


**Patino School of Entrepreneurship**

10621660132134

Principal's Name: Blair Eliason

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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

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

**Consolidated Program Assurances**


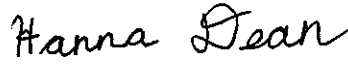
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Blair Eliason	X				
2. Chairperson - Hanna-Grace (Ozzie) Dean					X
3. Vice Principal - Leah Herrera			X		
4. Christina Rodriguez			X		
5. Annika Knutson			X		
6. Juana Meza				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:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Blair Eliason		4/6/22
SSC Chairperson	Hanna-Grace Dean		4-6-22

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 2022/23

Patino - 0127

**ON-SITE ALLOCATION**

3010	Title I	\$20,620 *
7090	LCFF Supplemental & Concentration	\$63,036
7091	LCFF for English Learners	\$4,284
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$20,600
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$108,540</b>

* 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	\$832
Remaining Title I funds are at the discretion of the School Site Council	\$19,788
Total Title I Allocation	\$20,620

## Patino Entrepreneurship High 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		19.34 %	2021-2022	16.43 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		19.89 %	2021-2022	26.27 %

**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 contracted with a dSchool affiliated consultant to train all of our teachers on Design Thinking. This professional learning served to complement previous professional development trainings in 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 as well as our established entrepreneurial skills in order to learn content. This approach to curriculum design is an effective way for students to engage with grade level standards.

Teachers in ELA continue to use iReady data for student grouping, to give feedback, text and task choice, and to scaffold in areas where students need support. They are aligning their practices with the writing process to increase ELA achievement. Additionally, teachers use data to develop lessons to target specific skills.

In math, teachers also use iReady data to group students heterogeneously and to target specific students for intervention. One teacher uses the data in conferences with students and their families, and incorporates the lowest scoring domain throughout Financial Algebra problems and tasks.

**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. When the data was disaggregated by race there was some disproportionality however the small sample size skews the data leaving us unable to draw any useful 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).

\$24,080 was allocated to Goal 1 Actions 1-4 expenditures. There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal with exception of funds allocated for substitute teachers for EL goal setting planning. Due to the high need of substitute teachers for classrooms, we were not allowed to secure substitute teachers for the purpose of a pull out day for teachers to set goals for EL students.

**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 2022-23 SPSA.

There are no proposed changes to the metrics or actions to achieve this goal.

**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 members did not have any feedback or questions about the analysis in Goal 1.

**2** ELAC:

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

**3** Staff:

The entrepreneurship department will connect their content to Math and ELA by adjusting curriculum design to support math and ELA achievement.

Eng/SS using DBQ reading circles to analyze text, reading journals/notes throughout novel.

Site admin wants to refine the data they are collecting to monitor progress during classroom walkthroughs.

The math department discussed the pros/cons of both i-Ready and SBAC Interim data

## Action 1

**Title:** Listening and Speaking in a PBL environment.

### Action Details:

All students will participate in project-based learning. This style of learning was chosen because it supports language acquisition and deep learning because students have opportunities to use language and apply their learning. Requirements of this learning will include working in grade level teams, pitching and presenting projects across content areas, and collaborating with community mentors. Listening and speaking standards will be used to teach students how to work collaboratively and productively with peers, staff, and community. Goals will be set based on ELPAC scores to support the growth of English Learners.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

iReady reading data will be used to track the progress of students who are English language learners.

**Owner(s):**

Teachers

Teachers

**Timeline:**

Scores reviewed yearly.

3x/year

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

Science:

1. Presentation of labs & Research based on rubric
2. Pitch of topic with research based on rubric

**Owner(s):**

1. Teachers

**Timeline:**

1. Bi-weekly
2. Bi-weekly

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

Entrepreneurship:

1. Pitch Rubric
2. Mentor status form
3. Recorded interviews
4. Asana boards
5. Feedback loops

**Owner(s):**

1. All grade level Entrepreneurship teachers
2. Teachers
3. Teachers
4. Teachers
5. Teachers

**Timeline:**

1. Quarterly
2. Ongoing
3. Ongoing
4. Ongoing
5. Ongoing

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

ELA/Social Studies:

