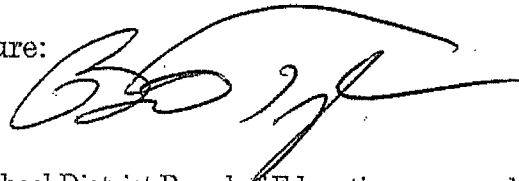


**Patino School of Entrepreneurship**

10621660132134

Principal's Name: Brett Taylor

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Brett Taylor', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Patino School of Entrepreneurship

<b>Table of Contents</b>		
<b>Section</b>	<b>Topic</b>	<b>Details</b>
<b>A.</b>	<b>School Quality Review Process</b>	Data Analysis and identification of needs and goals from SQII Needs Assessment
<b>B.</b>	<b>Action Plan</b>	Action designed to meet the needs and accomplish the goals
<b>B.1.</b>	<b>Academic Domain</b>	Academic and Course Performance
<b>B.2.</b>	<b>Social/Emotional Domain</b>	Attendance/Suspensions/Expulsions
<b>B.3.</b>	<b>Culture and Climate Domain</b>	Goal 2 Engagement/Parent Involvement/EL Services
<b>Budget and Governance Sections</b>		
<b>C.1.</b>	<b>Budget</b>	Allocations and planned expenditures
<b>D.1.</b>	Centralized Services	N/A
<b>E.1.</b>	<b>Assurances</b>	Consolidated Program Assurances
<b>E.2.</b>	<b>School Site Council</b>	Members list
<b>E.3.</b>	<b>Required Signatures</b>	Principal and SSC Chairperson
<b>E.4.</b>	<b>Addendum</b>	Site Parent Involvement Policy/Compact/SSC Bylaws

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

## A. School Quality Review Process

Action #	SQII Element #	SQII Sub-Element(s)	Site Growth Target
1	Implementation of RTI Framework to Assessment Performance	Achievement Gap/Disproportionality	100%
2	Implementation of RTI Framework to Assessment Performance/Grade Level Growth Correlation	Common Assessment	25%
3	Implementation of RTI Framework to Assessment Performance/Grade Level Growth Correlation	Common Assessment	25%
4	Implementation of 3 Tier Support System to Academic Completion & Retention Correlation	Retention	97% Retention Rate
5	Implementation of 3 Tier PBIS Framework to Social Emotional Rate Correlation	Attendance	97% ADA
6	Implementation of a 3 Tier PBIS Framework to Social Emotional Rate Correlation	Suspensions	< 3 %
7	Implementation of 3 Tier PBIS Framework to Staff/Student/Climate/Culture/DHIB Correlation	Implementation of Adult/Student Tier 1 Proactive Conditions	100% Student Involvement
8	Implementation of 3 Tier PBIS Framework to Staff/Student/Climate/Culture/DHIB Correlation	Implementation of Adult/Student Tier 1 Proactive Conditions	100% Student Involvement
9	Survey Results	Student	97% of students feel valued
10	Survey Results	Student	70% participation rate
11	Course Sequence/Grade Correlation	Linked Learning	70% participation rate

## B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	Detail the action: All students will participate in project based learning. Requirements of this learning will include working in grade level teams, meeting with staff advisors, and collaborating with community mentors. Listening and speaking standards will be highlighted as a means to work collaboratively and productively with peers, staff, and community.		
SQII Element: Implementation of RTI Framework to Assessment Performance	SQII Sub-element(s): Achievement Gap/Disproportionality	Site Growth Target: 100% Proficiency	Vendor (contracted services)
<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By June of 2017 site developed performance based assessments (pitches and community presentations) will reflect proficiency in grade level listening and speaking standards.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) Principal Vice Principal Teachers	Timeline Continued development and implementation of curriculum through June 2017.  Weekly Quarterly Quarterly  1x/semester Quarterly
Explain the Targeted Actions for Parent Involvement (required by Title I):			
<ul style="list-style-type: none"> <li>• Student teams meet weekly with staff advisory</li> <li>• Formative performance tasks integrated into all projects</li> <li>• Summative performance based assessments assess student progress at the end of each project</li> <li>• Students present projects to peers, parents, community</li> <li>• Teachers and students use a learning management system to share information and assignments and to communicate progress to students and parents</li> </ul>			

