

Patino School of Entrepreneurship

10621660132134

Principal's Name: Blair Sagardia

Principal's Signature:

A handwritten signature in cursive script, appearing to read "Blair Sagardia", written in black ink.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

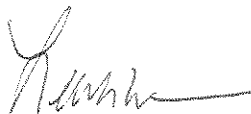
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 subgroups 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 (DAC and 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 – Hanna (Ozzie) Grace Dean					X
3. Vice-Chairperson – Leah Herrera VP			X		
4. Christine Rodriguez			X		
5. Juana Meza				X	
6. Annika Knutson - Secretary		X			
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A
☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Patiño 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		4/13/23
SSC Chairperson	Ozzie Dean	not present at meeting	
SSC Vice-Chairperson	Leah Herrera		4/13/23

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 2023/24

Patino - 0127

ON-SITE ALLOCATION

3010	Title I	\$20,300 *
7090	LCFF Supplemental & Concentration	\$69,020
7091	LCFF for English Learners	\$2,366
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$8,323</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$100,009

* 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	\$812
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$19,488</u>
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Total Title I Allocation	\$20,300
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Patino Entrepreneurship High 2023-2024 - 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
SBAC ELA- Average distance from standard	✓		22 pts	2021-2022	25 pts
SBAC ELA- percentage of students met/exceeded standard	✓		64.1 %	2021-2022	65.2 %
SBAC Math - Average distance from standard	✓		-131 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		5.13 %	2021-2022	50.23 %

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 all actions 1,2,3, and 4 teachers continue to implement the actions of goal 1 as described. To further support teachers to implement the actions of goal 1, we continue to contract with a dSchool affiliated consultant to extend professional learning for all of our teachers on Design Thinking. This professional learning served to complement previous professional development trainings in Design Thinking, and PBL 101-Buck Institute, Scrum, and a standards-based grading seminar. As a result, teachers have designed experiences for students that incorporate the elements of design thinking, design thinking abilities, as well as our established entrepreneurial skills in order to learn content. The effectiveness of this approach to curriculum design has resulted in steady ELA scores. With regard to math, we believe the test scores remained low from the 20/21 school year (11% met/exceeded standard) because we lost a new teacher at the beginning of last year and had to distribute his students to our existing teachers. While our math teacher skillfully implemented a project-based curriculum, design challenges and connected content to student businesses, there was not an emphasis on the skills students did not gain or lost during school closure. Not enough attention was paid to targeted intervention as we had done in the 2018/19 school year when we had our biggest increase in math scores.

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 one student who is in special education met standards in ELA, however not in Math. There were no students designated as EL or homeless/foster youth taking the ELA or Math SBAC. When the data was disaggregated by race there was some disproportionality however the small sample size skews the data leaving us unable to make any meaningful conclusions.

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).

\$27,657 was allocated to Goal 1 Actions 1-4 expenditures. \$20,000 was allocated for a California Teaching Fellow, however we did not receive services until mid February 2023. The contract was decreased by \$8,269. \$2430 was allocated to supplemental contracts for teachers for after school tutoring, and \$6217 was used to purchase two new skatedocks for student skateboards to support Goal 3.

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 2023/24 SPSA.

The following changes were made to Goal 1 Action 1-3: The department headings were removed from the Progress Monitoring section. We will collect entrepreneurship rubrics, ELPAC scores, and SBAC Interim scores school wide. The progress monitoring data for Goal 1 Action 4 was changed to include the use of IAB's and IAC's as a formative assessment tool. Data from these assessments will be used to inform tutoring intervention.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: More parent involvement was sited as an area of opportunity. SSC liked the idea of having a HSL to help with chronic absenteeism. They also like the idea of a Family Business Night where Patiño families could showcase their businesses. And finally our student representative shared more electives would be great to offer students (psychology and ethnic studies).	2 ELAC: We are not required to have an ELAC due to small numbers of EL students.	3 Staff: Staff posed the following questions/comment • Add afterschool math tutoring as a data point for Goal 1. Ideas to track: Monitor grades of students that go to afterschool tutoring; use pre and post assessments during tutoring to show improvement; track attendance (G1) • How do you use these data points for Science? We know the e skills rubrics are based on literacy standards, but is there a way to assess student achievement in sciences? (G1)
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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.

