

Patino School of Entrepreneurship

10621666006068

Principal's Name: Blair Sagardia

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Title I SWP

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

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.

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.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

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.

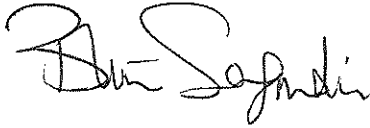

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Blair Sagardia	X				
2. Chairperson – Leah Herrera			X		
3. Guadalupe Andrade				X	
4. Kelly Schindler		X			
5. Benicio Rodriguez					X
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: <i>N/A</i>
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Patino School of Entrepreneurship			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Blair Sagardia		4/2/24
SSC Chairperson	Leah Herrera		4/2/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Patino - 0127

ON-SITE ALLOCATION

3010	Title I	\$22,400 *
7090	LCFF Supplemental & Concentration	\$76,160
7091	LCFF for English Learners	\$2,704

TOTAL 2024/25 ON-SITE ALLOCATION

\$101,264

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$896
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Remaining Title I funds are at the discretion of the School Site Council	\$21,504
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Total Title I Allocation	\$22,400
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Patino Entrepreneurship High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Passed all semester 1 courses with C- grade or better			64 %	2023-2024	70.1 %
SBAC ELA - Average distance from standard	✓	25 pts	55.7 pts	2023-2024	70.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	65.2 %	73.9 %	2023-2024	78.9 %
SBAC Math - Average distance from standard	✓	0 pts	-56.8 pts	2023-2024	-41.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	50.23 %	32.6 %	2023-2024	37.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Last year we allocated funds to pay for a Design Thinking consultant to continue working with our teacher team. The focus was on Design Thinking abilities. Our consultant also provided ongoing embedded professional development in the form of individual coaching and providing feedback to teachers. Her work with teachers enables them to design projects that provide multiple opportunities for students to engage with the speaking, listening, reading, and writing standards. The consultant also worked with math teachers and provided them with feedback on their projects. Specifically, ways to apply design thinking to their projects. Teachers tied literacy standards to entrepreneurship skills rubrics and utilized the design thinking process to redesign lessons and projects. The continued use of design thinking and PBL with the integration of the entrepreneurial skills helped students to practice gathering feedback and apply their knowledge of literacy and math standards in all classes.

We continued our work with Standards-based learning and grading. The team decided to use a common grading scale. This agreement led to teacher teams gaining more clarity on standards they taught, aligning rubrics, task and assessment. A focus on standards helped teachers to give feedback on what students are

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

Students who are in special education, who are English language learners, or who are designated as homeless or foster youth are scoring similarly to students who are not in those groups. Students who identify as African American, Asian, Hispanic 2 or more races, or White, are performing proportionally. Additionally, the sample size for each of the above mentioned groups is too small to draw any meaningful conclusions from the data. We were able to identify an area for growth within the group identified as socio-economically disadvantaged. In math, 45.2% of our students identified as socio-economically disadvantaged met or exceeded the standard, while 54.8% of that same group did not meet the standard. We have put a tutor in our Algebra 1 classes. Over time we expect that to help improve the number of students meeting or exceeding the standard on the Math SBAC.

learning vs. task completion only.

Teachers continued to use IAB's and IAC's as formative assessment tools. Teachers reviewed data and used targeted intervention to support students who were not already meeting or exceeding standards on the IAB's/IAC's. ELA teachers also monitored progress of baseline results taken from i-Ready and SBAC interims too look for gaps in learning to plan lessons. The math team met with a district math manager to explore SBAC assessment tools and how they could use them as well as how to align teacher instruction and assessment with the rigor of the standards assessed on SBAC. In the spring the math team focused on incorporating strategies from "Building Thinking Classrooms in Mathematics" to increase student participation and engagement.

We also allocated funds for supplemental contracts for math tutoring. Given that we had a substantial increase in both ELA and Math SBAC scores we believe our actions were effective and we will continue to support our teacher team with a variety of professional development opportunities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

\$37,215 was allocated to Goal 1 Actions 1-4 expenditures. Funds are being used as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We are adding a metric to Goal 1. "Passed all semester courses with C- or better" has been added. Grade reports will be added to the list of data used to monitor progress towards this metric. This can be found under Details in the Progress Monitoring area under the Actions for this goal.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

SSC reviewed staff feedback and agreed with their recommendations.