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

*Describe related professional learning:*

- Teacher lead professional learning summer of ’16 on project based learning
- Teacher lead action research spring and summer ‘16
- Staff collaboration to develop curriculum incorporating soft skills and entrepreneurial skills associated with listening and speaking standards spring and summer ‘16
- Revisit (and revise if necessary) shared vision of a student within our school and community
- Understand the ELA/ELD and Literacy standards
- Maintain a context for learning with teachers
- Integrate 21<sup>st</sup> century learning into curriculum and instruction (specifically through an entrepreneurial lens)

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

All students will participate in project based learning. Students will also meet weekly with staff advisors to monitor progress. Students will work in grade level teams where they will be taught how to communicate and work cooperatively to accomplish tasks. Soft skills and entrepreneurial skills will be integrated across the curriculum so that students become proficient in communicating and working cooperatively as a team, with teachers, and with community mentors. Presentation skills will also be highlighted across the curriculum so that students become adept at presenting to and persuading various audiences.

*Specify additional targeted actions 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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher lead professional learning and action research on project based and entrepreneurial learning.	6,974

1	2	Title 1 Basic	Instruction	Books & Other Reference			Books surrounding project based learning.	300	
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)			Trips to lectures and community business events.	15,777	
								Total	\$23,051

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 2</b>	<p><i>Detail the action:</i>                  SBAC aligned pre and post-test benchmarks measuring growth in reading and writing as measured by grade level standards will be developed to determine student growth. Formative and summative data will be collected throughout the year to gauge growth and to influence modifications to curriculum to meet specific student needs pertaining to reading and writing development.</p>					
<i>SQII Element:</i> Implementation of RTI Framework to Assessment Performance/Grade Level Growth Correlation	<i>SQII Sub-element(s):</i> Common Assessment		<i>Site Growth Target:</i> 25%		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> <i>New</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/>	<i>Data</i> <input checked="" type="checkbox"/>	<i>Research-based</i> <input type="checkbox"/>	<i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i>                  By June 2017, site developed and district assessments (DRP/interim) will reflect growth of 25% from pre to post-test in reading and writing standards based on an SBAC aligned rubric.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>students will use the learning management system to house e-portfolios that highlight proficiency of reading and writing standards</li> </ul>			<p><i>Owner(s)</i>                  Principal                  Vice Principal                  Teachers</p> <p>Teachers</p> <p>Teachers</p>		<p><i>Timeline</i>                  Continued development and implementation of curriculum through June 2017.</p> <p>Quarterly</p> <p>Quarterly</p>	

<ul style="list-style-type: none"> <li>• students will write reflective narratives and action steps incorporating how they are meeting or will make growth in meeting reading and writing standards</li> <li>• students will develop projects across disciplines integrating reading and writing tasks that will highlight skills aligned to standards</li> <li>• reading benchmarks will be used to determine student growth and areas of need</li> <li>• writing benchmarks will be used to determine student growth and areas of need</li> <li>• teachers will formatively assess student progress through student and team conferences</li> <li>• team teaching classrooms will allow teachers the flexibility to work with groups to formatively assess progress</li> </ul>	<p>Vice Principal</p> <p>Vice Principal</p> <p>Vice Principal Teachers</p> <p>Teachers</p>	<p>1 x/semester</p> <p>Quarterly</p> <p>Quarterly Quarterly</p> <p>2x/quarter</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• All teachers will use the learning management system, telephone, email, and/or tele-parent to communicate expectations, assignments, and progress with parents and students</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Team teachers will learn/continue to learn how to develop interdisciplinary projects and lessons</li> <li>• Teachers will collaborate to deepen their understanding of literacy based practices for reading and writing that will ensure students read and produce a variety of text types and lengths across disciplines</li> <li>• Teachers will develop criteria and tools for providing feedback to students</li> <li>• teachers will engage in action research specific to reading/writing theory within their content area</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>                      Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in reading and writing development. Interdisciplinary projects will be tailored</p> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• teachers will scaffold reading through vocabulary development</li> <li>• students will engage in discussion to make meaning of reading and writing</li> <li>• scaffolds will be used to support reading comprehension and writing development</li> <li>• students will meet weekly with advisors to build skills and track progress</li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental reading materials.	1,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	1,625
2	1	Title 1 Basic	Instruction	Books & Other Reference				Books for professional learning surrounding literacy across content areas.	335
Total									\$2,960