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

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:

Integrated ELD for access to the standard curriculum:

- Sentence frames will be used to scaffold communication and presentation skills (Section 1, Part 2 ELD Standards)
- Outlines will be developed to support the development of presentations (Meta-linguistic awareness and accuracy of production - ELD Standards)
- Dialogic discussion models will be used, such as Socratic seminars to scaffold productive discussion (Productive strand from ELD Standards)

Designated ELD for language development:

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

Specify enhanced services for low-performing student groups:

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

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.

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

Owner(s):

Teachers
Teachers
Teachers

Timeline:

Yearly
?
?

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:

Specify enhanced services for low-performing student groups:

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

Action 3

Title: Reading within a PBL environment.

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. ELPAC scores will be used to set goals for English language learners	Teachers	Yearly
2. SBAC Interim results	Teachers	?
3. Entrepreneurship rubrics	Teachers	?
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Literal notes to identify standards and strategies used to teach content. Feedback notes from follow up conference with teachers.	Site administrators	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:

Integrated ELD for access to the standard curriculum:

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

Designated ELD for language development:

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

Specify enhanced services for low-performing student groups:

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

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

Action 4

Title: Math within PBL using entrepreneurial skills to learn.

Action Details:

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

Owner(s):

- Teachers
- Teachers
- Teachers
- Teachers

Timeline:

- Scores reviewed yearly
- Quarterly
- Once/semester
- 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

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:

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

Specify enhanced services for low-performing student groups:

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

2023-2024 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	1,375.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessor 43.22 x 4 hours	213.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas Site License	1,375.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas Site License	1,375.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers for tutoring 34 hours x 3 teachers X 43.22 **No IEPs**	5,432.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas Site License	1,375.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows: Tutors for math	20,000.00

\$31,145.00

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	✓	91.45 %	90.01 %	2022-2023	91.11 %
Graduation Rate	✓	100 %	100 %	2021-2022	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. They also work on a Linked-Learning interdisciplinary project focused on a passion project. Eleventh graders create an MMP 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 MMP 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 student 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 90% 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.

2

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

We do not see any 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).

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 2023/24 SPSA.

Instead of the data listed in the 2021-22 SPSA we will instead collect one focused piece of data. We will track the engagement data collected by our pathway coordinator and job developer.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: The SSC did not have any feedback on the proposed changes to data collection for this goal.	2 ELAC: We are not required to have an ELAC due to small numbers of EL students.	3 Staff: Teachers agreed with proposed changes to data collection and noted that data collection must be ongoing and relevant to our students.
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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	Owner(s):	Timeline:
Engagement data collected by our pathway coordinator and job developer.	Pathway Coordinator and Job Developer	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:

- All students will be involved in cooperative learning to support language development
- Small group instructional and advisory settings will support language development
- A variety of mediums will be integrated into curriculum/instruction to convey information so ELs have repeated and varying opportunities for exposure to skills and content
- Blended learning will be used to enhance learning and engage students in content acquisition
- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Specify enhanced services for low-performing student groups:

Academic tutoring

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

2023-2024 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	Direct-Maint			: Maintenance and repair	500.00

\$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	✓	26.23 %	32.96 %	2022-2023	32.36 %
Suspension Rate - Semester 1	✓	4.2 %	4.14 %	2022-2023	3.81 %

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. Interviews with our attendance clerk suggest that most absences are due to illness. She reported that there was an increase in absences due to illness at the beginning of school and right after the break. Parents are being cautious and keeping their students home when they are ill. Additionally, she reported that 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. She did note that some families are difficult to contact and that having a home liaison 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. This additional support has helped our students feel more connected to the school community, but has not necessarily brought the chronic absenteeism rate down.

2

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

We don't see any 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).

\$10,000 was transferred from Materials and Supplies to Travel that was going to pay for a facilities upgrade under Goal 3, but instead was used to send teachers to Uncharted Learning for a summer professional learning opportunity. The conference will support teachers to develop projects and curriculum with an entrepreneurship focus.

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 2023/24 SPSA.

