)
3. Beg. To Middle of Project
4. Throughout projects
5. Beginning, middle and end of projects (check-ins)

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

Science:

1. Presentation of labs & Research based on rubric
2. Pitch of topic with research based on rubric

Owner(s):

1. Teachers

Timeline:

1. Bi-weekly
2. Bi-weekly

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

Entrepreneurship:

1. Pitch Rubric

Owner(s):

1. All grade level Entrepreneurship teachers

Timeline:

1. 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 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.

Specify enhanced services for low-performing student groups:

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

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:

- Teachers have requested further training such as
 - Kagan strategies
 - AP Training
 - QFT

- Buck Institute
- Strategic Use of Digital Media training
- Time to create a menu of digital platforms students can use to create and become better at storytelling

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. The requirements for learning will include ideating, gathering information, organizing ideas, storytelling, providing feedback, and reflecting. Writing standards will be used to teach text types and purposes, production and distribution of writing, research to build and present knowledge, and produce a range of writing. 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

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

Owner(s):

Teachers
Admin

Timeline:

Yearly

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

ELA/SS:

1. Write-Ups
2. Outlines/Scripts for presentations
3. Blogs
4. Essays
5. Social Media/Business Content or Copy
6. Journals / Notebooks

Owner(s):

1. Teacher/DEPT
2. Teacher/DEPT
3. Teacher/Grade
4. Teachers/DEPT / Grade
5. Teachers/Grade
6. Teachers / Dept. / Grade

Timeline:

1. For each unit/project
2. After project/pitch/Quarterly
3. Quarterly
4. Monthly / Quarterly
5. Quarterly
6. Within a unit/project

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

Science:

1. Claim, Evidence, & Reasoning (CER) based on rubric
2. Background research: lab reports and projects
3. Labs: pre-lab, data collection and analysis

Owner(s):

1. Teachers
2. Teachers
3. Teachers

Timeline:

1. Bi-weekly
2. Bi-weekly
3. Bi-weekly

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

Entrepreneurship:

1. 9th Grade: -Written reflections on particular phases/tasks/objectives/milestones within the 9th grade defense project known as the Passion Project.
2. 10th Grade – Written correspondence using Asana Project Management.
3. 11th/12th Grade - Student created brochures, flyers, and online ad content.

Owner(s):

1. 9th grade teachers
2. 10th grade teachers
3. 11th/12th grade teachers

Timeline:

1. For each unit/project
2. For each unit/project
3. For each unit/project

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
- Teachers would like additional training in Standards-based learning, PBL, and would like to attend AP Lang/Comp and Seminar training.

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. Reading standards will be used to teach students how to identify key ideas and details, analyze craft and structure, and integrate knowledge and ideas. Students will read often across content areas and grade levels. 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](#)

ELA/Social Studies:

1. Reading Journal
2. Annotated Bibs
3. SOAPStone Graphic Organizer
4. SQ3R
5. I-Ready

[Owner\(s\):](#)

1. Teacher/Dept
2. Teacher/Dept
3. Teacher / Dept.
4. Teacher / Dept.
5. Teacher/DEPT/ILT

[Timeline:](#)

1. After completion of the novel
2. After the unit/project
3. At the beginning of the unit/project
4. Throughout a unit/project
5. Semester

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Science:

1. Background research: labs & projects
2. Scientific Informational Text: vocabulary building

[Owner\(s\):](#)

1. Teachers
2. Teachers

[Timeline:](#)

1. Bi-weekly
2. Bi-weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Entrepreneurship:

1. Mnd maps are being used to foster academic language and understanding of content

[Owner\(s\):](#)

1. All grade level teachers

[Timeline:](#)

1. For each unit/project

[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:

- 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

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.

Specify enhanced services for low-performing student groups:

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

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 and lesson study specific to reading theory within their content area.
- Teachers have also requested to attend AP Seminar Institute
- Provide teachers with additional Scrum Board and Asana training

Action 4

Title: Math within PBL using entrepreneurial skills to learn.

