

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: June 2, 2021

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



<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 Engagement 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 - Christopher Huerta					X
3. Karren Rector		X			
4. Vice Principal - Leah Herrera			X		
5. Vang Yang		X			
6. Dario Rodriguez		X			
7. Hanna-Grace Dean					X
8. James Harris				X	
9. Timothy Whittington				X	
10.					
11.					
12.					
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		3/25/21
SSC Chairperson	Christopher Huerta		3/25/21

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 2021/22

Patino - 0127

ON-SITE ALLOCATION

3010	Title I	\$20,832 *
7090	LCFF Supplemental & Concentration	\$69,890
7091	LCFF for English Learners	\$4,500
7099	School Opening Support <i>(New! One-time funds)</i>	\$4,820
TOTAL 2021/22 ON-SITE ALLOCATION		\$100,042

* 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	\$651
Remaining Title I funds are at the discretion of the School Site Council	\$20,181
Total Title I Allocation	\$20,832

Patino Entrepreneurship High 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		97.96 %	2019-2020	98.96 %
I-Ready ELAD1 On Level		26.32 %	2020-2021	26.32 %
I-Ready Math D1 On Level		22.22 %	2020-2021	22.22 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

4 Year Cohort Graduation Rate

Every student in our senior class graduated. The 4 year Cohort Graduation Rate tracks students who started at Patiño, but moved back to their comprehensive high school at some point in their time with us, so percentage of students reported under the 4 Year Cohort Graduation Rate is lower than our actual graduation rate. Our counselor works to ensure all students are on track to graduate. For the first time we offered a Winter Session credit recovery option and will have a spring credit recovery course for English and Social Studies. In past years the lack of a credit recovery option was one of the reasons why our students left our school as they had no way of recovering credit during the school year and day.

I-Ready ELAD1 On Level

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.

As a result of our investment in a range of professional development teachers have focused more on using rubrics to give feedback to students which supports students to drive their own learning by reflecting on

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

4 Year Cohort Graduation Rate

Every student in our senior class graduated. 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 because those student groups have fewer than eleven students.

I-Ready ELA D1 On Level

Students who are in special education, who are English language learners, or who are designated as homeless or foster youth are scoring similarly to students who are not in those groups. Additionally the sample size for each of the above mentioned groups is too small to draw any conclusions from the data.

I-Ready Math D1 On Level

Students who are in special education, who are English language learners, or who are designated as homeless or foster youth are scoring similarly to students who are not in those groups. Additionally the sample size for each of the above mentioned groups is too small to draw any conclusions from the data.

areas of strength and growth, improved clarity of learning by creating learning targets, increased their use of formative assessment tools such as Nearpod, Desmos, and Edpuzzle, embedded opportunities for students to share their learning with tech tools such as Flipgrid, Screen-o-matic, or OBS, and have modified grading policies to align with standards-based learning. Additionally, professional learning opportunities helped teachers stay connected to real world industry which helps them to develop relevant real-world content for students.

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.

As a result of our investment in a range of professional development, teachers are recognizing writing for a purpose and creating opportunities for students to engage in discipline specific writing pieces. For example, science teachers routinely have students complete CER's, entrepreneurship teachers are teaching students how to be intentional when writing for specific customer segmentation, and math teachers have focused on using tools such as Nearpod and Desmos to have students justify and write about their mathematical learning, allowing for real-time teacher feedback.

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.

As a result of our investment in professional learning one teacher spent more time looking at the credibility of digital sources. Students went through a mini-course that she learned about in the Jump-Start course and they came away with tools that they can use to check digital sources.

Teachers recognized that in an online environment students are more reliant on written instructions embedded in assignments and worked to clarify instructions and to include hyperlinks where possible. Entrepreneurship teachers recognized the need to read across disciplines to help students deepen their understanding their business model.

While only 26% of our students scored on grade level on the i-Ready Diagnostic 1. This data result must be considered in the context of distance learning, and is not a fair assessment of the innovative ways teachers have been implementing the actions.

I-Ready Math D1 On Level

All 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.