1. Rubrics from Presentations/Pitches
2. Feedback Loops
3. Socratic Seminars Pre/Post Reflection
4. Academic Discussions
5. Student Conferencing
6. iReady diagnostic student growth data will be used to show progress in literacy standards
7. SBAC interim assessments will be used to show progress in grade level standards

**Owner(s):**

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

**Timeline:**

1. After each project
2. Prior to completion of a project (approx quarterly)
3. Beg. to middle of project
4. Throughout projects
5. Beginning, middle and end of projects (check-ins)
6. Quarters 1-3
7. Once per semester

**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.

Specify enhanced services for EL students:

Integrated ELD for access to the standard curriculum:

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

Designated ELD for language development:

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

Specify enhanced services for low-performing student groups:

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

## Action 2

**Title:** Writing using entrepreneurial skills as learning tools.

Action Details:

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

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

ELPAC scores will be used to set goals for English learner

Owner(s):

Teachers  
Admin

Timeline:

Yearly

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

ELA/SS:

1. Short-Constructed Response
2. Outlines/Scripts for presentations
3. Blogs
4. Essays
5. Social Media/Business Content or Copy
6. Journals / Notebooks
7. Document based questions for writing process, evidentiary support, and reasoning
8. iReady diagnostic student growth data will be used to show progress in literacy standards
9. SBAC interim assessments will be used to show progress in grade level standards

**Owner(s):**

1. Teacher/DEPT
2. Teacher/DEPT
3. Teacher/Grade
4. Teachers/DEPT / Grade
5. Teachers/Grade
6. Teachers / Dept. / Grade
7. Teachers / Dept./ Grade
8. Teacher/Dept/Grade
9. 11th grade teachers

**Timeline:**

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

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

Science:

1. Claim, Evidence, & Reasoning (CER) based on rubric
2. Background research: lab reports and projects
3. Labs: pre-lab, data collection and analysis

**Owner(s):**

1. Teachers
2. Teachers
3. Teachers

**Timeline:**

1. Bi-weekly
2. Bi-weekly
3. Bi-weekly

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

Entrepreneurship:

1. Written reflections on particular phases/tasks/objectives/milestones within the 9th grade project.
2. Written correspondence using Asana Project Management.
3. Content marketing assignments
4. Student created brochures, flyers, and online ad content.
5. Scrum, meeting notes, interview plans
6. Social media online ad content
7. Feedback loop forms

**Owner(s):**

1. 9th grade teachers
2. 10th grade teachers
3. OMWEB teachers
4. OMWEB teachers
5. Teachers
6. 10th/11th/12th grade teachers
7. Teachers

**Timeline:**

1. For each unit/project
2. For each unit/project
3. For each unit/project
4. Ongoing
5. Ongoing
6. Ongoing
7. Ongoing

**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.

**Specify enhanced services for EL students:**

Integrated ELD for access to the standard curriculum:

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

Designated ELD for language development:

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

**Specify enhanced services for low-performing student groups:**

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

### Action 3

**Title:** Reading within a PBL environment.

**Action Details:**

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

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

Teachers

Admin

**Timeline:**

Yearly

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

ELA/Social Studies:

1. Reading Journal
2. Annotated Bibs
3. SOAPSTone Graphic Organizer
4. SQ3R
5. Document based question reading circles to analyze text.
6. Reading journal notes
7. I-Ready will be used to show progress in literacy standards
8. SBAC interim assessments will be used to show progress in grade level standards

**Owner(s):**

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

**Timeline:**

1. After completion of the novel
2. After the unit/project
3. At the beginning of the unit/project
4. Throughout a unit/project
- 5.
- 6.
7. Quarters 1-3
8. Once per semester

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

Science:

1. Background research: labs & projects
2. Scientific Informational Text: vocabulary building

**Owner(s):**

1. Teachers
2. Teachers

**Timeline:**

1. Bi-weekly
2. Bi-weekly

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

Entrepreneurship:

1. Tasks involving ideating such as mind maps, brainstorms, empathy maps are being used to foster understanding of content.

**Owner(s):**

1. All grade level teachers

**Timeline:**

1. For each unit/project

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

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.