Next year we would like to hire a home/school liaison to help address the students who are designated as being chronically absent. We will add an action for this goal. This change will be listed as Goal 3 Action 2.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: The SSC liked the idea of hiring a liaison to work through chronic absenteeism.	2 ELAC: We are not required to have an ELAC due to small numbers of EL students.	3 Staff: Teachers were in support of the idea to hire a home/school liaison to support student attendance and address chronic absenteeism.
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Action 1

Title: Developing a positive student-centered environment

Action Details:

All curriculum, instruction, classroom, school structures, and activities will be developed to create a student-centered environment. 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. Finally, our annual club fair gives students an opportunity to start clubs of their choice or join existing clubs.

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
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: - 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	Specify enhanced services for low-performing student groups: Academic and social emotional counseling One-to-one academic counseling for students on the D/F list as well as underperforming students who are designated for special education.	

small group settings

Action 2

Title: Strengthening home/school connection

Action Details:

Patiño will work closely with our home school liaison to support students who are chronically absent. We will utilize the referral process to ensure students who are chronically absent are getting the supports they need. This person will help us bridge the gap between home and school through home visits and connecting families with resources they may need to improve their student's attendance. A home school liaison will help to strengthen the relationship between our school and our families.

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

Attendance rates

Owner(s):

Admin, attendance clerk, home/school liaison

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. This plan is monitored and overseen by the counselor.

Tier 3:
Home visits will also determine what additional supports students need.

Specify enhanced services for EL students:

- Teachers will set high expectations for all students
- Teachers will use bridging techniques to connect EL students with new content
- Teachers will encourage participation of all students
- ELs will be provided opportunities regularly to communicate and collaborate with peers and teachers in small group settings

Specify enhanced services for low-performing student groups:

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

2023-2024 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	One-time School	Instruction	Mat & Supp			: Campus beautification **No incentives or food**	4,263.00

\$4,263.00

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	✓	92.85 %	90.52 %	2022-2023	91.62 %

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 2022-23 Climate and Culture survey, 91% 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 are sending all who chose to go to Incubator training in Chicago. This training will give teachers first hand experience with our core pathway curriculum. As a result, teachers will be able to better connect their content to our entrepreneurship courses.

Next year we will launch 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. We do need to do some investigation on a few areas of growth such as, ensuring all staff members feel valued through recognition of their work, and ensuring opportunities for all to be involved in planning and decision making where appropriate.

2

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

We do not see any 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).

\$26,636 were allocated to Goal 4. The funds were spent as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

There will be no changes made to this goal or action.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: SSC did not have any feedback on this goal/action.	2 ELAC: We are not required to have and ELAC due to small numbers of EL students.	3 Staff: • Provide opportunities for staff to be involved in the planning and decision making aspect of the school (G4) • Maintain student numbers. Offer additional electives teachers would like to teach. (G4) • More comradery team building that aren't curriculum/school focused. Bonding time outside of the pressures of school. Bowling was an event that we talked about that allowed us to be together in another light. (G4) • More opportunities to call out success/recognitions of our peers in meetings (G4) • Search for the faculty needed on campus. Faculty should reflect the diverse community our students come from. (G4) • Create an action plan or district coaches to meet with department teams. Log that data as an interaction (G4)
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Action 1

Title: Teacher Entrepreneurial Mindset

Action Details:

Patiño School of Entrepreneurship is a mission and vision driven school. Teachers come to teach at Patiño because they want to stretch themselves as teachers and because it is a place where students have opportunities to explore real world experiences. Site leadership strives to make Patiño an inviting place to work as we believe that inspires an entrepreneurial mindset. Being a teacher at Patiño requires innovation, creativity, risk-taking, being a problem solver and adaptive learner, collaboration, and self-awareness for relationship building. To ensure 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, 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	Owner(s):	Timeline:
The Staff Climate and Culture Survey will be used to track progress on Organizational Environment	ILT	Yearly
	Site Leadership	

Describe Direct Services to Staff in support of 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 Staff in support of EL students:	Specify enhanced services for Staff to support low-performing student groups:
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.	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.