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>		<p><i>Detail the action:</i>                      SBAC aligned pre and post-test benchmarks measuring growth in mathematics as measured by grade level standards will be developed to determine student growth. Formative and summative data will be collected throughout the year to gauge growth and to influence modifications to curriculum to meet specific student needs pertaining to acquisitions of mathematical practices.</p>				
<i>SQII Element:</i> Implementation of RTI Framework to Assessment Performance/Grade Level Growth Correlation		<i>SQII Sub-element(s):</i> Common Assessment		<i>Site Growth Target:</i> 25%		<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New	<input type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data		<input checked="" type="checkbox"/> Research-based		<input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point:</i>                      By June 2017, site developed and district assessments (math interim) will reflect growth of 15% from pre to post-test in mathematics standards based on an SBAC aligned rubric.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>				<p><i>Owner(s)</i> Principal Vice Principal Teachers</p>		<p><i>Timeline</i> Continued development and implementation of curriculum through June 2017.</p>



<ul style="list-style-type: none"> <li>• teacher will develop performance based assessments that will assess student progress and needs</li> <li>• students will write reflective narratives and action steps incorporating how they are meeting or will make growth in math standards</li> <li>• students will develop projects integrating math practices that will highlight skills aligned to standards</li> <li>• math benchmarks will be used to determine student growth and areas of need</li> <li>• teachers will formatively assess student progress through student and team conferences</li> <li>• teaching practices will allow teachers the flexibility to work with groups to formatively assess progress</li> </ul>	<p>Teachers</p> <p>Teachers</p> <p>Vice Principal</p> <p>Vice Principal</p> <p>Teachers</p> <p>Vice Principal</p>	<p>Quarterly</p> <p>Each grading period</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>2x/quarter</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• All teachers will use the learning management system, telephone, email, and/or tele-parent to communicate expectations, assignments, and progress with parents and students</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers will learn/continue to learn how to develop mathematical projects and project based lessons</li> <li>• Teachers will collaborate to deepen their understanding of mathematical practices and application of that learning in real world projects</li> <li>• Teachers will develop criteria and tools for providing feedback to students</li> <li>• teachers will engage in action research specific to reading/writing theory within their content area</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in reading and writing development. Interdisciplinary projects will be tailored</p> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• teachers will scaffold vocabulary development of vocabulary associated with mathematics</li> <li>• students will engage in discussion to make meaning of mathematical practices</li> <li>• students will meet weekly with advisors to build skills and track progress</li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	1,625
Total									\$1,625

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates			
<b>Action # 4</b>	<i>Detail the action:</i> A focus on retention will be supported through engaging students in project based learning specific to the needs of the 21 <sup>st</sup> century learner and supporting student needs through team teaching, advisory periods, community mentors, working in a team based environment, and using a learning management system.								
<i>SQII Element:</i> Implementation of 3 Tier Support System to Academic Completion & Retention Correlation			<i>SQII Sub-element(s):</i> Retention		<i>Site Growth Target:</i> 97% Retention Rate	<i>Vendor (contracted services)</i>			
<input type="checkbox"/> New	<input checked="" type="checkbox"/>	On-going	Reasoning:	<input checked="" type="checkbox"/>	Data	<input checked="" type="checkbox"/>	Research-based	<input checked="" type="checkbox"/>	Local Knowledge/Context
<i>Write a SMART Goal to address each data point:</i> 2017-18 enrollment will reflect a 97% retention rate.									
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)					Owner(s) Principal Vice Principal Teachers	<i>Timeline</i> Development and implementation of curriculum continues through June 2017. Teachers develop and maintain their learning management system throughout the summer and 2016-17 school year.			
<ul style="list-style-type: none"> <li>students and teachers use a learning management system to communicate expectation, assignments, and progress</li> <li>students meet regularly with community mentors to monitor their development of 21<sup>st</sup> century and entrepreneurial skills</li> </ul>					Vice Principal	Quarterly			
					Principal	Quarterly			