As a result of our investment in a range of professional development, students in geometry are using Desmos to interactively graph and draw on diagrams in order to analyze geometry problems. In statistics,

there is emphasis on online survey tools, data collection, analysis using technology such as spreadsheets and graphs, and summarizing using presentation tools such as slide decks, Flipgrid, or Screencast-o-matic. For the Statistics course, there is focus on using data from real-life contexts, preferably business-based as much as possible. Each unit moves from a review of background statistics to a culminating project using student voice and choice in generating the data and presentation mode. Our Algebra I and II teacher reports the Standards-based Learning in Action training has helped to better create rubrics for assessments and projects that guide both how students are graded and how feedback is given to students.

Overall 22% of the students who took Diagnostic 1 scored on grade level. This data result must be considered in the context of distance learning, and is not a fair assessment of the innovative ways teachers have been implementing the actions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

\$65,186 was allocated to Goal 1 Actions 1-4 expenditures. There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal. However, due to the pandemic we were able to get reduced rates for conference attendance. With the additional funds the SSC approved a contract with Wandeler Consulting and Training. He provided coaching to our 9th grade PLC, Entrepreneurship department, and Statistics teacher. The coaching support is still considered professional development so is still in alignment with the original intent for the funds. All other funds in Goal 1 were spent as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The district has recently adopted a new mission and vision and accompanying goals. Our actions under the former Goal 1 are in alignment with the new Goal 1, Improve academic performance at challenging levels, and will remain the same. The new metrics that are required for this Goal are i-Ready diagnostics which are administered three times per year. This metric gives us a information on how all of our students are performing, instead of just our Juniors who are required to take SBAC which was the metric we used to use for Goal 1. The district is also requiring schools to use the Cohort Graduation Rate as a metric for Goal 1.

One change in budget expenditures to meet this goal will be to ensure funds for supplemental contracts for teachers of credit recovery.

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:

Student SSC members find Canvas to be an effective tool for organizing their work, and communicating about their work with their teachers.

They also reported they value being taught by industry experts (Quiqlabs) and feel like the work they do goes beyond the classroom into mentorship.

Awonder - The seniors have had some entrepreneurial guest

2 ELAC:

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

3 Staff:

- Subscriptions for software products that enhance the PBL process or more creativity with website, slidedecks, digital media
- A request to have more planning days with their teacher teams
- Expand Uncharted Learning courses
- Continue allocating funds for workshops and conferences
- Continues funding for in person trips for students

speakers. How can we work with some of them to learn how they apply the math that we offer in their business contexts?

- Additions that would be beneficial for the students would be to have legal, insurance and accounting consultants for our student's businesses.
- The addition of minimum funding for student teams that didn't end up in the top 3 for their senior year in Accelerator.

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

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

English Language Learners on PowerBI

Owner(s):

Teachers

Admin

Timeline:

Scores reviewed yearly.

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

Entrepreneurship skills/graduate profile and Tenet 3 walkthrough data will be used to monitor the use of critical thinking skills

Owner(s):

Site Admin/ILT/Teachers

Timeline:

Weekly

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

IPG Tenet 2A and 2B data will be used to ensure students are learning grade level standards

Owner(s):

Site Admin/ILT/Teachers

Timeline:

Weekly

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
6. iReady diagnostic student growth data will be used to show progress in literacy standards
7. SBAC interim assessments will be used to show progress in grade level standards

Owner(s):

1. Teachers/Dept/Grade
2. Teachers/Dept/Grade
3. Teachers/Dept
4. Teachers/Dept/Grade
5. Teachers/Dept/Grade
6. Teachers/Dept/Grade
7. 11th grade Teachers

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)
6. Quarters 1-3
7. Once per semester

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:

Integrated ELD for access to the standard curriculum:

- 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)

Designated ELD for language development:

- Several courses will be team taught, allowing teachers to provide additional supports for ELs and struggling students.
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

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: 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

Entrepreneurship skills/graduate profile and Tenet 3 walkthrough data will be used to monitor the use of critical thinking skills

Owner(s):

Site Admin/Teachers/ILT

Timeline:

