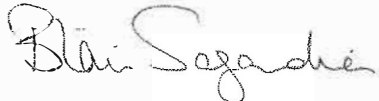


Patino School of Entrepreneurship

106216601321341

Principal's Name: Blair Eliason

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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|-------------------------------|--|
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| School Site Council | <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/Site Parent Involvement Policy/Compact **See Addendum</i> |

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

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

Consolidated Program Assurances



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

School Site Council

| School Site Council List | | | | | |
|------------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Blair Eliason | X | | | | |
| 2. Chairperson - Albert J. Villane | | | | | X |
| 3. Leah Herrera | | | X | | |
| 4. Russell Berndt | | X | | | |
| 5. Jacob Carrillo | | X | | | |
| 6. Stephanie Hamblen | | X | | | |
| 7. Alice Binger | | X | | | |
| 8. Nara Sihavong | | | | X | |
| 9. Lydia Pearson | | | | X | |
| 10. Francina Castro | | | | X | |
| 11. Kylli Engelman | | | | | X |
| 12. Jacob Kelley | | | | | X |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: | | | |
|---|-------------------|--|--------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Blair Eliason |  | 4/5/18 |
| SSC Chairperson | Albert J. Villane |  | 4/5/18 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Patino - 0127

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|-----------------|
| 3010 | Title I | \$14,973 * |
| 7090 | LCFF Supplemental & Concentration | \$65,080 |
| 7091 | LCFF for English Learners | \$381 |
| TOTAL 2018/19 ON-SITE ALLOCATION | | \$80,434 |

| | |
|--|----------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$434 |
| Remaining Title I funds are at the discretion of the School Site Council | \$14,539 |
| Total Title I Allocation | \$14,973 |

Patino Entrepreneurship High 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current % | Target % |
|--|-----------|----------|
| EL Reclassification Rate (All grade levels) | 10 | 17 |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 70.37 | 77.37 |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 23.457 | 30.457 |
| One D or F on Any Report Card (grades 2-12) | 63.158 | 56.158 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

SBAC Data:

We believe our students' performance on the ELA assessments is due to the integration of performance tasks and assessments. Additionally our teacher teams work with groups to formatively assess progress.

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

Site Data:

- The data collected through site walks suggest that our math department inconsistently brings attention to the entrepreneurial skills as well as the mathematical thinking skills.
- There are no standardized ways in which the math department conducts data analysis.

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

ELA/HSS courses grades are currently aligned. This might impact the current %. Consider reviewing this to determine whether they should be aligned.

EL Reclassification Rate (All grade levels)

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

Hispanic students outperformed all subgroups that were reported. Our African American and Asian students were too few for data to be reported out, however our Interim 2 ELA given to juniors, our African American students outperformed all other groups. Our 3 English Learners continue to under perform on SBAC and on Interim assessments. Data collected through site walks show that teachers need to be doing more deliberate English Language development.

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

We are not sure what is contributing to the disproportionality of subgroups.

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

N/A

EL Reclassification Rate (All grade levels)

Step 2: 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:

Review grading system currently being followed in ELA/HSS.

2 ELAC:

As a new school with so few EL students we have had difficulty establishing an ELAC. This will be an area for growth.

3 Staff:

Review grading system currently being followed in ELA/HSS.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

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

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 meeting agendas

Owner(s):

Teachers

Admin

Timeline:

Weekly

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

site developed benchmark assessments measuring listening and speaking skills for each formative performance task

Owner(s):

Teachers

Admin

Timeline:

Quarterly

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

rubrics measuring listening and speaking skills for summative performance assessments

Owner(s):

Teachers

Admin

Timeline:

Quarterly. EL progress will also be tracked through these rubrics.

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

presentation rubrics will be used to measure speaking skills for student presentations to peers, parents and community

Owner(s):

Teachers

Admin

Timeline:

as needed for presentations/events. EL progress will also be tracked through these rubrics.

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

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

Owner(s):

Teachers

Admin

Timeline:

Scores reviewed yearly.

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

Tier 1:

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

Tier 2:

RTI involves small group instruction and strategic grouping so struggling students have a variety of supports. Data will be used to determine the progress of our EL students.