Action Details:

Mathematical practices and entrepreneurial skills are used as tools to learn and apply content. This focus was chosen because it supports students to become problem solvers, risk takers, and adaptive 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

Math:

1. Lesson Study focused on problem-solving and department created problem-solving template. Student work with problem solving template will demonstrate the degree to which students are able to make sense of a problem and persevere in solving them.
2. iReady diagnostic student growth data (measured 3 times during school year) will show students ability to reason abstractly and quantitatively.
3. Teacher created chapter/unit tests will show students' ability to reason abstractly and quantitatively and to attend to precision.
4. Student work on teacher-created unit projects will demonstrate the students' ability to model with mathematics, reason abstractly and quantitatively, and to construct viable arguments.
5. SBAC interim assessment (ICA) used mid-year with 11th graders. SBAC interim block assessments (IAB) used during quarter 3 with 11th graders.

Owner(s):

1. Math Department Teachers
2. Math Department Teachers, ILT, Admin
3. Math Department Teachers
4. Math Department Teachers
5. 11th grade Math Teachers

Timeline:

1. Quarterly
2. Quarters 1 – 3
3. Every 2 – 3 Weeks
4. Every 2 – 3 Weeks
5. 3rd Quarter Only

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

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.

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

- 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 engage in action research specific to their content area
 - Teachers will be given time to analyze data from iReady, IAB, and site development assessments.

2020-2021 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-Subs			Substitute teachers for teachers attending professional learning.	3,489.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 15 teachers x 16 hours/teachers x 39.20/day	11,475.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for teachers attending professional development	5,061.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product materials and supplies for student groups	3,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences and workshops for teachers	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repair	2,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Books for professional learning surrounding students who are English Learners.	381.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for Parent Involvement. ***NO FOOD, NO INCENTIVES***	516.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A2	Sup & Conc	Instruction	Travel			: Conferences and workshops for teachers	7,500.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A3	Sup & Conc	Instruction	Travel			: Conferences and workshops for teachers	7,500.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A4	Sup & Conc	Instruction	Travel			: Conferences and workshops for teachers	7,500.00

\$65,186.00

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	67.246 %	49.606 %	2018-2019	56.606 %

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 target for this metric 67.25%. Data analysis shows that our Freshman work-based learning experience was not counted last year, and cannot be counted until the end of the year as that is when their presentations to community members is given. This highlights a need for a work-based learning experience for Freshman earlier in the year. Given that all of our students are involved in some work-based learning experience, our participation rate is closer to 100%.

All students are engaged in the following projects that require them to be involved with the school and community members, but that aren't counted towards our Goal 2 Participation Rates. 9th grade students develop a passion project that requires them to identify stake holders in the community. 10th graders intern with a local business to build websites and develop their marketing campaign. 11th graders work closely with a community member mentor to develop their business idea and prepare to pitch their product, or service to a panel of investors. 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.

Another contributing factor may be that the only teachers who are required to input goal 2 activities for clubs, sports, and arts activities into the tracking tool are those who have a contract. We have many school clubs, and intramural sports that students participate in that could be counted towards our participation rates, but are not. We have asked teachers who have clubs or who are coaches, but who aren't getting paid to lead those activities, to take roll so that we can enter the club attendance so that our goal two participation rates can be more reflective of actual participation.

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.

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 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 had to move \$4000 of those funds to pay for consultant technology contracts. So far we have not had to use the transportation funds in this budget because CCR funded our 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 sports uniforms etc. were spent as anticipated.

\$2000 was allocated to parent involvement, however we transferred that money to a line item to pay for technology contracts.

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 this goal, metric, 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:

The parent representative suggested we make some projections of what our data would be if we counted all of our student participation in arts, sports, and activities.

2 ELAC:

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

3 Staff:

Staff agreed to take roll at meetings and submit those roll sheets to office so that participation can be recorded in the engagement tool. Teachers will also take roll for after school tutoring.

Most recently staff participated in Breaking Down the Walls and we will screen the movie Listen next year to support the development of positive relationships on campus.