Weekly

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

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

English Language Learners on PowerBI

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
7. iReady diagnostic student growth data will be used to show progress in literacy standards
8. SBAC interim assessments will be used to show progress in grade level standards

Owner(s):

1. Teacher/DEPT
2. Teacher/DEPT
3. Teacher/Grade
4. Teachers/DEPT / Grade
5. Teachers/Grade
6. Teachers / Dept. / Grade
7. Teacher/Dept/Grade
8. 11th grade teachers

Timeline:

1. For each unit/project
2. After project/pitch/Quarterly
3. Quarterly
4. Monthly / Quarterly
5. Quarterly
6. Within a unit/project
7. Once per semester
8. Quarter 1-3

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:

Integrated ELD for access to the standard curriculum:

- 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)

Designated ELD for language development:

- students will meet weekly with teachers to build skills and track progress
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

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 will be used to show progress in literacy standards
6. SBAC interim assessments will be used to show progress in grade level standards

Owner(s):

1. Teacher/Dept
2. Teacher/Dept
3. Teacher / Dept.
4. Teacher / Dept.
5. Teacher/DEPT/ILT
6. 11th grade teachers

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. Quarters 1-3
6. Once per 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. Mind 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

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

Entrepreneurship skills/graduate profile and Tenet 3 walkthrough data will be used to monitor the use of critical thinking skills

Owner(s):

Site administrators/Teachers/ILT

Timeline:

Weekly

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

IPG data for Tenet 2A and 2B and 3 to ensure students are learning grade level standards

Owner(s):

Site administration/ILT/ Teachers

Timeline:

Weekly

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:

Integrated ELD for access to the standard curriculum:

- 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)

Designated ELD for language development:

- Students will meet weekly with teachers to build skills and track progress
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

Academic tutoring for students who have a D/F in core content.

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

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

Entrepreneurship skills/graduate profile and Tenet 3 walkthrough data will be used to monitor the use of critical thinking skills

Owner(s):

Site Admin/ILT/Teachers

Timeline:

Weekly

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

IPG data for Tenet 2A and 2B and 3 to ensure students are learning grade level standards

Owner(s):

Site Admin/ILT/Teachers

Timeline:

Weekly

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

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

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.
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute teachers for EL goal setting planning	531.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring EL's	3,471.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Consultant fees	14,970.00

\$24,080.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		89.8 %	2019-2020	92.8 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %
College/Career Readiness (Homeless)		0 %	2019-2020	3 %
College/Career Readiness (African American)		0 %	2019-2020	3 %
College/Career Readiness (Hispanic)		90 %	2019-2020	93 %
College/Career Readiness (White)		0 %	2019-2020	3 %
College/Career Readiness (English Learner)		0 %	2019-2020	3 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

In 2019-20 89.80% of our students were classified Prepared for College and Career. This exceeded the target of 67% Prepared for College and Career set for us by the district in last year's SPSA. In 2018-19, 64% of our students were classified as Prepared for College and Career. The majority of our students are acquiring Prepared classification as a result of CTE Pathway completion and a-g completion. For the past two years our counselor has raised awareness through presentations around what it means to successfully complete the Entrepreneurship Pathway and he closely monitors the a-g completion rates of our students. For the first time in the school's history we are offering credit recovery classes at our site. The absence of on campus credit recovery courses has in the past led some students to leave our school, which lowered our 4 Year Graduation Cohort rate and lowered our a-g completion rates for those who remained at our school.

Additionally, we have been designated a partner school by California Technical State University (Cal Poly). This designation gives our students an advantage when applying by receiving additional points for their Eligibility Index Score. We believe this will be further incentive for our students to stay on track to be college and career ready.

College/Career Readiness (African American)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track

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

College/Career Readiness

The dashboard does not provide enough data to make substantive comparisons.

College/Career Readiness (African American)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

College/Career Readiness (English Learner)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

College/Career Readiness (Hispanic)

There is no disproportionality in this data as Hispanic students made up the majority of the school demographic.

College/Career Readiness (Homeless)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

this data internally will need to be made.