2 ELAC:

We are not required to have an ELAC

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Entrepreneurial skills rubrics aligned to literacy standards.
- Formative assessment results from i-Ready, SBAC interims, IAB's, IAC's informed lesson and project design.
- District math PL
- Vertical articulation of standards
- Continued use of design thinking and pbl frameworks for lesson and project planning
- School-wide professional development in incubator training

- Standards-based grading and learning
- Design thinking consultant provided embedded, ongoing professional development.
- Celebrate student successes on assessments
- Supporting teachers with time to design and calibrate scoring of learning experiences that mirror the SBAC items including text sets on a variety of topics for reading and responding, listening comprehension of academic discourse on topics of relevance, and timed written responses.

Action 1

Title: Listening and Speaking in a PBL environment.

Action Details:

All students will participate in project-based and design thinking 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, building empathy, 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. Entrepreneurship rubrics will be used to track and monitor progress of students who are designated as 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

1. ELPAC scores will be used to track the growth of English Learners.
2. Entrepreneurship rubrics
3. SBAC Interim results

Owner(s):

Teachers
Teachers
Teachers

Timeline:

Scores reviewed yearly.
For major projects
Once/semester

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

Literal notes to identify standards and strategies used to teach content. Feedback notes from follow up conference with teachers.

Owner(s):

Site Admin

Timeline:

Weekly

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

Grade Reports

Owner(s):

Counselor/Administration

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
District Quarterly Reports	Administration	Quarterly
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.		
Funds will be used to provide materials and supplies, site licenses, supplemental contracts for teachers,		
Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.		
All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.		
1. Identify English learner students in Red and all the areas that they are identified in.		
English Learner student population is performing at the lowest level in areas of Math and English.		
2. Using Title I funds Only: What are the planned expenses to support English learner students?		
With Title I funds we plan to support English learner students by using PLC time to track and monitor the standards being assessed and ways to intervene. Planning days will be used to build plans to support the growth of EL learners.		
3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?		
With 7090 or 7091 funds we plan to support English learner students by providing teachers with supplemental contracts to tutor students. We will also have a contract with California Teaching Fellows for embedded math support.		
4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA		
Integrated ELD for access to the standard curriculum:		
<ul style="list-style-type: none">• 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)		
Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.		
Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.		
1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.		
The (Insert student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).		
2. Using Title I funds Only: What are the planned expenses to support this student group?		
With Title I funds we plan to support (Specific student group) by...		
3. Using 7090/7091 funds only: What are the planned expenses to support this student group?		
With 7090 or 7091 funds we plan to support (Specific student group) by...		
4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA		
One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.		

Designated ELD for language development:

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

Action 2

Title: Writing using entrepreneurial skills as learning tools.

Action Details:

The entrepreneurial skills and design thinking are integrated into curriculum to teach students the purpose for writing and the audience they are writing for. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning. The requirements for learning will include ideating, gathering information, organizing ideas, storytelling, providing feedback, and reflecting. Writing standards will be used teach text types and purposes, production and distribution of writing, research to build and present knowledge, and produce a range of writing. Goals will be set based on ELPAC scores to support the growth of English Learners. Entrepreneurship rubrics will be used to track and monitor progress of students who are designated as 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

1. ELPAC scores will be used to set goals for English learners
2. SBAC Interim results
3. Entrepreneurship rubrics
4. D/F rate to track our progress toward the C- metric
5. District Quarterly Reports

Owner(s):

Teachers
Teachers
Teachers
Counselor/Administrator
Administrator

Timeline:

Yearly
1x per semester
Quarterly
Quarterly
Quarterly

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

Literal notes to identify standards and strategies used to teach content. Feedback notes from follow up conference with teachers.

Owner(s):

Admin

Timeline:

Weekly

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

Tier 1:

Interdisciplinary projects will be tailored to meet subject specific needs. Projects across the curriculum will be designed to highlight the development of content specific literacy skills and will provide students with opportunities to master subject specific writing. This will be accomplished in a variety of ways: written reflections, process writing, quick-writes, rhetorical analysis, written narratives, writing speeches, writing pitches, developing persuasive presentations, lab reports, etc.