**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

**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.

- 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 4

**Title:** Math within PBL using entrepreneurial skills to learn.

### Action Details:

Mathematical practices and entrepreneurial skills are used as tools to learn and apply content. This focus was chosen because it supports students to become problem solvers, risk takers, and adaptive learners.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

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

ELPAC scores will be used to set goals and track the growth of English Learners

#### Owner(s):

Teachers

Admin

#### Timeline:

Scores reviewed yearly

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

Math:

1. Student work with problem solving template will demonstrate the degree to which students are able to make sense of a problem and persevere in solving them.
2. iReady diagnostic student growth data (measured 3 times during school year) will show students ability to reason abstractly and quantitatively.
3. Teacher created chapter/unit tests will show students' ability to reason abstractly and quantitatively and to attend to precision.
4. Student work on teacher-created unit projects will demonstrate the students' ability to model with mathematics, reason abstractly and quantitatively, and to construct viable arguments.
5. Formative assessment data such as warm-ups and exit tickets will be used to guide instruction.
6. SBAC interim assessment (ICA) used mid-year with 11th graders. SBAC interim block assessments (IAB) used during quarter 3 with 11th graders.

#### Owner(s):

1. Math Department Teachers
2. Math Department Teachers, ILT, Admin
3. Math Department Teachers
4. Math Department Teachers
5. Math Department Teachers
6. 11th grade Math Teachers

#### Timeline:

1. Quarterly
2. Quarters 1 – 3
3. Every 2 – 3 Weeks
4. Every 2 – 3 Weeks
5. 2-3x/Week
6. 3rd Quarter Only

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.

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.

# 2022-2023 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			Supplemental contracts to support EL's - 42 hours	2,157.00
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	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for CANVAS Site License	1,375.00
G1A4	One-time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Tutors for math	20,000.00

**\$27,657.00**

**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	✓		90.35 %	2021-2022	91.45 %
Graduation Rate	✓		100 %	2020-2021	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, Tenth graders intern with local businesses to build websites and develop on-line marketing campaigns for their client. They also work on a Linked-Learning interdisciplinary project. This year's project focuses on health issues facing Fresno area residents. Eleventh graders create an MMP for their business idea and work closely with a mentor from the community. They also work on a Linked-Learning interdisciplinary projects. This year's project focused on solutions to housing crisis in Fresno. Twelfth graders continue to participate in pitch competitions while preparing for an end of year investor showcase. 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.

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).

\$27,173 was allocated to Goal 2 Actions 1-2 expenditures. Last year the metrics used for this goal were College/Career Readiness and Student-centered real world learning experiences. The majority of the funds allocated for

this goal went to pitch competition related events. However, much of the funds have gone unspent due to the district's COVID travel restrictions. We will reallocate those funds to professional learning for teachers.

**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 2022-23 SPSA.

There are no proposed changes to the metrics or actions to achieve this goal.

**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 parent member asked about the Climate/Culture survey. Specifically, is the survey anonymous and does the survey ask about work load and the impact on students. She also asked why the California Dashboard has a different graduate rate than what is shown on the SPSA. VP Herrera explained to her the Dashboard tracks the cohort and does not take into consideration students leaving our school prior to graduation.

**2** ELAC:

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

**3** Staff:

Teachers reviewed the needs assessment analysis and did not have any additions or revisions for how we approach the actions for this goal.

Teachers gave specific names for the grade level Linked-Learning projects students are engaged with.

9th grade - Collaboration with Downtown Fresno Foundation, City of Fresno, and App developers to ensure product development is based on real social impact and involvement of issues.

10th grade - FCHIP project that focuses on Fresno area health issues. Students will produce a PSA video and brochure addressing a specific Fresno area health issue.

10th grade - Client networking events

11th grade - Tiny Home project

12th grade - Students continue to develop their business models through mentor partnerships or campus events. Senior teams evaluate future goals and strategy by preparing to promote/sell their business during investor showcase.

## 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](#)

Business Canvas Model (BMC) is reviewed to show any pivots or changes to student business idea.

**Owner(s):**

Pathway Coordinator  
Pathway Teachers

**Timeline:**

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Mentor status forms for 11th grade mentor meetings - Data from meetings will be collected to ensure monthly meetings are held and that mentor and business teams are communicating regularly.

**Owner(s):**

Pathway Coordinator  
Entrepreneurship Teachers

**Timeline:**

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Asana will be used to monitor and manage the workflow of sophomore internships. Asana is a project management tool to manage and communicate with clients, customers, mentors and investors at all grade levels.