<ul style="list-style-type: none"> <li>teachers monitor progress through formative assessments and small group monitoring</li> </ul>	Teachers	2x/quarter
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  A learning management system will provide a space for parents and teachers to communicate with teachers and will allow parents to stay up to date with student progress and achievement.</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>teachers continue to learn how to use the learning management system</li> <li>teachers will continue to learn how to engage students through project based learning</li> <li>teachers will continue to learn how to use blended learning to support content/skill acquisition and growth</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>                  Project based learning in small group environments with opportunities to meet with advisory teachers and community mentors will support academic achievement and retention. Working in teams will ensure there are additional supports and flexibility to finish coursework. A learning management system will allow students to have access to materials and assignments, as well as a space for students to communicate with teachers and peers.</p> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>Teachers will work in grade level and vertical disciplinary and interdisciplinary teams to coordinate curricula that will support English Learners' acquisition of language.</li> <li>Interdisciplinary projects and team teaching will provide students with extended literacy experiences necessary to acquire language skills.</li> </ul>		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action:</i> Students will participate in advisory period in small groups once per week to learn entrepreneurial skills that will be integrated across the curriculum. Curriculum across content areas will be delivered in a student centered environment where students will be engaged in project based learning. Engagement in relevant, high interest student and team centered environments with advisory support and clear and consistent communication campus-wide will support daily attendance rates.</p>		

<p><i>SQII Element:</i> Implementation of 3 Tier PBIS Framework to Social Emotional Rate Correlation</p>	<p><i>SQII Sub-element(s):</i> Attendance</p>	<p><i>Site Growth Target:</i> 97% ADA</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i></p>	<p><input checked="" type="checkbox"/> <i>On-going</i></p>	<p><i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> By June of 2017, EOY average daily attendance rate will be 97% higher.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• Students will meet weekly with their advisory teacher</li> <li>• Student attendance will be monitored daily</li> <li>• Regular and timely communication will occur between staff and students/parents when attendance issues occur</li> </ul>		<p><i>Owner(s)</i> Principal Vice Principal Teachers  Advisory Teachers Attendance Clerk Vice Principal</p>	<p><i>Timeline</i> Staff will continue to develop curriculum and policies through the '16-17 academic school year.  Weekly Daily Weekly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Attendance policies will be shared with parents</li> <li>• Academic policies will be shared with parents</li> <li>• Behavior policies will be shared with parents</li> <li>• Parents will have access to the learning management system that will enable them to stay up to date with student progress, behavior, and attendance</li> <li>• Parents will be encouraged to be active participants in building a strong school culture and community</li> <li>• Staff will communicate regularly with parents concerning academic, behavioral, and attendance issues</li> </ul>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers and staff will learn about pyramid response to intervention and how it supports both academics and behaviors</li> <li>• Staff will develop a response to intervention plan for academic, social/emotional, and culture/climate</li> <li>• Professional learning time will be used to establish common expectations and collective responsibility for students' social and emotional well-being</li> </ul>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			

- 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 weekly advisory period. Since the advisory periods will be in a small group setting, students will receive individualized attention. An engaging student centered learning environment will allow students a sense of ownership and autonomy. Clear and consistent communication will ensure students are aware of academic and behavior expectations. All of these elements will serve to support and encourage consistent attendance.

*Specify additional targeted actions 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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Travel				Conferences/training/workshop for Teachers	3,000
5	3	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	1,625
5	3	Sup & Conc	Instruction	Materials & Supplies				Clubs initiation and registration fees.	1,000
5	2	Sup & Conc	Instruction	Materials & Supplies				Learning management system and support.	1,625
								<b>Total</b>	<b>\$7,250</b>

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 6</b>	<i>Detail the action:</i> Curriculum will be delivered in a student centered environment where students will be engaged in project based learning. Engagement in relevant, high interest student and team centered environments with advisory support and clear and consistent communication campus-wide will support positive behavior and productive relationships between students and staff. Regular meetings with a community mentor will ensure students’ entrepreneurial projects are connected to an individual actively engaged in the business community. A detailed response to intervention will ensure behavior issues are addressed in a productive manner and that positive supports are exhausted before punitive measures are taken.					
	<i>SQII Element:</i> Implementation of a 3 Tier PBIS Framework to Social Emotional Rate Correlation		<i>SQII Sub-element(s):</i> Suspensions		<i>Site Growth Target:</i> suspensions < 3%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New</i>	<input checked="" type="checkbox"/> <i>Action On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By June 2017, EOY total percentage of students in 10 <sup>th</sup> and 11 <sup>th</sup> grade with 1 or more suspension incidents is less than 3% and percentage of students in 10 <sup>th</sup> or 11 <sup>th</sup> grade with 0 expulsions will be 100%.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i> Principal Vice Principal Teachers School Staff Mentors	<i>Timeline</i> School-wide systems, vision and curriculum will continue to be developed through the ’16-17 school year. Cycles of inquiry and data driven dialogue will guide associated revisions and action steps.	
<ul style="list-style-type: none"> <li>• Students will meet weekly with their advisory teachers</li> <li>• Staff will provide students with immediate feedback regarding behavioral areas of concern</li> <li>• Staff will develop a response to intervention system to ensure a clear understanding of how staff will intervene concerning behavior</li> <li>• Staff will develop a cycle of inquiry to analyze behavioral trends and work collaboratively to develop and implement an action plan designed to meet identified needs</li> </ul>				Teachers Teachers/Admin	Weekly Daily	
				Principal	Semester (review)	
				Vice Principal	Quarterly	