Materials/Supplies needed for Learning Management system/support

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

our EL students.

Tier 3:

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

Funds will be used to provide materials and supplies, site licenses, supplemental contracts for teachers,

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by using PLC time to track and monitor the standards being assessed and ways to intervene. Planning days will be used to build plans to support the growth of EL learners.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing teachers with supplemental contracts to tutor students. We will also have a contract with California Teaching Fellows for embedded math support.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Integrated ELD for access to the standard curriculum:

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

Designated ELD for language development:

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

Action 3

Title: Reading within a PBL environment

[Action Details:](#)

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

Through integrated project-based learning students learn how texts from all genres are crafted for different purposes within different disciplines. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning. Reading standards will be used to teach students how to identify key ideas and details, analyze craft and structure, and integrate knowledge and ideas. Students will read often across content areas and grade levels. Goals will be set based on ELPAC scores to support the growth of English Learners. Entrepreneurship rubrics will be used to track and monitor progress of students who are designated as 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

- 1. ELPAC scores will be used to set goals for English language learners
- 2. SBAC Interim results
- 3. Entrepreneurship rubrics
- 4. D/F rate to track our progress toward the C- metric
- 5. District Quarterly Report

Owner(s):

- Teachers
- Teachers
- Teachers
- Administration
- Administration

Timeline:

- Yearly
- Fall and Spring Semesters
- For major projects
- Quarterly
- Quarterly

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

Literal notes to identify standards and strategies used to teach content. Feedback notes from follow up conference with teachers.

Owner(s):

- Site administrators

Timeline:

- Weekly

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

- Tier 1:
- Interdisciplinary projects will be tailored to meet subject specific needs. Projects across the curriculum will be designed to highlight the development of content specific literacy skills and will provide students with opportunities to master subject specific reading. This will be accomplished in a variety of ways: close readings, rhetorical analysis, analysis of subject specific writing, reading across genres
- Tier 2:
- Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in reading development. Data from these assessments will be used to track the progress of our EL students.
- Tier 3:
- For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided.
- Funds will be used to provide materials and supplies, site licenses, supplemental contracts for teachers,

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

- 1. Identify English learner students in Red and all the areas that they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

- 1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of Math and English.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by using PLC time to track and monitor the standards being assessed and ways to intervene. Planning days will be used to build plans to support the growth of EL learners.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing teachers with supplemental contracts to tutor students. We will also have a contract with California Teaching Fellows for embedded math support.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Integrated ELD for access to the standard curriculum:

- Teachers will scaffold reading through vocabulary development (Section 1, Part I Section C and II Section A - ELD Standards
- Students will engage in discussion to make meaning of reading and writing (Section 1, Part 1, Section C - ELD Standards)
- Scaffolds will be used to support reading comprehension and writing development (Section 1, Part II, Section A and C - ELD Standards)

Designated ELD for language development:

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

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

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

Action 4

Title: Math within PBL using entrepreneurial skills to learn.

Action Details:

Project-based learning, entrepreneurial skills, mathematical thinking practices, and design thinking are used as the foundation for application and acquisition of content. This style of learning was chosen because it supports language acquisition because students have opportunities to use language and apply their learning. This style of learning also supports students to become problem solvers, risk takers, and adaptive 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 1. ELPAC scores will be used to set goals and track the growth of English Learners 2. Grade data from students who attend after school tutoring 3. SBAC ICA in 11th grade 4. SBAC IAB's 9th-11th grade 5. D/F rate to track our progress toward the C- metric 6. District Quarterly Reports	Owner(s): Teachers Teachers Teachers Teachers Counselor/Administration Administration	Timeline: Scores reviewed yearly Quarterly Once/semester Once/semester Quarterly Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Literal notes to identify standards and strategies used to teach content. Feedback notes from follow up conference with teachers.	Owner(s): Site Admin	Timeline: Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
Tier 1: Interdisciplinary projects will be tailored to meet specific course needs. Mathematical practices will be highlighted and students will be asked not only to solve problems, but justify why particular mathematical statements are true and where the mathematical rules come from. Additionally, students will also be asked to apply their understanding of mathematical practices to real world problems. Collaboration in groups and project-based learning will be integrated into instructional practices as a means of first best teaching to meet the needs of all levels of students.		
Tier 2: Performance based, formative and summative assessment/data will be used to differentiate, scaffold and meet specific student needs in math development.		
Tier 3: For students who are still not meeting standards after small group instruction and strategic grouping, one-on-one support will be provided. Funds will be used to provide materials and supplies, site licenses, supplemental contracts for teachers, tutors from California Teaching Fellows,		