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

Aspring MMP 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:

Spring 2021

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

Asana will be utilized to track mentor meetings. Data from meetings 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.
- Teachers will attend PBL training
- Teachers will attend Breaking Down the Walls bi-annually
- Teachers will watch the movie Listen and participate related PL bi-annually

2020-2021 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	1,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Trips to lectures to community business events.	3,125.00

\$4,125.00

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	71.056 %	64.286 %	2018-2019	67.286 %

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 2019-20 College/Career Readiness data shows we are on track to exceed our target goal. Currently 89% of our senior class can be classified as Prepared for College and Career. One contributing factor is as juniors our seniors took and passed more Capstone courses than last year's seniors, giving them an advantage as they entered their senior year. Another factor contributing to our high College/Career Readiness metric for the 2019-20 school year is our counselor raised awareness around what it means to successfully complete our Entrepreneurship Pathway, thus more students are enrolling in Capstone course in their junior and senior year.

The 2018-19 College/Career Readiness metric was negatively impacted by low a-g completion rates. When students receive a D or F in a course needed for a-g completion students are signed up for summer school or night school (for students older than 16) in an effort to improve the grade, however some students are choosing not to attend unless the grade is an F and needed for graduation. Additionally, some students did not pass their senior Capstone courses which are needed for successful completion of our Pathway, but are electives and not required for graduation, or were enrolled in elective courses that were not Capstone courses. The analysis highlights a need for earlier intervention with regard to D's and F's in particular in the 9th grade as that is where there is the highest levels of one D or F on the report card. Additionally this data highlights the need for an on campus credit recovery option so students do not opt out due to transportation issues.

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

College/Career Readiness

There is no disproportionality in this data.

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

We did not allocate any funds to this goal.

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 of 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:

The data and analysis was shared with the SSC and they agreed that the high rates of students with a D or an F on their report card is an area that contributes to fewer students obtaining College/Career Readiness status. They also agreed this is an area we need to address. A teacher member of the SSC reported that he uses his advisory period to ensure that students are completing their assignments and thus maintaining passing grades.

2 ELAC:

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

3 Staff:

A teachers of seniors highlighted the need for an on campus credit recovery option so that students are more likely to attend.

A need for more data analysis of D/F list for early intervention.

Teachers wondered what opportunities there are in the school year, perhaps during dis-orientation, to support incoming freshman. For example, using that time to teach students how to turn in assignments electronically through our online learning management system.

The senior Entrepreneurship teacher noted low motivation in his Capstone course among students whose businesses weren't funded.

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):

ILT
Counselor

Timeline:

Monthly

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

a-g completion rates for all grade levels

Owner(s):

ILT
Counselor

Timeline:

Monthly

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

Capstone enrollment and completion rates for Juniors

Owner(s):

ILT
Counselor

Timeline:

2x per quarter

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

ELA/Math SBAC scores

Owner(s):

ILT
Counselor

Timeline:

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 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

Specify enhanced services for low-performing student groups:

- Academic tutoring
- One-on-one academic counseling

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

- Literature will be sent to parents communicating the importance of 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,

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

email, and/or tele-parent

- 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.
- CTE teachers will attend Incubator and Accelerator Summer Summit
- Teachers will attend PL on standards-based learning teaching practices, and equity and grading.

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
Chronic Absenteeism	14.206 %	12.238 %	2018-2019	10.238 %
Suspensions Per 100	4.614 %	4.088 %	2018-2019	3.088 %
Student Survey - Included	63.957 %	44.664 %	2018-2019	51.664 %
Student Survey - Caring adult	68.135 %	47.222 %	2018-2019	54.222 %
Graduation Rate	100 %	92.925 %	2018-2019	93.925 %

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 14.206% as of April 2019. We are currently at a 12.24% chronic absenteeism rate. Our attendance clerk reports this is primarily due to Parent Request absences which are not excused.

Graduation Rate

The target for this metric was 100% as of April 2019. Our graduation rate was 92.93% for the 2018-19 school year. We began the 2018-19 school year with 70 students. Five students left Patino during the 2018-19 school year; 100% of the remaining 65 students graduated from Patino.

Suspensions Per 100

The target for this metric was 4.614% as of April 2019. We are currently at a 4.09% suspension rate. While a total of 13 students have been suspended, there were only 9 distinct incidents. Additionally there were no repeat suspensions amongst those that were suspended. We believe our low suspension rate is due to teachers building positive relationships with students and 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.