<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parent will have access to the learning management system and will be able to monitor student academic achievement and behavior issues</li> <li>• Teachers will regularly communicate with parents/students concerning any issues</li> <li>• Teachers will communicate with parents/students to involve all parties in positive interventions</li> <li>• Parents will have the opportunity to participate in positive interventions through parent advisory</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Staff will learn about pyramid of behavior interventions</li> <li>• Staff will develop a common school-wide vision and will consider academic and behavioral elements that support that vision</li> <li>• Staff will collaborate to ensure classroom plans align with school-wide systems</li> <li>• Staff will develop individual student support options</li> <li>• Staff will engage in data driven dialogue when troubleshooting areas of concern</li> <li>• Staff will create a behavior matrix to describe and communicate behaviors expected from students and the various settings where these behaviors occur</li> <li>• Staff will collaborate to create a curriculum of caring that integrates targeted social skills instruction</li> <li>• Staff will collaborate to develop positive interventions that support positive behaviors</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>Students will receive best first teaching in an environment that is student centered and sensitive to students needs on both an academic and social/emotional level. Students will be aware of the school-wide behavioral vision and will be positively supported in meeting the expectations of that vision. Weekly meetings with advisory teachers and regular meetings with community mentors will support and build a positive student centered environment focused on academic and behavioral success.</p> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• Advisory periods will ensure EL students have the opportunity to work directly with teachers.</li> <li>• The use of a learning management system will ensure all assignments and expectations are available to students to review outside of class.</li> <li>• Clear and consistent routines will ensure ELs are free to concentrate on academic concepts</li> </ul>		

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 7</b>	<p><i>Detail the action:</i> 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.</p>					
<i>SQII Element:</i> Implementation of 3 Tier PBIS Framework to Staff/Student/Climate/Culture/DHIB Correlation	<i>SQII Sub-element(s):</i> Implementation of Adult/Student Tier 1 Proactive Conditions		<i>Site Growth Target:</i> 100% Student Involvement		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> By January 2017, 100% of teacher practices will promote student engagement.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>Teachers will engage in regular cycles of instructional rounds as a diagnostic tool to identify problems of practice, gather data, identify trends, and determine next levels of work.</li> </ul>			<p><i>Owner(s)</i> Principal Vice Principal Teachers</p> <p>Vice Principal</p>		<p><i>Timeline</i> Curriculum will continue to be developed summer of '16 and will continue through the '16-17 school year. Instructional rounds, cycles of inquiry, and data driven dialogue will guide associated revisions and action steps.</p> <p>Quarterly</p>	



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

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

*Describe related professional learning:*

- Teachers will engage with professional readings and collaborative discussion as a means to develop a shared understanding/vision of the school’s culture and climate
- Teachers will engage in action research concerning best practices to promote student engagement
- Teachers receive training in project based learning
- Teachers work collaboratively to develop curriculum integrating entrepreneurial and non-cognitive skills
- Teachers will receive training and engage in instructional rounds