Tier 3:

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

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

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

Specify enhanced services for EL students:

- Sentence frames will be used to scaffold communication and presentation skills (Section 1, Part 2 ELD Standards)
- Outlines will be developed to support the development of presentations (Meta-linguistic awareness and accuracy of production - ELD Standards)
- Dialogic discussion models will be used, such as Socratic seminars to scaffold productive discussion (Productive strand from ELD Standards)
- Several courses will be team taught, allowing teachers to provide additional supports for ELs and struggling students.

Describe Professional Learning related to this action:

- teacher lead professional learning spring/summer of '18 on project based learning
- teacher lead action research spring/summer of '18
- staff collaboration to develop curriculum incorporating soft skills and entrepreneurial skills associated with listening and speaking standards spring/summer '18
- revisit (and revise if necessary) shared vision of a student within our school and community
- understand the ELA/ELD and CCSS literacy standards
- maintain a context for learning with teachers
- integrate 21st century learning into curriculum and instruction (specifically through an entrepreneurial lens)

- supplemental contracts will be provided to teachers to action research

Action 2

Title: Writing using entrepreneurial skills as learning tools.

Action Details:

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

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

Explain the Progress Monitoring and data used for this Action

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

Owner(s):
Teachers
Admin

Timeline:
2x/quarter; each grading period

Details: Explain the data which will specifically monitor progress toward each indicator target
site developed benchmark assessments measuring writing standards for each formative performance task

Owner(s):
Teachers
Admin

Timeline:
quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target
rubrics measuring writing summative performance assessments

Owner(s):
Teachers
Admin

Timeline:
quarterly. EL progress will also be tracked through these rubrics.

Details: Explain the data which will specifically monitor progress toward each indicator target
presentation rubrics will be used to measure writing for student presentations to peers, parents and community

Owner(s):
teachers
Admin

Timeline:
as needed for presentations. EL progress will also be tracked through these rubrics.

Details: Explain the data which will specifically monitor progress toward each indicator target
student and teacher feedback loops

Owner(s):
Admin
Teachers

Timeline:
ongoing throughout the year

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

ELPAC scores

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.

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.

Materials/Supplies needed for Learning Management system/support

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

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

Action 3

Title: Reading within a PBL environment.

Action Details:

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

Owner(s):

Teachers

Admin

Timeline:

Yearly

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- Team teachers will learn/continue to learn how to develop interdisciplinary projects and lessons
- Teachers will collaborate to deepen their understanding of literacy based practices for writing that will ensure students read and produce a variety of text types and lengths across disciplines
- Teachers will develop criteria and tools for providing feedback to students
- Teachers will engage in action research specific to writing theory within their content area

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

site developed benchmark assessment measuring reading standards for each formative performance task

Owner(s):

teachers

admin

Timeline:

quarterly

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

rubrics measuring reading for summative performance assessments

Owner(s):

teachers

admin

Timeline:

quarterly. EL progress will also be tracked through these rubrics.

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

ELPAC scores

Owner(s):

Teachers

Admin

Timeline:

Yearly

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

Tier 1:

Interdisciplinary projects will be tailored to meet subject specific needs. Projects across the curriculum will be designed to highlight the development of content specific literacy skills and will provide students with opportunities to master subject specific reading. This will be accomplished in a variety of ways: close readings, rhetorical analysis, analysis of subject specific writing, , reading across genres

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

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

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

- All teachers will use the learning management system, telephone, email, and/or School Messenger to communicate expectations, assignments, and progress with parents and students.
- Parents will be invited to attend back to school night and open house at which student expectations will be reviewed and ways parents can support student discussed.
- Parents will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (LMS, Atlas, etc.)

Describe Professional Learning related to this action:

- Team teachers will learn/continue to learn how to develop interdisciplinary projects and lessons
- Teachers will collaborate to deepen their understanding of literacy based practices for reading that will ensure students read and produce a variety of text types and lengths across disciplines
- Teachers will develop criteria and tools for providing feedback to students
- Teachers will engage in action research specific to reading theory within their content area

- Parents will be invited to attend school events scheduled throughout the year that highlight student progress: Pitch competitions, mid-year reviews, project presentation, end of year review/reflections of progress.
- Interpreters will be available at all events to communicate and demonstrate how to use all tools available to support their children's progress.

Action 4

Title: Math within PBL using entrepreneurial skills to learn.

Action Details:

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

| |
|--|
| Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

Explain the Progress Monitoring and data used for this Action

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

site developed benchmark assessments measuring subject content standards for each formative performance task.