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below. <i>All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.</i> 1. Identify English learner students in Red and all the areas that they are identified in. <i>English Learner student population is performing at the lowest level in areas of Math and English.</i> 2. Using Title I funds Only: What are the planned expenses to support English learner students? <i>With Title I funds we plan to support English learner students by using PLC time to track and monitor the standards being assessed and ways to intervene. Planning days will be used to build plans to support the growth of EL learners.</i> 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students? <i>With 7090 or 7091 funds we plan to support English learner students by providing teachers with supplemental contracts to tutor students. We will also have a contract with California Teaching Fellows for embedded math</i>	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section. Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data. 1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in. <i>The socio-economically disadvantaged student population is performing at the lowest level in areas of Math.</i> 2. Using Title I funds Only: What are the planned expenses to support this student group? <i>With Title I funds we plan to support socio-economically disadvantaged students by using PLC time to track and monitor the standards being assessed and plan ways to intervene. Planning days will be used to build plans to support the growth of socio-economically disadvantaged learners.</i> 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?
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support.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- teachers will scaffold vocabulary development of vocabulary associated with mathematics. ((Section 1, Part I Section C and II Section A- ELD Standards)
- students will engage in discussion to make meaning of mathematical practices (Section 1, Part 1, Section C - ELD Standards)
- students will meet regularly with teachers to build skills and track progress.
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

With 7090 or 7091 funds we plan to support socio-economically disadvantaged by contracting with California Teaching Fellows to provide embedded tutoring support to students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license.	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessor	600.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license	1,500.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license	1,500.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license	1,500.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows: Tutors for math	20,000.00

\$26,600.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	91.11 %	91.2 %	2023-2024	92.3 %
Graduation Rate	✓	100 %	100 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

We remain focused on creating student centered real-world experiences for students at every grade level. All students are engaged in projects that require them to be involved with the school and community members. Ninth grade students engage in a community based problem that requires them to identify issues facing Fresno and design solutions. This year's project is focused on designing and creating product-based solutions that address heat related issues for vulnerable communities in Fresno. Tenth graders intern with local businesses to build websites and develop online marketing campaigns for their client. Eleventh graders create an MVP for their business idea and work closely with a mentor from the community. This year Juniors will be examining the environmental impact of their business and adding that to their MVP pitch. Through preparing and participating in the investor showcase and business fair, Seniors learn to network and deepen their understanding of ways to promote and market their business. In addition to this grade level anchor work, all students are engaged in pitches or presentations that are demonstrations of learning of course content. Throughout these projects students receive feedback from peers and teachers. Students learn to overcome challenges and overtime learn that failure is an integral part of academic and life success. We believe these grade level experiences keep our students engaged and on track to graduate and contribute to our 91% favorable rate in the student-centered/real world experiences domain.

In addition to relevant real-world experiences our academic counselor works to ensure all students are on track to graduate by enrolling them in on-site credit recovery when needed so that students do not need to transfer to other schools to stay on track for graduation. We were also assigned a resource counselor for the first time. She checks in with students about their grades and shares resources such as after school tutoring with them.

2

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

The data for all student groups is proportional to their representation. Additionally, the sample size of most student groups is small and no meaningful conclusions can be drawn.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We allocated \$500 for van maintenance. Funds are being used as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

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

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Student member asked about funding for team merchandise

2 ELAC:

We are not required to have an ELAC

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Teacher feedback indicated they agreed with real-world projects and community partnerships being the primary reason our data in this area is high.
- Additional items recommended to fund were art supplies for projects, a networking tool to help find mentors, coaches, and partners more efficiently.
- One teacher requested funding for teams to purchase promotional items for their team such as company polos, stickers, table clothes, and banners

Action 1

Title: Real world application of learning.