College/Career Readiness (English Learner)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

College/Career Readiness (Hispanic)

Hispanic students are the largest demographic of our school

College/Career Readiness (Homeless)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

College/Career Readiness (White)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

Student-centered real world learning experience - Site Defined

100% of Patiño students will be engaged in the following projects that require them to be involved with the school and community members: (1) 9th grade students develop a passion project that requires them to identify stake holders in the community to solve a problem in the area of their passion, (2) 10th graders intern with a local business to build websites and develop their marketing campaign, (3) 11th graders work closely with a community member mentor to develop their business idea and prepare to pitch their product, or service idea to a panel of investors, (4) 12th graders operate their business, continue to work with their mentors, and prepare for an end of year investor showcase pitch. In addition to these grade level anchor projects, all students are engaged in pitches or presentations that are demonstrations of learning of course content.

College/Career Readiness (White)

The dashboard does not report out data for groups that are smaller than eleven students. An effort to track this data internally will need to be made.

Student-centered real world learning experience - Site Defined

Work placed learning experiences will used to measure this goal.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Last year College and Career Readiness metric measured Goal 3 - All students will demonstrate the character and competencies for workplace success. No funds were allocated to Goal 3. Real-world application of learning fell under Goal 2 Action 1. We allocated \$1000 for sports uniforms, club initiation and registration fees, and \$3125 for trips to community business events. Because we were unable to have sports or take trips, we transferred \$3125 to pay for a consultant contract. The money allocated for sports uniforms and club/registration fees is still in materials and supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

There are no proposed changes to the 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:

Use the mx curriculum from Uncharted Learning with the freshmen to give them a stronger foundation before they begin their internships and work to launch a business. Create more opportunities for underclassmen to work with upperclassmen. Continue to create opportunities to network virtually.

2 ELAC:

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

3 Staff:

Continue to include projects that involve our surrounding community. Expand our student experiences off campus with industry experts. This could mean future trips to Autodesk, IDEO etc.. Maybe one per grade level.

Applying content matter to real-world applications that are current and relevant to students.

Virtual Field Trips

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 MPP 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 2022

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
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

Academic tutoring

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

Action 2

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

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

Student Assessment Report - PowerBI to see individual student trends in ELA and Math.

Owner(s):

ILT/Site Admin

Timeline:

Once per semester

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-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product development	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Cloud service	10,000.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for pitch competitions. G2A1	1,173.00
G2A2	Sup & Conc	Instruction	Bks & Ref			Books for professional learning	2,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	1,000.00
G2A2	Sup & Conc	Instruction	Travel			: Pitch competition registration fees. G2A1	5,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			: Trips to pitch competition/business community events. G2A1	5,000.00

\$27,173.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		3.52 %	2020-2021	1.52 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Before school closure the expected outcome for this metric was 14.206%. As of 3/2021 we have a chronic absenteeism rate of 3.52%. In this current environment attendance is not the issue, rather engagement is the primary concern. Our teachers report many students log on, but are not participating at expected rates. Teachers continue to try and engage students and communicate with families about the impacts of low participation. When attendance meetings are held we work to understand the issues facing the student. In some cases, despite being taught how to log on to Canvas, some 9th graders are still struggling with the platform. We take the time during those meetings to show them how to log on, however this doesn't always result in the student engaging and submitting assignments or improved attendance. We also know in this environment some students are missing class because they are working to support their families. These same students historically have had good attendance.

Suspensions students with 1 or more

We have had no suspensions for the 2020-21 school year. Before school closure we were at a 4.09% suspension rate which was lower than the target set for us. We believe our low suspension rate is due to teachers building positive relationships with students, students mediating their own conflicts through processes learned in class, and implementing a peace making process to mediate student to student, student to teacher conflict, as well as issues that arise amongst business teams. This process has led to a decrease in repeated negative behaviors that often lead to suspension.

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

Chronic Absenteeism

We do not see any disproportionality in this data.

Suspensions students with 1 or more

We did not have any suspended students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Real-world application of learning fell under Goal 2 Action 1. We allocated \$1000 for sports uniforms, club initiation and registration fees, and \$3125 for trips to community business events. Because we were unable to have

sports or take trips, we transferred \$3125 to pay for a consultant contract. The money allocated for sports uniforms and club/registration fees is still in materials and supplies. Developing a student centered environment fell under Goal 4 Action 1. We allocated \$1000 for books for professional learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

There are no proposed changes to the 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:

Emphasize and invest more in clubs, after school activities, and field-trips.