**Owner(s):**

Pathway Coordinator  
WEB/OM Teachers

**Timeline:**

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Feedback from Bloomberg Beta team on 11th grade MVP pitches.

**Owner(s):**

Teachers/Dept  
Pathway Coordinator

**Timeline:**

Fall

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Project Design Overview documents will be tuned to ensure alignment to PBL Gold Standard Essential Project Design Elements, Project Based Teaching Practices, and Design Thinking elements.

**Owner(s):**

Teachers/Dept  
Admin  
Pathway Coordinator

**Timeline:**

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Scrum boards/Asana to track team progress on projects.

**Owner(s):**

Teachers

**Timeline:**

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Written reflections on particular phases/tasks/objectives/milestones within 9th grade projects

**Owner(s):**

9th grade teachers

**Timeline:**

For each unit/project

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

Recorded sophomore client meetings. Meeting is shared in Asana with the entire team. Allows students to check their meeting notes for accuracy. The client also has access to the meeting video and shared meeting notes.

Owner(s):

Pathway teachers

Timeline:

Ongoing

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

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Tier 1:

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

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

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

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- 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:

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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.

# 2022-2023 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	✓		26.83 %	2021-2022	26.23 %
Suspension Rate - Semester 1	✓		4.53 %	2021-2022	4.2 %

**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.

The high number of absences in semester 1 are COVID related. We currently only have two students who meet the threshold of chronic absenteeism. Similarly to Goal 2, we take a student-centered real-world application of skills approach to create an environment where students want to attend. When conflict does arise we approach those situations with a problem solving orientation accompanied by appropriate disciplinary measures. We believe this approach is why we do not have repeated suspensions of the same students.

**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 \$2000 to sports uniforms, P.E. uniforms, and registration fees, and \$1000 for maintenance and repair of our van. We only participated in basketball this year and our players used uniforms from previous years. We did use some of the funds to pay for sports referees. Our P.E. teacher did not think using the funds for P.E. clothes was necessary. \$1130 was transferred to pay for an additional Instructional Leadership Team (ILT) member.

**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 2022-23 SPSA.

Action 1 - Real world application of learning was deleted because this is already Action 1 in Goal 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:

No feedback for Goal 3

**2** ELAC:

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

**3** Staff:

Teachers noted the redundancy in Action 1: Real world application of learning. This action was removed because it is now the action for Goal 2.

Expand the following progress monitoring data to include ways students have more voice and choice - Course curriculum developed to encourage a student centered environment.

A teacher noted that we don't have dances very often and suggested we consider removing that piece of data to monitor progress for that action.

### 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 in which teachers interact with students in a manner that promotes positive interactions and growth in self-esteem. This work will begin with a period of "disorientation" at the beginning of the year and "re-orientation" mid-year, in which students are acclimated to an entrepreneurial student-centered environment. Students and staff will use Climate and Culture student survey data to design events centered on improving student engagement in their school and community. This action is designed to connect both incoming and current students.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Course curriculum created using a Design Thinking approach will be developed to encourage a student centered environment where students have voice and choice.

**Owner(s):**

Teachers  
Admin

**Timeline:**

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Responses from disorientation feedback surveys will be collected and analyzed to measure the impact of disorientation.

**Owner(s):**

Teachers  
Admin

**Timeline:**

Yearly

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

Responses from reorientation feedback surveys will be collected and analyzed to measure the impact of reorientation.

Owner(s):

Teachers  
Admin

Timeline:

Yearly

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

IPG Tenet 1 data will be collected to measure the culture of learning within the classroom

IPG Tenet 3 data will be collected to determine the degree to which students are doing the thinking in the classroom.

Owner(s):

Teachers  
Admin

Timeline:

Monthly

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

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

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

Tier 1:

Students will consistently be involved in an instructional environment and school community that is created to build a sense of self-esteem, self-worth and confidence. All students participate in a school-wide disorientation and reorientation where they are introduced and reoriented to the entrepreneurial skills and learn how they can leverage them in an academic setting. All students will be known well by at least one adult. Teachers will be paid supplemental contracts for additional work days so that they can be trained in instructional methods designed to support PBL and disorientation planning. 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

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

- 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

designated for special education.