Action Details:

Course content teachers will provide PBL Gold Standard Projects created using a Design Thinking approach to engage all students in building communication/entrepreneurial skills necessary to collaborate and participate in larger school/community settings. Curriculum and school culture are created to incorporate projects that require students to be actively involved in both school and community culture/events. Students work in small groups to develop projects shared with peers and staff. Students also work toward building and pitching businesses and prepare for this work by collaborating with community business mentors. Students are involved in events that will connect the school with business partners within the community. A focus is on connecting students with both the public and private sector. Students will also be involved in internships that will allow students the opportunity to apply learning to real world situation.

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

Engagement data collected by our pathway coordinator and job developer.

Owner(s):

Pathway Coordinator and Job Developer

Timeline:

Quarterly

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

Tier 1:

Curriculum, instruction and projects will be developed such that students are engaged in the community beyond the classroom. The skills necessary to engage productively in a variety of environments will be integrated into curriculum/projects so that students are prepared to participate as an active member of the school and larger business community. Additionally, general announcements about opportunities are made on a regular basis.

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

Tier 2:

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

Tier 3:

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

Direct maintenance of technology.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Academic tutoring

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

- Blended learning will be used to enhance learning and engage students in content acquisition
 - Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.
- designated for special education.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Funds for business teams MVP	5,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Van maintenance and repair	1,000.00

\$6,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		22.7 %	2023-2024	17.7 %
Suspension Rate - Semester 1	✓	3.81 %	2.2 %	2023-2024	1.87 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Our action for this goal takes a tier 1 classroom centered approach. We believe by creating student-centered classrooms, students are more inclined to attend regularly. All students are engaged in projects that require them to be involved with the school and community members. Those projects are outlined in the Goal 2 analysis.

The majority of absences are due to illness. Additionally, if a parent calls their student in ill and that student is under the 90% attendance rate threshold the illness is recorded as a PR, which is not counted as an excused absence and it counts against their attendance rate. Our attendance clerk reported that some families are difficult to contact and making home visits would be helpful.

When conflict arises we take an approach that communicates Patiño's values and emphasis on having empathy for others. When conflict does arise we approach those situations with a problem solving orientation accompanied by appropriate disciplinary measures. We always include ways for students to make the situation as right as possible. We believe this approach is why we have very few repeated and low suspensions rates. This year we have a resource counseling assistant who focuses on 9th graders. She supports students to set and monitor goals. She is in regular communication with teachers and families. We have the lowest chronic absenteeism rate in the 9th grade.

Teacher feedback indicates that our team structure for student projects holds students accountable to one another and therefore they are less likely to be absent. Teachers work with teams to create norms that help them be accountable to one another. Teachers are also having frequent problem solving conversations with students that reinforce our value of a positive approach to problem solving which helps students feel welcomed in class.

The addition of an A4 counselor is sited a positive addition to our site. Students on the A4 advising case load have a person they can check in with and that helps them come to school and have a successful day.

2

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

Chronic Absenteeism:

The data for all student groups is proportional to their representation. Additionally, the sample size of most student groups is small and no meaningful conclusions can be drawn.

Suspension Rate:

It would appear that we disproportionately suspend white students, however the suspension for white students is the same student. Additionally, the total suspensions is low which will skew the data and make it appear to be disproportional.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

\$4263 were allocated to Goal 3. Funds in this goal were allocated to campus beautification. We thought we would create a school garden to use for students who need a space to cool down, but the district facilities department was unwilling to support our efforts. A home school liaison was not hired. The site learned the district had a liaison for them to use, however this wasn't completely accurate. A home school liaison position is going to be considered again for the fall. Some of the funds have been reallocated for teacher subs for teacher planning days and supplemental contracts for a teacher to be part of the Design Thinking cohort.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Action 2 will be removed. We weren't able to fund the position and we don't think the cost will outweigh the benefit. We are also adding a new summer bridge program for new incoming 9th and 10th graders. This change can be found in the text of Action 1.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Parent member question about teacher feedback about whether we have a Culture Climate team
- Teacher member asked if we could combine the maker space idea with goal 3 VACA funds to outfit maker space
- Student member asked about Fun Fridays. We told him that we would still have Fun Fridays, but we wouldn't be able to have a longer lunch.