2023-2024 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 PL **No IEPs**	582.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 16 teachers x 18 hours/teacher x 43.22 **No IEPs**	11,502.00
G4A1	Title 1 Basic	Instruction	Travel			: Conferences and workshops for teachers	1,972.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Consultant Fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			LH Consulting : Consultant Fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Uncharted Learning : Consultant fee for Entrepreneurship across the curriculum PL	11,022.00
G4A1	One-time School	Instruction	Teacher-Supp			PL for 4 teachers x 18 hours/teacher x 43.22	3,833.00
G4A1	One-time School	Instruction	Travel			: Conferences and workshops for Teachers	227.00

\$59,136.00

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	✓	79.79 %	71.32 %	2022-2023	72.42 %

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 2022-23 Climate Culture survey, 72% of participants responded favorably in the Family Engagement Domain. While that is down from 74% from the previous semester, we had twice the number of people take the survey in Fall 2022-23 from Spring 21-22. 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.

I 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.

We did not see any disproportionality in the 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).

\$7116 was allocated to Goal 5. A culture and climate team was not formed and \$2000 was reallocated to consultant contracts. Otherwise the funds were spent as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

A few edits were made to the action in goal 5. We took out the use of Remind, since we don't use it system-wide, and added a Family Business Night event. We removed the language around forming a Climate and Culture team, because our teachers are already on multiple teams and I felt they are already stretched to thin. These changes can be found in the action details of Goal 5 Action 1.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: The SSC loved the idea of a Family Business Night where families could showcase their businesses and connect to other parents and the school.	2 ELAC: We are required to have an ELAC due to small numbers of EL students.	3 Staff: - How can we involve ASB to plan an Open House/Community Nights for the school? (G5) - Could these be joint ASB/Club/Business Fundraiser and grade level showcases? (G5) - Family/Community project that brings in and connects their families' values, talents, etc. (G5) - Family Business Night where Patiño families can showcase their business. (G5) - Remove Khan Academy and iReady from the resources and add Canvas as a resource. (G5)
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Action 1

Title: Families and the Entrepreneurial Mindset

Action Details:

Patiño School of Entrepreneurship strives to create a welcoming and professional environment. Patiño 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 Patiño in a meaningful way. Interpreters will be available at all events. Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, ParentPortal, Edutext, Canvas, etc.).

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- Parent Climate/Culture Surveys - Survey Feedback taken at events	- All staff/Culture and Climate team - All staff	2x/year - Collected at events

Describe Direct Services to Families in support of 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 Families of EL students:

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 Families of low-performing student groups:

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.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for parent involvement. **No food, No incentives**	812.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation Materials	2,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified	525.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Patiño Parent Business Night	1,628.00

\$4,965.00

2023-2024 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	1,375.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessor 43.22 x 4 hours	213.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas Site License	1,375.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas Site License	1,375.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers for tutoring 34 hours x 3 teachers X 43.22 **No IEPs**	5,432.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for Canvas Site License	1,375.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows: Tutors for math	20,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repair	500.00
G3A1	One-time School	Instruction	Mat & Supp			: Campus beautification **No incentives or food**	4,263.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for PL **No IEPs**	582.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 16 teachers x 18 hours/teacher x 43.22 **No IEPs**	11,502.00
G4A1	Title 1 Basic	Instruction	Travel			: Conferences and workshops for teachers	1,972.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Consultant Fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			LH Consulting : Consultant Fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Uncharted Learning : Consultant fee for Entrepreneurship across the curriculum PL	11,022.00
G4A1	One-time School	Instruction	Teacher-Supp			PL for 4 teachers x 18 hours/teacher x 43.22	3,833.00
G4A1	One-time School	Instruction	Travel			: Conferences and workshops for Teachers	227.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for parent involvement. **No food, No incentives**	812.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation Materials	2,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified	525.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Patiño Parent Business Night	1,628.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,300.00
Sup & Conc	7090	\$69,020.00
LCFF: EL	7091	\$2,366.00
One-time School	7099	\$8,323.00
Grand Total		\$100,009.00

\$100,009.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$31,145.00
G2 - Expand student-centered and real-world learning experiences	\$500.00
G3 - Increase student engagement in their school and community	\$4,263.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$59,136.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,965.00
Grand Total	\$100,009.00