## 2022-2023 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	Title 1 Basic	Instruction	Teacher-Supp			PL for 16 teachers x 18 hours/teacher x \$40.77 **No IEPs** 'G4A1'	14,536.00
G3A1	Title 1 Basic	Instruction	Teacher-Supp			ILT/Facilitator contract **No IEPs** 'G4A1'	3,095.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Books/games for library	4,200.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: P.E. Uniforms and equipment	4,200.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Facilities refresh	20,000.00
G3A1	One-time School	Instruction	Mat & Supp			: Facilities refresh **No food or incentives**	600.00

**\$46,631.00**

**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	✓		91.75 %	2021-2022	92.85 %

**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 the metric for this goal was Overall Positive in Belonging Domain. 93% of those who responded to the 2020-21 Staff Climate and Culture Survey reported a positive overall sense of belonging. Last year's feedback from faculty suggested the high rating was due to a highly collaborative environment as well as high levels of autonomy in decision making with curriculum project choices. We believe those same factors carry over into our high percent favorable rating in the new metric Organizational Culture of the 2021-22 Fall Climate & Culture staff survey.

This year we focused on working with a consultant who provided Design Thinking professional learning for our teachers at the beginning of the year. That training was followed up with a differentiated approach with the same consultant. Teachers were able to sign up with her individually to get one-on-one feedback on their own projects and receive feedback in their Linked Learning teams on their interdisciplinary projects. We believe this work supports teachers to meet the needs of our students.

Other factors contributing to this high favorability rate are frequent celebrations of our achievements, holding adults and students to professional standards, all teachers working towards a common mission and vision articulated in our graduate profile, and our work to value or ethnic and cultural diversity.

**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).

\$39,820 was allocated to Goal 4 Action 1 expenditures. We set aside \$19,639 for travel expenses related to professional learning, however due to the pandemic teachers were not traveling for conferences. The only major difference between the intended and actual budget expenditure for this goal was the need to move funds to pay for a cloud service needed for a new course offering. We initially set \$10,000 aside for the cloud service in Goal 2, but needed additional funds to pay for the service. The SSC approved a budget transfer for \$9500 to pay for the unanticipated additional cost of the cloud service.

**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 2022-23 SPSA.

There are no proposed changes to the metrics or actions to achieve this goal.

**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:

No feedback for Goal 4

**2** ELAC:

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

**3** Staff:

Include project management tools in the professional learning teachers will receive for student centered real-world learning

### 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. Cultural proficiency training will be given to all staff and teachers will work to vet supplemental resources to ensure they reflect the diversity of our students and staff. Feedback will be sought from the Instructional Leadership Team, School Site Council, and staff to ensure all educational partners have input in decision making.

**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

**Details: Explain the data which will specifically monitor progress toward each indicator target**  
 PLC notes will be used to record materials selection

**Owner(s):**  
 PLC members

**Timeline:**  
 Quarterly

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

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- **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 will be utilized to support this work

Specify Professional Development or Staff Services to support EL students:

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

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

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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.

## 2022-2023 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	Travel			: Conferences and workshops for teacher pl	2,157.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for PL - approx 12 days	2,637.00
G4A1	Sup & Conc	Instruction	Travel			: Conferences and workshops for teacher pl	5,843.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Design Larning Inc. : Consultant fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			WCT Wandleler Consulting & Training : Consulting fees	1,000.00

**\$26,636.00**

**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	✓		78.69 %	2021-2022	79.79 %

**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's metrics for this goal were Parent Survey - Respected and welcomed and Safe and secure. The target goal for Respected and welcomed was an 89% favorable rate. On the Fall 2021 survey 94% of families who submitted a survey responded favorably to the statement, Adults at my child's school treat me with kindness and respect. This increase is due to a sustained focus on high standards for professionalism expected of all Patiño staff.

The target goal for Safe and secure was a 100%. On the Fall 2021 survey 94% of families who submitted a survey responded favorably to the statement, My child feels safe at this school. This we a decline from the Spring 2021 survey where 98% of families responded favorably to the similar statement, My child's school provides a safe and secure environment for students to learn. While this is a decline, Patiño remains an extremely safe and supportive environment in which to learn. We believe an emphasis on professional standards and commitment to peaceful resolution to conflict that arises when working in a collaborative setting, and relationship building between teachers and students contributes to a safe and secure environment where students feel safe to take academic and emotional risks.