Incentivize attendance

Continue to remind teachers (PI opportunities?) to keep the experience for the student in focus as they plan their lessons/units. Utilizing the scrum process in all grade levels will shift the learning environment from teacher-centered to student (team) centered. This autonomy will help increase the level of accountability and engagement for the student.

Possible summer bridge where students and families are introduced to technology we use on campus.

2 ELAC:

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

3 Staff:

Allow students to choose activities. For example ask for students' input in plan for disorientation.

I believe teachers are taking the best approaches to meet the needs of their students in taking class time to review, support and troubleshoot problems with technology and online digital platforms. Also, keeping in contact with students when they are missing class because of personal or technical issues.

Having a ninth grade team that plans projects together in a real PBL learning environment. Possible ninth grade team exposure to the D school training and time for teams to plan that is set aside specifically for PBL units to be developed.

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 2022

[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/QM 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
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

Academic tutoring

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

Action 2

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 2021 - August 2022

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

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Sports uniforms, P.E. uniforms, registration fees	2,000.00
G3A2	One-Time School	Instruction	Mat & Supp			: Opening of school materials	4,820.00

\$7,820.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		92.07 %	2019-2020	92.07 %
Staff Goal - Site Defined		0 %	2020-2021	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.

<p>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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Staff Goal - Site Defined</p> <p>All classroom teachers will engage with a formal process to select materials that reflect the diversity of our students and broaden our students perspectives on entrepreneurs in their academic discipline. DEI cultural competence Q.2 will be used to measure this goal. As of spring 2021 60% of our teachers are responded favorably to the question How often is having a formal selection process for materials that are inclusive a reality in your workplace?</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>A sense of belonging remains high among Patiño faculty and staff. 93% of those who responded to the 2020-21 Staff Climate and Culture Survey reported an overall sense of belonging. Feedback from the faculty suggests this is due to a highly collaborative environment as well as high levels of autonomy in decision making with regard to curriculum project choices. Patiño teachers are also provided with many professional learning opportunities that build the skill necessary to teach in an environment where innovation is required.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Staff Goal - Site Defined</p> <p>This is a new goal therefore no data is currently available</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>There is no disproportionality in this data</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal. Funds for professional development will continue to be allocated through Goal 1.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This a new goal. Actions and metric will be reviewed next spring.

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:

- Increased awareness at job fairs about Patiño and what Patiño is about. I didn't really know much about it before I transferred over.
- Recruitment: Advertise and promote our business model at Patiño and be clear about the benefits that our school has to offer. Retention: Continue to engage and provide new challenges to students as well as diverse programs, clubs, and activities to make students feel a part of the family here at Patiño.
- One way in which we can increase our retention is by creating informal leadership statuses where staff members are recognized.

2 ELAC:

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

3 Staff:

Continue to work collaboratively as staff so that all staff members voices are heard.

Finding ways to promote Patino more within the district through staff channels (district monthly newsletter - maybe spotlighting MYP pitches or some of the projects/teams the students are working on.

Highlight the emphasis on team teaching and PBL environment

Embed Entrepreneurial Mindset language into interview process and questions

Expand our search for staff beyond Fresno

Provide training and extra-curricular activities that involves all parties between staff, students, parents, and from the diverse communities.

Action 1

Title: Teacher Entrepreneurial Mindset

[Action Details:](#)

Patiño School of Entrepreneurship is a mission and vision driven school. Teachers come to teach at Patiño because they want to stretch themselves as teachers and because it is a place where students have opportunities to explore real world experiences. Site leadership strives to make Patiño an inviting place to work as we believe that inspires an entrepreneurial mindset. Being a teacher at Patiño requires innovation, creativity, risk-taking, being a problem solver and adaptive learner, collaboration, and self-awareness for relationship building. To ensure a sense of belonging among our diverse teaching staff site leadership will provide a variety of professional learning opportunities to teachers to build or maintain the agency required to teach at Patiño. Additionally cultural proficiency training will given to all staff. Feedback will be sought from the Instructional Leadership Team, School Site Council, and staff to ensure all stakeholders have input in decision making. In addition, site leadership will work with teachers to ensure a formal selection process for materials reflecting the diversity of our staff and students and situated in our graduate profile is implemented.