Owner(s):

teachers
admin

Timeline:

quarterly

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

rubrics measuring subject content standards for summative performance assessments

Owner(s):

teachers
admin

Timeline:

quarterly

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

presentation rubrics used to measure mathematical practices for student presentations to peers, parents, and community

Owner(s):

teachers
admin

Timeline:

as needed for presentations/events

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 and meeting the needs of all levels of students.

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.

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.

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

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

Describe Professional Learning related to this action:

- Teachers will learn/continue to learn how to develop mathematical projects and project based lessons
- Teachers will collaborate to deepen their understanding of mathematical practices and application of that learning in real world projects
- Teachers will develop criteria and tools for providing feedback to students
- Teachers will engage in action research specific to math theory within their content area
- Teachers will be given time to analyze SBAC, Interim, and site walk data.

Action 5

Title: D/F rate

Action Details:

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

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

Explain the Progress Monitoring and data used for this Action

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

students will keep an a-g completion logs

Owner(s):

teachers

counselor

Timeline:

1x/semester

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

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

Owner(s):

teachers
ILT

Timeline:

monthly

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

student attendance logs for after school tutorial

Owner(s):

ILT
Admin

Timeline:

monthly

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

Technology use to support instructional practices, including maintenance/repair

Specify enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

- Teachers will engage with professional readings and collaborative discussion as a means to develop a shared understanding/vision of the school's culture and climate
- Teachers will engage in action research concerning best practices to promote student engagement
- Teachers receive training in project based learning
- Teachers work collaboratively to develop curriculum integrating entrepreneurial and non-cognitive skills
- Teachers will engage in classroom observations of their peers and will provide feedback based on data gathered.
- Teachers will review and revise the observation protocol as needed.
- Substitute teachers will be provided for teachers who are engaged in off site PL

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------|--------------|-----------|-----|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Professional learning and action research on project based and entrepreneurial learning. | 5,660.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional learning surrounding conflict management and teamwork | 100.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Minimum viable product materials and supplies for student business groups. | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Leaning management system support. | 2,316.00 |
| G1A2 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding assessment. | 100.00 |
| G1A2 | Title 1 Basic | Parent Participation | Mat & Supp | | | : Materials & Supplies for Parent Involvement. **NO FOOD, NO INCENTIVES** | 435.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | : Learning management system support. | 2,316.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental reading materials. | 4,000.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental reading materials | 2,639.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | : Learning management system | 2,316.00 |
| G1A4 | Sup & Conc | Instruction | Mat & Supp | | | : Leaning management system | 2,316.00 |
| G1A4 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental math materials | 3,000.00 |
| G1A5 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for teachers | 1,757.00 |
| G1A5 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology to support instructional practices | 10,000.00 |
| G1A5 | Sup & Conc | Instruction | Direct-Maint | | | : Maintenance/repair | 5,000.00 |
| G1A5 | LCFF: EL | Instruction | Bks & Ref | | | : Books for professional learning surrounding ELs. | 381.00 |

\$47,336.00

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

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current % | Target % |
|---------------------------|-----------|----------|
| Goal 2 Participation Rate | 37.313 | 44.313 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

| | |
|--|---|
| <p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>While we have many events for students to participate in, we aren't always able to scan their student identification cards. Additionally our club advisors need to do a better job at taking role during club meetings.</p> | <p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>There is currently no disproportionality in subgroups for our participation rate data.</p> |
|--|---|

Step 2: 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.

| | | |
|--|--|---|
| <p>1 SSC:</p> <p>SSC members shared the same sentiment. They believe that we can do a better job of tracking student participation at our events.</p> | <p>2 ELAC:</p> <p>As a new school with so few EL students we have had difficulty establishing an ELAC. This will be an area for growth.</p> | <p>3 Staff:</p> <p>Need to be trained in how to use the resources to track student engagement.</p> |
|--|--|---|

Action 1

Title: Real world application of learning.

Action Details:

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.

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

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

Owner(s):

pathway coordinator
pathway teachers

Timeline:

monthly

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

Participation in school-wide campaigns will be collected and analyzed.

Owner(s):

pathway coordinator

Timeline:

monthly

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

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
PE teacher

Timeline:

monthly

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

Mentor meeting data will be collected.

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.

Owner(s):

pathway coordinator
Web/OM teachers

Timeline:

monthly

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

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.

Owner(s):

teachers
admin

Timeline:

ongoing

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

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

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.

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.