2

ELAC:

We are not required to have an ELAC

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Teachers credit team building and norm setting and the team structure for projects as a main factor in low absences as students are accountable to their team.
- Our attendance clerk is very proactive in clearing absences and working with families to ensure their absences are cleared
- Teachers note our student centered approach to classroom instruction and the peace-making process as factors for good attendance and low repeated suspensions.
- Funding for passion projects
- Funding for more Fun Friday activities
- Incorporation of student voice in projects helps engagement in school
- Create a maker space for students to prototype and experiment and develop their ideas
- Funding for ASB
- Funding for business teams to feel more connected to one another
- One teacher suggests creating a committee with extra pay contracts to develop "consistent rules, structures, and expectations that are applied across the site" would increase

- engagement in school community.
- Another teacher suggests creating a "Saturday Service" club that meets once a month to work collaboratively on community projects would help engagement
 - Support group for students suffering from anxiety, stress, or student conflicts

Action 1

Title: Developing a positive student-centered enviroment

Action Details:

All curriculum, instruction, classroom, school structures, and activities will be developed to create a student-centered environment. Adults will interact with students in a manner that communicates to students we care about them. Curriculum and instruction will be designed with voice and choice in mind that provides opportunities for students to engage in design thinking abilities. When conflict arises site administration will use a peace-making process to resolve conflict as well as provide students with feedback on behaviors that are not in alignment with developing an entrepreneurial mindset. These structures are designed to support students to develop empathy for others, lower repeated suspensions, and as an intervention for level 1 and 2 behaviors. Creating a student-centered environment begins with a period of “disorientation” at the beginning of the school year in which students are connected to their peers across grade levels where they engage in a design thinking challenge and begin to develop a sense of belonging. Our annual dub fair gives students an opportunity to start clubs of their choice or join existing clubs. We will also create a summer bridge for our new incoming 9th graders and 10th graders.

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

Scrum and Asana boards that track student ownership of learning.

Owner(s):

Teacher

Timeline:

Ongoing

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

Peace making process data

Owner(s):

Admin

Timeline:

Quarterly

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

Culture and Climate Student Survey results in the Student Engagement domain

Owner(s):

Students

Teachers

Climate and Culture Team

Timeline:

2x/year

Details: Explain the data which will specifically monitor progress toward each indicator target Retention rates.	Owner(s): Registrar Vice Principal Principal Counselor Attendance Secretary	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Suspension Data, specifically repeated suspensions	Owner(s): Vice Principal	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target District Quarterly Reports	Owner(s): Administration	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Chronic absenteeism data	Owner(s): Administration	Timeline: Weekly

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 where they are introduced to the entrepreneurial skills, design thinking process via design challenges, and learn how they can leverage those in an academic setting. All students will be known well by at least one adult. Teachers will be paid supplemental contracts for additional work days so that they can be trained in instructional methods designed to support PBL and disorientation planning. Substitutes may be used to support teachers to complete this work. Materials and supplies for all students - CTE enrollment		
Tier 2: All stakeholders are informed of students who are struggling so that plans can be developed to support their social/emotional growth.		
Tier 3: Referrals to social worker can be made to individuals who need more support.		
Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.	
All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4. 1. Identify English learner students in Red and all the areas that they are identified in. English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard). 2. Using Title I funds Only: What are the planned expenses to support English learner students?	Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data. 1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in. The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).	

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Academic and social emotional counseling

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: School spirit supplies	2,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: P.E. clothes	2,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for the school	2,188.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Sports referee	1,200.00

\$8,388.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	91.62 %	92.1 %	2023-2024	93.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

For the Fall 2023-24 Climate and Culture survey, 92% responded favorably in the Organizational Domain. The majority of funds for this goal were spent on professional development opportunities for teachers. Teachers continued their work on developing as Design Thinking designers. In an effort to continue our investment in teacher capacity building we sent all who chose to go to Incubator training in Chicago. This training gave teachers first hand experience with our core pathway curriculum. As a result, teachers shared they are better able connect their content to our entrepreneurship courses. We launched a design thinking cohort to support teachers to deepen their understanding and implementation of design thinking in their classrooms. We believe these ongoing opportunities for professional development as well as our efforts to celebrate our successes contribute to our high favorability rating in the Organizational Domain. Additionally, staff voice and collective decision making are priorities of site administration. Linked learning projects are also an opportunity for teachers to build a connection to each other and work collectively towards our mission and vision.