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

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

*Specify additional targeted actions 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.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support instructional practices.	4,000
7	1	EL	Instruction	Books & Other Reference				Books for professional learning surrounding ELS	223
7	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	250
<b>Total</b>									<b>\$4,473</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 8</b>	<i>Detail the action:</i> Curriculum and school culture are created to incorporate projects that require students to be actively involved in both school and community culture/events. Students work in small groups to develop projects shared with peers and staff. Students also work toward building and pitching businesses and prepare for this work by collaborating with community business mentors. Students will be involved in events that will connect the school with business partners within the community. Students will also be involved in internships that will allow students the opportunity to apply learning to real world situations.		
<i>SQII Element:</i> Implementation of 3 Tier PBIS Framework to Staff/Student/Climate/Culture/DHIB Correlation	<i>SQII Sub-element(s):</i> Implementation of Adult/Student Tier 1 Proactive Conditions	<i>Site Growth Target:</i> 100% Student Involvement	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i> By June 2017, 100% of students will participate in activities that promote positive school/community engagement.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i> Principal Vice Principal Teachers	<i>Timeline</i> Curriculum will continue to be developed summer of '16 and will continue through the '16-17 school year. Events will be developed and conducted summer throughout the '16-17 school year. Instructional rounds, cycles of inquiry and data driven dialogue will guide

<ul style="list-style-type: none"> <li>• Course content teachers will ensure all students are actively engaged in building communication/entrepreneurial skills necessary to collaborate and participate in larger school/community settings.</li> <li>• Advisory teachers will meet with students weekly</li> <li>• Attendance at larger school and community events will be monitored to ensure students are actively participating in events associated with their projects, businesses and fundraising</li> </ul>	<p>Vice Principal</p> <p>Teachers Vice Principal</p>	<p>associated revisions and action steps.</p> <p>Each grading period</p> <p>Weekly Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parents will be invited to be involved in all activities involving presentation of projects and fundraising with the broader community beyond the school.</li> <li>• The school will regularly communicate with parents to involve parents in upcoming events within the school and community</li> <li>• Opportunities to participate in activities at the school and community level will be community through various channels, including the learning management system.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers will work collaboratively to develop projects/curriculum that connect students with the school and/or community</li> <li>• Teachers will engage in PL that is tailored to involving students in fundraising efforts that partners with the greater business community</li> <li>• Teachers will receive training and engage in instructional rounds</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>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.</p>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

- 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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers.	1,226
								<b>Total</b>	<b>\$1,226</b>

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 9</b>	<p><i>Detail the action:</i> All curriculum, instruction, classroom and school structures, and activities will be developed to create a student centered environment in which teachers interact with students in a manner that promotes positive interactions and growth in self-esteem and self-worth. This work will begin with a period of “disorientation” at the beginning of the school year in which students are acclimated to an entrepreneurial student-centered environment.</p>		
<i>SQII Element:</i> Survey Results	<i>SQII Sub-element(s):</i> Student		<i>Site Growth Target:</i> 97% of students feel valued
<i>Vendor (contracted services)</i>			
<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i>                  By June 2016, school culture/climate survey data will reflect 97% of students feel valued by teachers.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                  (Include all interim monitoring evidence points showing impact)</p>		<p><i>Owner(s)</i>                  Principal                  Vice Principal                  Teachers</p>	<p><i>Timeline</i>                  Curriculum will continue to be developed summer of '16 and will continue</p>

<ul style="list-style-type: none"> <li>• Teachers will engage in instructional rounds throughout the year</li> <li>• Teachers will engage in cycles of inquiry involving data collected from student surveys</li> <li>• Advisory teachers will work with small groups weekly to formatively assess students’ sense of connectedness and student/teacher relationships</li> </ul>	<p>Vice Principal Vice Principal  Teachers</p>	<p>through the ’16-17 school year. Instructional rounds, cycles of inquiry and data driven dialogue will guide associated revisions and action steps.</p> <p>Quarterly Semester</p> <p>Weekly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Teachers will communicate with parents/students to involve all parties in positive interventions</li> <li>• Parents will have the opportunity to participate in positive interventions through parent advisory.</li> <li>• Parents will be invited to participate in all activities that showcase student work/in which student present their work to the school/business community</li> <li>•</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers will receive training on pyramid of behavior interventions</li> <li>• Teachers will receive training on incorporating positive reinforcement in targeted instruction</li> <li>• Staff will collaborate to develop a vision of the entrepreneurial school culture</li> <li>• Teachers will collaborate to develop classroom structures that speak to the entrepreneurial school culture</li> <li>• Teachers will learn how to engage in productive data driven dialogue through collective inquiry and developing an action orientation</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		