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

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

- Parents will be invited to be involved in all activities involving presentation of projects and fundraising with the broader community beyond the school.
- The school will regularly communicate with parents to involve parents in upcoming events within the school and community
- Opportunities to participate in activities at the school and community level will be communicated through various channels, including the learning management system.

Describe Professional Learning related to this action:

- Teachers will work collaboratively to develop projects/curriculum that connect students with the school and/or community
- Teachers will engage in PL that is tailored to involving students in fundraising efforts that partners with the greater business community
- Teachers will implement the teacher lead classroom observation/feedback sessions.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

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

\$11,000.00

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

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current % | Target % |
|----------------------------|-----------|----------|
| Linked Learning Enrollment | 0.437 | 7.437 |
| CTE Enrollment | 100 | 100 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

| | |
|---|--|
| 1 What were the key factors that contributed to these performance outcomes for each metric. | 2 What were the key factors that contributed to the disproportionality for any significant subgroups. |
| <p>CTE Enrollment</p> <p>Our entire school is an entrepreneurship pathway. Students who enroll, are automatically in a CTE pathway.</p> <p>Linked Learning Enrollment</p> <p>As a school, we began tracking our linked learning courses and teachers this academic school year. The new data should reflect an increase in linked learning participation.</p> | <p>CTE Enrollment</p> <p>N/A</p> <p>Linked Learning Enrollment</p> <p>N/A</p> |

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|---|--|--|
| 1 SSC: | 2 ELAC: | 3 Staff: |
| <p>Determine where there's a mismatch in % reflected currently to better reflect actual linked learning enrollment/involvement.</p> | <p>As a new school with so few EL students we have had difficulty establishing an ELAC. This will be an area for growth.</p> | <p>Need more time and resources to plan projects across content areas.</p> |

Action 1

Title: Empowering students through applied entrepreneurship - CTE

Action Details:

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.

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

End of year defenses - 10th, 11th, 12th

Owner(s):

teachers

admin

Timeline:

1x/grading period minimum

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

10th grade internships

Owner(s):

pathway coordinator

Web/OM teachers

Timeline:

1x/grading period minimum

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

mentor feedback (11th/12th)

Owner(s):

entrepreneurship teachers

pathway coordinator

Timeline:

1x/grading period minimum

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

Client feedback (10th)

Owner(s):

Web/OM teachers

pathway coordinator

Timeline:

1x/grading period minimum

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. 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.

Materials and/supplies for all students - CTE enrollment

Specify enhanced services for EL students:

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

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

- Literature will be sent to parents communicating the importance 21st century competencies that integrate skills to leverage success within students' academic, professional, and personal lives.
- Events will be scheduled throughout the year to highlight student work through student presentations
- All teachers will communicate regularly with parents through the learning management system, telephone, email, and/or tele-parent

Describe Professional Learning related to this action:

- Onboard new teachers to the Linked Learning teams
- PBL/linked learning training for teachers

Action 2

Title: Linked Learning enrollment.

Action Details:

The linked learning approach is the way the traditional CTE pathway is brought to life. Rather than simply having a series of courses that students are required to take within the pathway, linked learning allows us to take an integrated approach necessary for the applied entrepreneurship element of our mission. Because most of our grade levels participate in linked learning, our students are able to apply the skills they learn to their CTE courses directly, and in real time, to their core academic classes and their businesses.

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

Linked Learning tracking system (through CTE)

Owner(s):

pathway coordinator
teachers

Timeline:

1x/grading period minimum

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

of teachers participating in Linked Learning grade level teams

Owner(s):

pathway coordinator

Timeline:

quarterly

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

of Linked Learning courses offered on site

Owner(s):

pathway coordinator
admin

Timeline:

1x/semester

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

Tier 1:

All students will participate in linked learning classes 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 within the competencies associated within

Specify enhanced services for EL students:

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

linked learning.

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.