2

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

There was no disproportionality in this data.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

\$59,136 were allocated to Goal 4 expenditures. The funds are being spent as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will add the "School Building Committee" to the last sentence in Action 1 of Goal 4. There will be no other additions or changes to the goal, annual metric, or action.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">Parent member asked if we have a technology budget. We explained that CCR covers much of our tech needs and now that the district is 1-1 we don't have a need for a budget specifically for tech.</div>	<div>2 ELAC:</div> <div>We are not required to have an ELAC</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Release days for planningTeacher led workshops sharing their expertiseAllocate funds for more fieldtripsMore focused work on Design Thinking AbilitiesRefresh on PBLBook studies on d school booksWays to keep teachers motivated to do the demanding work of being an innovative teacherTraining on how to create more voice and choice in projectsAllocate funds for opportunities for staff to travel, plan and play together. (Ropes courses, escape rooms)</div>
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Action 1

Title: Teacher Entrepreneurial Mndset

Action Details:

Patiño School of Entrepreneurship is a mission and vision driven school. Teachers come to teach at Patiño because they want to stretch themselves as teachers and because it is a place where students have opportunities to explore real world experiences. Site leadership strives to make Patiño an inviting place to work as we believe that inspires an entrepreneurial mindset. Being a teacher at Patiño requires innovation, creativity, risk-taking, being a problem solver and adaptive learner, collaboration, and self-awareness for relationship building. To ensure we maintain a positive organizational environment among our diverse teaching staff site leadership will provide a variety of professional learning opportunities to teachers to build or maintain the agency required to teach at Patiño. When conflict arises site leadership will address concerns with a problem solving disposition and work to support all parties through a restorative peacemaking process while holding high standards of behavior for all. We will also take the time to celebrate our accomplishments together as there are many. Feedback will be sought from the Instructional Leadership Team, School Site Council, School Building Committee, and staff to ensure all educational partners have input in decision making where appropriate.

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

Explain the Progress Monitoring and data used for this Action

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

The Staff Climate and Culture Survey will be used to track progress on Organizational Environment

Owner(s):

ILT
Site Leadership

Timeline:

Yearly

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

- **Student Academics:** We will continue our work with Design Thinking professional learning. Teachers will implement framework and practices needed to develop independent learners.
- **Student Centered and Real-World Learning:** Teachers will continue to receive professional development in Project Based Learning, Design Thinking, project management tools, partner with industry experts, and training in standards-based learning.
- **Student Engagement:** We will continue our work with Design Thinking professional learning. Teachers will implement framework and practices needed to develop independent learners.

*Subs and Supplemental contracts, conference costs and travel, and consultants will be utilized to support this work

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for planning release days - 31 Days *No IEPS*	7,434.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 13 teachers x 18 hours/teacher x 44.52 *No IEPS*	12,772.00
G4A1	Title 1 Basic	Instruction	Travel			: Data Science PL for new course	1,298.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Sub days for teacher planning - 5 Days	1,344.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for ELA and Math tutoring	3,929.00
G4A1	Sup & Conc	Instruction	Travel			: Uncharted Learning conference for pathway coordinator	2,500.00
G4A1	Sup & Conc	Instruction	Travel			: Immersion experience for teachers - trip to Bloomberg Beta	5,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : LH Consulting: Consultant fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Design Learning Inc. : Contract	5,000.00

\$54,276.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	72.42 %	77.5 %	2023-2024	78.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

On the Fall 2023-24 Climate Culture survey, 77.5% of participants responded favorably in the Family Engagement Domain. This is up 6% points from the last survey. The majority of our parents feel like they are treated with respect, have opportunities for input, that they are a partner in making decisions, are a part of our school, are encouraged to participate, and are frequently updated on their child's academic progress. We believe actions that contribute to these results are keeping an up to date social media platform, regular communication between teachers and families, invitations to school events listed in the action details, and the emphasis on professionalism when communicating with families.