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

The Staff Climate and Culture Survey will be used to track progress on Cultural Competence and Sense of Belonging metrics.

Owner(s):

ILT
Site Leadership

Timeline:

Yearly

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

PLC notes will be used to record materials selection process

Owner(s):

PLC members

Timeline:

Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:** Teachers will participate in a book study on Culturally Proficient Teaching and the Brain. Teachers will learn the framework and practices needed to develop independent learners.
- **Student Centered and Real-World Learning:** Teachers will continue to receive professional development in Project Based Learning, partner with industry experts, and training in standards-based learning.
- **Student Engagement:** Teachers will participate in a book study on Culturally Proficient Teaching and the Brain. Teachers will learn the framework and practices needed to develop independent learners.

Specify Professional Development or Staff Services to support EL students:

Teachers will receive professional learning on EL ATLAS tools, redesignation criteria and procedures, RFEP monitoring and intervention, integrated and designated ELD, knowing the standards. EL monitoring and intervention.

Specify Professional Development or Staff Services to support low-performing student groups:

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

One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for professional learning. *Supports G1A1/G1A2* ** NO IEPS **	5,820.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 17 teachers x 18 hours/teachers x 39.20/hour. *Supports G1A1/G1A2* ** NO IEPS **	14,361.00
G4A1	Sup & Conc	Instruction	Travel			Conferences and workshops for teachers	19,639.00

\$39,820.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		82.86 %	2019-2020	89.86 %
Parent Survey - Safe and secure		97.3 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	89 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Our Parent Climate and Culture Survey indicates room for growth in the area of Climate of Support for Academic Learning. In particular providing resources to help their student with their school work (e.g. Parent University, Khan Academy, iReady Access, ParentPortal, etc.). Currently 83% of families responded positively to the question My child's school gives me resources to help my child with their school work (e.g. Parent University, Khan Academy, iReady Access, ParentPortal, etc.). Our goal is to improve that metric to 89%.

Patiño will ensure 100% of our families signed up for Edutext.

Parent Survey - Respected and welcomed

On our spring 2020-21 parent climate and culture survey 88% of families who submitted a survey responded favorably to the statement, I feel welcomed at my child's school. This was up from the previous year where 82.86% of families responded favorably.

Parent Survey - Safe and secure

This remains an area of strength for Patiño. On our spring 2020-21 climate and culture survey 98% of families who submitted a survey responded favorably to the statement, My child's school provides a safe and secure environment for students to learn. The previous year Patiño had a 97.30% favorability rate for this question. We believe an emphasis on professional standards and commitment to peaceful resolution to conflict that arises naturally when working in a collaborative setting, relationship building between teachers and students contributes to a safe and secure environment where students feel safe to take academic and emotional risks.

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

Family Goal - Site Defined

This is a new goal and therefore no data

Parent Survey - Respected and welcomed

There is no disproportionality in this goal.

Parent Survey - Safe and secure

There is no disproportionality in this goal.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal. There are no new budget expenditures required to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This a new goal. Actions and metric will be reviewed next spring.

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:

- Increase family awareness on how to use Atlas more extensively than just the text alerts on their phone. Also parent access to Canvas and training for parents on using it.
- Have extracurricular activities that include parents after school. In class, integrate parents into student projects for some of their bigger assignments.
- I think it would be a good idea to invite parents to our student events where they're have to demonstrate their newly developed skills and knowledge.
- Perhaps, when COVID is over, we can have some more casual "get-together's" for the school, like how the FBLA holds a movie night fundraiser, perhaps we could do something similar and encourage students to bring their families. More opportunities to come and see the campus not during school hours might help parent's be more involved in the school and their child's education.