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

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

Describe Professional Learning related to this action:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|-------------------|------------|-----------|-----|---------------------------------|----------|
| G3A1 | Sup & Conc | Instruction | Mat & Supp | | | : CTE enrollement | 5,000.00 |

\$5,000.00

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

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current % | Target % |
|-------------------------------|-----------|----------|
| ADA Attendance | 95.577 | 96.577 |
| Chronic Absenteeism | 9.633 | 7.633 |
| Suspensions Per 100 | 4.082 | 3.082 |
| Student Survey - Included | 64.885 | 71.885 |
| Student Survey - Caring adult | 65.649 | 72.649 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- instability outside of school
- homelessness
- social/emotional issues

Suspensions Per 100

- drug related

Student Survey - Caring adult

- project based student centered learning environment

Student Survey - Included

- project based student centered learning environment

ADA Attendance

- project based student centered learning environment
- magnet program - student choice
- magnet program - parent involvement
- transportation from each region
- bus tokens

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- we do not see disproportionality within this metric

Suspensions Per 100

- we do not see disproportionality within this metric

Student Survey - Caring adult

- we do not see disproportionality within this metric

Student Survey - Included

- we do not see disproportionality within this metric

ADA Attendance

- we do not see disproportionality within this metric

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| |
|---------------|
| 1 SSC: |
| no feedback |

| |
|---|
| 2 ELAC: |
| As a new school with so few EL students we have had difficulty establishing an ELAC. This will be an area for growth. |

| |
|----------------------|
| 3 Staff: |
| no specific feedback |

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

We need to figure out how best to use funding to impact these areas. We don't feel how we funded these areas was completely effective. We will engage in research to consider best practices associated with impacted these metrics.

Action 1

Title: Chronic Absenteeism

Action Details:

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

| |
|--|
| Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

Attendance meetings will be held for students who are nearing chronic absenteeism.

Owner(s):

Vice Principal
attendance clerk

Timeline:

weekly

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

Attendance data will be collected for chronic absentees to gauge improvement.

Owner(s):

admin

Timeline:

2x/month

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

Tier 1:

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

Tier 2:

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

Tier 3:

Additional meetings between parents, student, and administrator

Creation of plan to support student and provide resources

Referral to DPI.

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

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

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

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

Action 2

Title: Suspension Rate

Action Details:

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

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

Explain the Progress Monitoring and data used for this Action

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

Atlas behavioral/suspension data

Owner(s):

admin

Timeline:

weekly

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

Analyze student survey data

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

Supplemental contracts for teachers for project based and entrepreneurial learning

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

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

Owner(s):

admin

Timeline:

yearly

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- Staff will continue to learn about pyramid of behavior interventions and restorative practices
- Staff will review/revise the common school-wide vision and will consider academic and behavioral elements that support that vision
- Staff will collaborate to ensure classroom plans align with school-wide systems
- Staff will develop individual student support options
- Staff will engage in data driven dialogue when troubleshooting areas of concern
- Staff will create a behavior matrix to describe and communicate behaviors expected from students and the various settings where these behaviors occur
- Staff will collaborate to create a curriculum of caring that integrates targeted social skills instruction
- Staff will collaborate to develop positive interventions that support positive behaviors

Action 3

Title: Developing a positive student-centered environment

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
course curriculum developed to encourage a student centered environment

Owner(s):

Timeline:

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

Owner(s):

Timeline:

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

Owner(s):

Timeline:

Details: Explain the data which will specifically monitor progress toward each indicator target
instructional walk data - teacher and admin

Owner(s):

Timeline:

Details: Explain the data which will specifically monitor progress toward each indicator target
staff mentor check in/meetings with struggling/disconnected students

Owner(s):

Timeline:

Details: Explain the data which will specifically monitor progress toward each indicator target
feedback forms to determine whether students feel connected/cared for

Owner(s):

Timeline:

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.

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.

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

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

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

Describe Professional Learning related to this action:

- Teachers will receive training on pyramid of behavior interventions
- Teachers will receive training on incorporating positive reinforcement in targeted instruction
- Staff will collaborate to develop a vision of the entrepreneurial school culture
- Teachers will collaborate to develop classroom structures that speak to the entrepreneurial school culture

- Teachers will learn how to engage in productive data driven dialogue through collective inquiry and develop an action orientation
- Books for staff PL - Mindfulness and conflict management
- Off site training/conferences including travel and other fees
- Substitute teachers for teachers to support PL/Planning

Action 4

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

Action Details:

Develop processes (site and classroom) that provide a positive, safe, academically challenging, and personalized environment within which students can succeed. Ensure site/teachers focus on ways to increase engagement and personalization with students and families that can affect attendance rates: family involvement, culturally responsive culture, smaller learning community structures, mentoring, advisory programs, maximization and focus on learning time and service learning/real world action.

| | | | |
|----------------------------------|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

Atlas attendance weekly reports

Owner(s):

admin
attendance clerk

Timeline:

weekly

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

attendance meeting reports (admin/parent/student)

Owner(s):

admin
attendance clerk

Timeline:

2x/month

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

Tier 1:

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

Tier 2:

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

Tier 3:

Specify enhanced services for EL students:

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

Additional meetings between parents, student, and administrator

Creation of plan to support student and provide resources

Referral to DPI.