2

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

There is no disproportionality in this data.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

\$4653 was allocated to Goal 5. At this time funds are being spent as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

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

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>No feedback for this goal</div>	<div>2 ELAC:</div> <div>We are not required to have an ELAC</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Having student teams on hand to share what they are doing is helpful for families• Get better at reporting our wins with regard to student businesses• Teachers engaging with families about student progress and grades is helpful for families to feel connected to the school• Try to find more ways to celebrate students• More celebrations and recognition of service, E skills attainment, strong collaboration, etc could help bring energy and positive focus on the gains students are making.• More frequently updated website with video reels/carousels that are current and celebratory. We need to make positive calls home• Connect kids with valuable school activities and sports that are more inclusive and structured.• Can we have a leadership/ambassador class that will take some of these things on and follow through with them? If we haven't found a way to celebrate each student in a semester, we aren't connecting with them.• How can our resource counselor be more visible and hands-on in working with kids and providing that positive adult mentorship.• Can teachers have more advanced notice or coverage so that they may be present at 504's and IEP meetings?</div>
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Action 1

Title: Families and the Entrepreneurial Mindset

Action Details:

Patino School of Entrepreneurship strives to create a welcoming and professional environment. Patino is a unique and dynamic environment that requires educational partners' involvement in order for students to develop an Entrepreneurial Mindset. There are a variety of opportunities for families to engage meaningfully with staff in support of their student. Families will be invited to attend the following school events: (1) pitch competitions, project presentations, and end of year portfolio reflections, (2) technology night at which they will have opportunities to learn about and how to use the various technological/online tools (LMS, Atlas etc.), (3) Back to School Night and Open House at which student expectations will be reviewed and ways families can support their student will be discussed, and (4) Family Business Night which will be an opportunity to connect our families to Patino in a meaningful way. Interpreters will be available at all events. Patino will ensure families are aware of resources to help their student with their school work (e.g. Parent University, ParentPortal, Edutext, Canvas, etc.).

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- All staff/Culture and Climate team
- All staff

Timeline:

- 2x/year
- Collected at events

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

- **Student Academics:** Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Canvas, ParentPortal, Edutext, etc.).
- **Student Centered and Real-World Learning:** Families will be invited to attend pitch competitions, project presentations, and end of year portfolio reflections.
- **Student Engagement:** Families will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (Canvas, Atlas, etc.)

Materials and supplies and translation will be funded.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Families will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (Canvas, Atlas, etc.)

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

Families will be invited to a technology night at which they will have opportunities to learn about and how to use the various technological/online tools (Canvas, Atlas, etc.)

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

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies: binders, paper, markers, folders etc.	896.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation materials	2,500.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Parent business night	1,507.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified	597.00

\$5,500.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0127 Patino High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license.	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessor	600.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license	1,500.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license	1,500.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas site license	1,500.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows: Tutors for math	20,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Funds for business teams MVP	5,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Van maintenance and repair	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: School spirit supplies	2,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: P.E. clothes	2,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for the school	2,188.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Sports referee	1,200.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for planning release days - 31 Days *No IEPS*	7,434.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 13 teachers x 18 hours/teacher x 44.52 *No IEPS*	12,772.00
G4A1	Title 1 Basic	Instruction	Travel			: Data Science PL for new course	1,298.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Sub days for teacher planning - 5 Days	1,344.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for ELA and Math tutoring	3,929.00
G4A1	Sup & Conc	Instruction	Travel			: Uncharted Learning conference for pathway coordinator	2,500.00
G4A1	Sup & Conc	Instruction	Travel			: Immersion experience for teachers - trip to Bloomberg Beta	5,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : LH Consulting: Consultant fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Design Learning Inc. : Contract	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies: binders, paper, markers, folders etc.	896.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation materials	2,500.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Parent business night	1,507.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified	597.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$22,400.00
Sup & Conc	7090	\$76,160.00
LCFF: EL	7091	\$2,704.00
Grand Total		\$101,264.00

\$101,264.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$26,600.00
G2 - Expand student-centered and real-world learning experiences	\$6,500.00
G3 - Increase student engagement in their school and community	\$8,388.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$54,276.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,500.00
Grand Total	\$101,264.00