Student Survey - Caring adult

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

Chronic Absenteeism

We do not see any proportionality in this data.

Graduation Rate

We do not see any proportionality in this data.

Suspensions Per 100

We do not see any proportionality in this data.

Student Survey - Caring adult

We do not see any proportionality in this data.

Student Survey - Included

We do not see any proportionality in this data.

The target for this metric was 54.2% as of April 2019. On our spring 2018-19 CC-SEL survey data 47% of our students responded favorably to the statement, There is an adult in my school who really cares about me. The target for this metric was exceeded for the 2019-20 school year. On the spring 2019-20 CC-SEL survey 59% of our students responded favorably to the statement, There is an teacher or some other adult at my school who cares about me. Overall the Sense of Belonging domain showed the greatest increase from the previous year.

Student Survey - Included

The target for this metric was 51.63% as of April 2019. On our spring 2018-19 CC-SEL survey data 45% of our students responded favorably to the statement, I feel like I am part of this school. The target for this metric was exceeded for the 2019-20 school year. On the spring 2019-20 CC-SEL survey 48% of our students responded favorably to the statement, I feel like I am part of this school. Overall the Sense of Belonging domain showed the greatest increase from the previous year.

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

\$28,204 was allocated to Goal 4 expenditures, with \$401 for books for professional development, \$5000 for conferences, training and workshops for teachers, \$7626 for supplemental contracts for professional learning and action research on project-based and entrepreneurial learning, \$1177 for parent involvement, \$4000 for classroom materials and supplies, \$5000 for recruitment materials, and \$5000 for P.E. uniforms.

With the exception of \$3000 pulled from recruitment materials and \$2000 pulled from P.E. uniforms to pay for technology contracts, the funds 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 have consolidated all actions into the action that was previously Action 3. All funds allocated for this goal will be used to support the development of a student-centered environment.

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 was in agreement that all actions in this goal could be consolidated into Action 3.

2 ELAC:

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

3 Staff:

Staff wondered how CC-SEL Pulse survey data could also be used by staff to design events to foster a sense of belonging.

Action 1

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:	<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

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

Data from Pulse Surveys will be used by community leadership students as a basis to design unique solutions that address student perceptions about campus culture and climate. Staff will also use survey data to design events.

Owner(s):

Students
Teachers
Campus Culture Director

Timeline:

Mid year

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 2020 - August 2021

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. Topics to include Grading for Equity, Project Based Teaching and Learning, SEL,

Differentiation, Leading Effective Math Discussions.

- Off site training/conferences including travel and other fees
- Substitute teachers for teachers to support PL/Planning

2020-2021 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	Sup & Conc	Instruction	Bks & Ref			: Books for professional learning surrounding differentiation	1,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Recruitment materials	3,125.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: P.E. Uniforms	1,000.00

\$5,125.00

2020-2021 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-Subs			Substitute teachers for teachers attending professional learning.	3,489.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 15 teachers x 16 hours/teachers x 39.20/day	11,475.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for teachers attending professional development	5,061.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product materials and supplies for student groups	3,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences and workshops for teachers	7,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repair	2,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Books for professional learning surrounding students who are English Learners.	381.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for Parent Involvement. ***NO FOOD, NO INCENTIVES***	516.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A2	Sup & Conc	Instruction	Travel			: Conferences and workshops for teachers	7,500.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A3	Sup & Conc	Instruction	Travel			: Conferences and workshops for teachers	7,500.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	2,316.00
G1A4	Sup & Conc	Instruction	Travel			: Conferences and workshops for teachers	7,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Sports uniforms, club initiation, and registration fees	1,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Trips to lectures to community business events.	3,125.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: Books for professional learning surrounding differentiation	1,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Recruitment materials	3,125.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: P.E. Uniforms	1,000.00
Total							\$74,436.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$15,480.00
Sup & Conc	7090	\$58,575.00
LCFF: EL	7091	\$381.00
Grand Total		\$74,436.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$65,186.00
G2 - All students will engage in arts, activities, and athletics	\$4,125.00
G4 - All students will stay in school on target to graduate	\$5,125.00
Grand Total	\$74,436.00