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

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

Describe Professional Learning related to this action:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------|--------------|-----------|-----|--|----------|
| G4A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding intervention | 100.00 |
| G4A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding teams | 100.00 |
| G4A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Parent involvement | 1,177.00 |
| G4A2 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for teachers | 1,757.00 |
| G4A2 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding mindfulness and conflict management. | 200.00 |
| G4A2 | Sup & Conc | Instruction | Travel | | | : Conferences/training/workshops for teachers | 5,000.00 |
| G4A3 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for teachers | 1,172.00 |
| G4A3 | Title 1 Basic | Instruction | Teacher-Supp | | | Professional learning and action research on project based and entrepreneurial learning. | 3,592.00 |
| G4A3 | Sup & Conc | Instruction | Mat & Supp | | | : Classroom materials and supplies/equipment | 4,000.00 |

\$17,098.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0127 Patino High School (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|----------------------|--------------|-----------|-----|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Professional learning and action research on project based and entrepreneurial learning. | 5,660.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional learning surrounding conflict management and teamwork | 100.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Minimum viable product materials and supplies for student business groups. | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Leaning management system support. | 2,316.00 |
| G1A2 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding assessment. | 100.00 |
| G1A2 | Title 1 Basic | Parent Participation | Mat & Supp | | | : Materials & Supplies for Parent Involvement. **NO FOOD, NO INCENTIVES** | 435.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | : Learning management system support. | 2,316.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental reading materials. | 4,000.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental reading materials | 2,639.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | : Learning management system | 2,316.00 |
| G1A4 | Sup & Conc | Instruction | Mat & Supp | | | : Leaning management system | 2,316.00 |
| G1A4 | Sup & Conc | Instruction | Mat & Supp | | | : Supplemental math materials | 3,000.00 |
| G1A5 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for teachers | 1,757.00 |
| G1A5 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology to support instructional practices | 10,000.00 |
| G1A5 | Sup & Conc | Instruction | Direct-Maint | | | : Maintenance/repair | 5,000.00 |
| G1A5 | LCFF: EL | Instruction | Bks & Ref | | | : Books for professional learning surrounding ELs. | 381.00 |
| G2A1 | Sup & Conc | Instruction | Mat & Supp | | | : Sports uniforms, club initiation, and registration fees | 2,000.00 |
| G2A1 | Sup & Conc | Instruction | Direct Trans | | | : Trips to lectures and community business events. | 7,000.00 |
| G2A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Parent involvement | 2,000.00 |
| G3A1 | Sup & Conc | Instruction | Mat & Supp | | | : CTE enrollement | 5,000.00 |
| G4A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding intervention | 100.00 |
| G4A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding teams | 100.00 |
| G4A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Parent involvement | 1,177.00 |
| G4A2 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for teachers | 1,757.00 |
| G4A2 | Title 1 Basic | Instruction | Bks & Ref | | | : Books for professional development surrounding mindfulness and conflict management. | 200.00 |
| G4A2 | Sup & Conc | Instruction | Travel | | | : Conferences/training/workshops for teachers | 5,000.00 |
| G4A3 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for teachers | 1,172.00 |
| G4A3 | Title 1 Basic | Instruction | Teacher-Supp | | | Professional learning and action research on project based and entrepreneurial learning. | 3,592.00 |
| G4A3 | | Instruction | Mat & Supp | | | | 1,000.00 |

\$80,434.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|--------------------|
| Title 1 Basic | 3010 | \$14,973.00 |
| Sup & Conc | 7090 | \$65,080.00 |
| LCFF: EL | 7091 | \$381.00 |
| Grand Total | | \$80,434.00 |

| Goal Totals | Budget Totals |
|---|--------------------|
| G1 - All students will excel in reading, writing, and math | \$47,336.00 |
| G2 - All students will engage in arts, activities, and athletics | \$11,000.00 |
| G3 - All students will demonstrate the character and competencies for workplace success | \$5,000.00 |
| G4 - All students will stay in school on target to graduate | \$17,098.00 |
| Grand Total | \$80,434.00 |