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

*Specify additional targeted actions 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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers.	1,029
9	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers.	1,628
9	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance / Repair	1,000
9	1	Sup & Conc	Instruction	Materials & Supplies				Science materials and supplies.	3,000
Total									\$6,657

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 10</b>	<i>Detail the action:</i> Activities and events will be created and calendared to increase parent participation. Events will include student conferences in which students have the opportunity to demonstrate growth over time and discuss with parent(s) the work in which they’ve been engaged throughout the year. Additional events will include a parent/community event in which students showcase projects.		
<i>SQII Element:</i> Survey Results	<i>SQII Sub-element(s):</i> Parent		<i>Site Growth Target:</i> 70% participation rate
			<i>Vendor (contracted services)</i>

<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i>                  By June 2017 70% of parents will have participated in a school activity that promotes school culture/climate.</p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                  (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• Parent survey</li> <li>• Activity sign-in sheets</li> </ul>			<p><i>Owner(s)</i>                  Principal                  Vice Principal                  Teachers</p> <p>Vice Principal                  Vice Principal</p>	<p><i>Timeline</i>                  Activities will be planned and delivered throughout the 2016-17 instructional year.</p> <p>Semester                  Quarterly</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Title I meeting</li> <li>• SSC meetings</li> <li>• Publish school newsletter informing parents about events at the school</li> <li>• Send home parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement</li> <li>• End of the year parent/student/teacher conferences to showcase student’s achievement and growth</li> <li>• Provide opportunities for discussion between parents, administrators and staff to address problems and find solutions for students have difficulties, either academically or socially</li> <li>• Entrepreneurship Expo (event for parents and business community to see what students have been working on throughout the year)</li> <li>• Workshops delivered by students for parents to attend to learn about technology</li> <li>• Facebook/Twitter</li> <li>• Parent attendance at presentations and career activities</li> <li>• Website to improve communication with parents/community</li> </ul>					
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Professional learning on family and community engagement for school staff</li> <li>• Offer training for parents and community stakeholders on effective communications and partnering skills</li> </ul>					
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• This action item does not involve direct instructional services to students, however, research indicates: Parent and family involvement in education correlates with higher academic performance and school improvement. Students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level program.</li> </ul>					

*Specify additional targeted actions for EL students:*

- Communications home will be in several language to accommodate families whose primary language is not English.
- Parent surveys are created in several languages to accommodate families whose primary language is not English.
- Interpreters will be available at school event to accommodate families whose primary language is not English.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	3	Title 1 Basic	Parent Participation	Materials & Supplies				Mat/Supplies for PI-no Food/no Incentive/no Certificate	319
10	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent involvement	3,000
								<b>Total</b>	<b>\$3,319</b>

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates				
<b>Action # 11</b>	<i>Detail the action:</i> Activities, events, and school visits will be created and calendared to increase student enrollment. Examples of activities, events, and school visits include informational meetings on site, visits to the comprehensive high school sites to recruit students, and coordinating a trip from the comprehensive sites for interested students to tour the school.									
<i>SQII Element:</i> Course Sequence/Grade Correlation			<i>SQII Sub-element(s):</i> Linked Learning		<i>Site Growth Target:</i> 70% participation rate	<i>Vendor (contracted services)</i>				
<input checked="" type="checkbox"/>	<i>New Action</i>	<input type="checkbox"/>	<i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/>	<i>Data</i>	<input type="checkbox"/>	<i>Research-based</i>	<input checked="" type="checkbox"/>	<i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i> By July 2017, enrollment of students for the 2017-18 academic school year will be at capacity (150 sophomore students enrolled).										
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>							<i>Owner(s)</i> Principal	<i>Timeline</i>		