2 ELAC:

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

3 Staff:

Host informal virtual events for families to see the type of work their child is doing in each class

Onboarding parents about Canvas as well as Atlas would be beneficial so they can monitor how their students are doing, especially when they are struggling.

Individual grade level parent nights. or at least lower (9/10) and upper (11/12).

Find opportunities for parents to be involved in the projects for each grade level. For example, invite parents to participate in feedback loops. Parents also want to be involved in the different activities that each class sponsors.

Communicate in a timely fashion with families

Increase parent involvement in some of our school activities such as school rallies and clubs.

Action 1

Title: Families and the Entrepreneurial Mindset

Action Details:

Patino School of Entrepreneurship strives to create a welcoming and professional environment. Patino is a unique and dynamic environment that requires all stakeholder involvement in order for students to develop and Entrepreneurial

Mindset. There are a variety of opportunities for families to engage meaningfully with staff in support of their student. Families will be invited to attend the following school events: (1) pitch competitions, project presentations, and end of year portfolio reflections, (2) technology night at which they will have opportunities to learn about and how to use the various technological/online tools (LMS, Atlas, Remind, etc.), and (3) Back to School Night and Open House at which student expectations will be reviewed and ways families can support their student discussed. Interpreters will be available at all events. Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Khan Academy, iReady Access, ParentPortal, Edutext, etc.).

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

Owner(s):

Timeline:

- Parent Culture/Climate Surveys
- Survey Feedback given at events

- All staff
- All staff

- Yearly
- Collected at events

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:** Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Khan Academy, iReady Access, ParentPortal, Edutext, etc.).
- **Student Centered and Real-World Learning:** Families will be invited to attend pitch competitions, project presentations, and end of year portfolio reflections
- **Student Engagement:** Families 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, Remind, etc.)

Specify Direct Service and Opportunities for parents and families to support EL students:

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, ELPAC summary report, Khan Academy, iReady Access, ParentPortal, Edutext, etc.)- Translation services to support engagement

Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Khan Academy, iReady Access, ParentPortal, Edutext, etc.).

Families 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, Remind, etc.)

Families 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, Remind, etc.)

The academic counselor has a one-on-one meeting with families of students who are underperforming and creates action plans based on those meetings.

Teachers communicate regularly with families of underperforming students and provide regular feedback to students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for Parent Involvement. NO FOOD, NO INCENTIVES	651.00
G5A1	LCFF: EL	Instruction	Teacher-Supp			Translating services certificated	60.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Translation materials	117.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified	321.00

\$1,149.00

2021-2022 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	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute teachers for EL goal setting planning	531.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring EL's	3,471.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Learning management system support	1,277.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Consultant fees	14,970.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Minimum viable product development	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Cloud service	10,000.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for pitch competitions. G2A1	1,173.00
G2A2	Sup & Conc	Instruction	Bks & Ref			Books for professional learning	2,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	1,000.00
G2A2	Sup & Conc	Instruction	Travel			: Pitch competition registration fees. G2A1	5,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			: Trips to pitch competition/business community events. G2A1	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Sports uniforms, P.E. uniforms, registration fees	2,000.00
G3A2	One-Time School	Instruction	Mat & Supp			: Opening of school materials	4,820.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for professional learning. *Supports G1A1/G1A2* ** NO IEPS **	5,820.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 17 teachers x 18 hours/teachers x 39.20/hour. *Supports G1A1/G1A2* ** NO IEPS **	14,361.00
G4A1	Sup & Conc	Instruction	Travel			Conferences and workshops for teachers	19,639.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for Parent Involvement. NO FOOD, NO INCENTIVES	651.00
G5A1	LCFF: EL	Instruction	Teacher-Supp			Translating services certificated	60.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Translation materials	117.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified	321.00

\$100,042.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,832.00
Sup & Conc	7090	\$69,890.00
LCFF: EL	7091	\$4,500.00
One-Time School	7099	\$4,820.00
Grand Total		\$100,042.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$24,080.00
G2 - Expand student-centered and real-world learning experiences	\$27,173.00
G3 - Increase student engagement in their school and community	\$7,820.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$39,820.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,149.00
Grand Total	\$100,042.00