The district has refined the survey and we will now be using the Family Engagement domain to measure Goal 5. In the Family Engagement domain overall we have a 79% favorable rate. Our favorable rate was highest in the following statements, Adults in my child's school treat me with kindness and respect (94% favorable response), I have opportunities to provide input at my child's school (87% favorable response), My child's school encourages family participation (73% favorable response), My child's school frequently updates me about my child's progress in class. We scored the lowest in the following two statements, I feel like I am a partner in making decisions at my child's school (68% favorable response), and I feel like I am part of my child's school (65% favorable response).

During school closure Patiño staff quickly adapted to the online conditions and kept the spirit of what we do alive. Every event that would normally take place in person we held online. We held a Opening of School meeting online with our entire school community. Other annual events such as Back to School Night, Open House, Pitch competitions, mentor meetings, end of year Grade Level Reflections, prom, rallies, club events,

**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.

and others were all held virtually. Site administration held virtual office hours weekly to answer questions, take feedback, and build relationships with our Patiño families. We believe these efforts led to the high favorable ratings in the areas mentioned above. One practice that has remained post school closure is the use of Teams to communicate with students and their families. In particular, for students who are frequently absent.

With the new clearer metric, we have the opportunity to consider ways to making sure our educational partners feel like they are a part of our school and they feel like they are a partner in decisions that are made at our school.

**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).

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

A Culture and Climate team will be started to specifically address family engagement.

**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:

No feedback for Goal 5

**2** ELAC:

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

**3** Staff:

Teachers are using Teams to communicate with students who are frequently absent.

## 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, Remind, etc.), and (3) Back to School Night

and Open House at which student expectations will be reviewed and ways families can support their student will be discussed. Interpreters will be available at all events. Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Khan Academy, iReady Access, ParentPortal, Edutext, Canvas, etc.). A Culture and Climate team will be started to specifically address family engagement and to support the implementation of this action.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Owner(s):

Timeline:

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

- All staff/Culture and Climate team
- All staff

- 2x/year
- Collected at events

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

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

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

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

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

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

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

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

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

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

## 2022-2023 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**	832.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation materials	2,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Funds to improve school Culture and Climate.	2,157.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Translation materials	733.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Funds to improve school Culture and Climate	871.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified.	523.00

**\$7,116.00**

## 2022-2023 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			Supplemental contracts to support EL's - 42 hours	2,157.00
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	Sup & Conc	Instruction	Bks & Ref			: Learning management system support for CANVAS Site License	1,375.00
G1A4	One-time School	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Tutors for math	20,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repair	500.00
G3A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 16 teachers x 18 hours/teacher x \$40.77 **No IEPs** 'G4A1'	14,536.00
G3A1	Title 1 Basic	Instruction	Teacher-Supp			ILT/Facilitator contract **No IEPs** 'G4A1'	3,095.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Books/games for library	4,200.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: P.E. Uniforms and equipment	4,200.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Facilities refresh	20,000.00
G3A1	One-time School	Instruction	Mat & Supp			: Facilities refresh **No food or incentives**	600.00
G4A1	Title 1 Basic	Instruction	Travel			: Conferences and workshops for teacher pl	2,157.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for PL - approx 12 days	2,637.00
G4A1	Sup & Conc	Instruction	Travel			: Conferences and workshops for teacher pl	5,843.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Design Larning Inc. : Consultant fees	14,999.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			WCT Wandleler Consulting & Training : Consulting fees	1,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement. **No Food, No Incentives**	832.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation materials	2,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Funds to improve school Culture and Climate.	2,157.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Translation materials	733.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Funds to improve school Culture and Climate	871.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services classified.	523.00

\$108,540.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,620.00
Sup & Conc	7090	\$63,036.00
LCFF: EL	7091	\$4,284.00
One-time School	7099	\$20,600.00
<b>Grand Total</b>		<b>\$108,540.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$27,657.00
G2 - Expand student-centered and real-world learning experiences	\$500.00
G3 - Increase student engagement in their school and community	\$46,631.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$26,636.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,116.00
<b>Grand Total</b>	<b>\$108,540.00</b>