<ul style="list-style-type: none"> <li>• Monitor applications</li> <li>• Monitor the number of students who enroll after acceptance letters are received</li> <li>• Sign in sheets at informational meetings</li> <li>• Student lists from trips from comprehensive sites</li> <li>• Site visits in October</li> <li>• Targeted meetings in the spring and summer to involve students in activities to connect them with our instructional practices</li> <li>• Site visits to middle schools in the spring to introduce the school to 8<sup>th</sup> graders so they are familiar with the school in the fall during high school recruitment</li> </ul>	<p>Vice Principal Teachers Staff</p> <p>Principal Principal Vice Principal Vice Principal Principal</p> <p>Principal</p> <p>Principal</p>	<p>Activities and visits will be planned and delivered throughout the 2016-17 instructional year.</p> <p>Weekly Weekly After each meeting After each trip (fall 2016) Fall semester</p> <p>May-August 2016</p> <p>May 2016</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Informational meetings will be scheduled to provide parents with the opportunity to learn about the program and school.</li> <li>• Potential students and parents are encouraged to visit the school and tour the campus. We will have 2 specific days dedicated for school tours and it is explained to parents/students when they call that the campus is open any time for tours.</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• No related professional learning is needed for this action item.</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• Since this is an action item geared toward recruiting students, there are no direct instructional services to students. However, recruiting materials will be used during presentations to inform students about the school and program.</li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• Interpreters will be used during events to ensure EL students and their families receive the information necessary to make an informed decision about attending the school.</li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	3	Sup & Conc	Instruction	Materials & Supplies				Student recruitment.	2,500
11	1	Sup & Conc	Instruction	Materials & Supplies				Student recruitment.	1,250
Total									\$3,750

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Patino - 0127

**ON-SITE ALLOCATION**

3010	Title I	\$11,811 *
7090	LCFF Supplemental & Concentration	\$42,277
7091	LCFF for English Learners	\$223
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$54,311</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$319
Remaining Title I funds are at the discretion of the School Site Council	\$11,492
<b>Total Title I Allocation</b>	<b>\$11,811</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher lead professional learning and action research on project based and entrepreneurial learning.	6,974.00
1	2	Title 1 Basic	Instruction	Bks & Ref			: Books surrounding project based learning.	300.00
1	1	Sup & Conc	Instruction	Direct Trans			: Trips to lectures and community business events.	15,777.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Books for professional learning surrounding literacy across content areas.	335.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Supplemental reading materials.	1,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,625.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,625.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,625.00
5	3	Sup & Conc	Instruction	Mat & Supp			: Learning management system and support.	1,625.00
5	3	Sup & Conc	Instruction	Mat & Supp			: Clubs initiation and registration fees.	1,000.00
5	3	Sup & Conc	Instruction	Travel			: Conferences/training/workshop for Teachers	3,000.00
7	2	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instructional practices.	4,000.00
7	1	Sup & Conc	Instruction	Direct-Graph			: Graphics	250.00
7	1	EL	Instruction	Bks & Ref			: Books for professional learning surrounding ELS	223.00
8	3	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers.	1,226.00
9	2	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers.	1,029.00
9	2	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers.	1,628.00
9	1	Sup & Conc	Instruction	Mat & Supp			: Science materials and supplies.	3,000.00
9	1	Sup & Conc	Instruction	Direct-Maint			: Maintenance / Repair	1,000.00
10	3	Title 1 Basic	Parent Participation	Mat & Supp			: Mat/Supplies for PI-no Food/no Incentive/no Certificate	319.00
10	3	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement	3,000.00
11	1	Sup & Conc	Instruction	Mat & Supp			: Student recruitment.	1,250.00
11	3	Sup & Conc	Instruction	Mat & Supp			: Student recruitment.	2,500.00

**\$54,311.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$11,811.00
Sup & Conc	7090	\$42,277.00
EL	7091	\$223.00
<b>Grand Total</b>		<b>\$54,311.00</b>

Domain Totals	Budget Totals
Academic	\$33,059.00
Culture & Climate	\$12,670.00
Social/Emotional	\$8,582.00
<b>Grand Total</b>	<b>\$54,311.00</b>

E.1. 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Brett Taylor</b>	X				
2. <b>Chairperson - Vanessa Martinez</b>					X
3. <b>Blair Eliason Sagardia</b>			X		
4. <b>Lisa Hamby</b>		X			
5. <b>Sue Gularte</b>		X			
6. <b>Paige Parker</b>		X			
7. <b>Sarah Gargan</b>		X			
8. <b>Doug Davidian</b>				X	
9. <b>Vernice Nellon</b>				X	
10. <b>Jennifer Celaya</b>				X	
11. <b>Danhya Jimenez</b>					X
12. <b>Taeyon Williams</b>					X
13. <b>Carlos Hernandez (alternate)</b>					X
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Brett Taylor		3/31/16
SSC Chairperson	Vanessa Martinez		3-31-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws