

Patino School of Entrepreneurship

10621660132134

Principal's Name: Blair Sagardia

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten 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 - Benicio Rodriguez					X
3. Lori Bristol			X		
4. Kelly Schindler		X			
5. Guadalupe Andrade				X	
6. Karla Campos				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures**School Name: Patino School of Entrepreneurship**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Blair Sagardia		3/18/25
SSC Chairperson	Benicio Rodriguez		3/18/25

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

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

FY 2025/26

Patino - 0127

ON-SITE ALLOCATION

3010	Title I	\$24,411	*
7090	LCFF Supplemental & Concentration	\$82,239	
7091	LCFF for English Learners	\$4,416	

TOTAL 2025/26 ON-SITE ALLOCATION	\$111,066
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$948
Program Budget	\$23,463
Total Title I Allocation	\$24,411

ESSA Assistance Status: Not Identified for Assistance

Patino Entrepreneurship High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Passed all semester 1 courses with C- grade or better		70.1 %	75.8 %	2024-2025	76.9 %
Percentage of students who received at least a D/F at end of semester 1	✓		23.5 %	2024-2025	23.47 %
SBAC ELA- Average distance from standard	✓	70.7 pts	59.1 pts	2023-2024	74.1 pts
SBAC ELA- percentage of students met/exceeded standard	✓	78.9 %	73.9 %	2023-2024	78.9 %
SBAC Math - Average distance from standard	✓	-41.8 pts	-81.6 pts	2023-2024	-66.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	37.6 %	20 %	2023-2024	33.7 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our problem of practice based on the metrics in this current goal, 80% of our students are not meeting or exceeding the standard in math as identified by 2023-24 SBAC math scores.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Students are not on grade level when they enter high school.

Intervention and FApractices are now being implemented however, we need a more robust way to track progress of students who are not on grade level.

We believe we could be using the tutor more effectively so that we can improve the skill level of students in math which would help them demonstrate their knowledge of standards on a test like SBAC

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We would like to invest in the paid version of Delta Math in order to help teachers track student skills and to provide students with resources they can use independently or with the help of a teacher or tutor.

We will continue to invest in our teaching fellows tutor and reinstate after school tutoring for homework support. Teachers will need planning time to determine how best to use the tutor in the classroom and to receive professional development on small group instruction and effective feedback.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Listening and Speaking in a PBL environment Fully Implemented

Patiño teachers implement project based learning in all courses. Our projects are designed using a Design Thinking framework where our 12 entrepreneurial skills and design thinking abilities are integrated. Projects are aligned to content standards and are managed by students using scrum. Teachers grade speaking and listening standards with pitch rubrics and content rubrics that are aligned to the literacy standards. Our projects allow students multiple opportunities over time to practice listening and speaking. For example, at the beginning of a project when students are in the empathy phase of a project they design questions in order to conduct interviews to understand their stakeholder needs so that they can work to create a solution in the form of a product or service for their particular problem. Each phase of project requires students to work in teams, collaborate, and pitch their ideas. Most recently in math, our teachers have been using instructional strategies from Building Thinking Classroom where students work in partners to collaborate on a shared problem. During this time students are using academic discourse and are required to share their ideas with their classmates.

Action 2: Writing using entrepreneurial skills as learning tools. Fully Implemented

Similarly to Listening and Speaking in a PBL environment, our students are engaged in writing in all of their class projects. Their writing assignments are aligned to content and literacy standards. Students are asked to demonstrate their understanding of content in writing in all of their classes including PE. For example, in science students are writing Claim, Evidence, and Reasoning (CER) statements and creating presentation slide decks to demonstrate their understanding. In all of our Entrepreneurship courses students are creating pitch decks, proposal/applications for pitch competitions, websites for clients in the Fresno area, and prototypes for the product or service they have created to test.

Action 3: Reading within a PBL environment. Fully Implemented

Similarly to listening, speaking, and writing, reading is a cornerstone of student research and empathy building for projects. Students are developing their knowledge through reading a variety of texts to learn new content and to deepen their existing knowledge on a topic. Students are being taught to read word problems in math to extract relevant information to solve problems. In science, teachers focus on close reads that include informational text where students are required to summarize the information through analyzing text and data. In PE, students are reading articles that are related to health and fitness and collect data to be used for their health presentation project. Similarly our entrepreneurship courses require extensive research into product design and reading to empathize with stakeholders to create prototype for a product or service that meets stakeholder needs.

Action 4: Math within PBL using entrepreneurial skills to learn.

Fully Implemented

Projects using the design thinking framework are created and implemented by our math teachers. Our students are able to demonstrate their understanding of financial algebra concepts such as different kinds of bank accounts, bank loans, interest on a variety of types of loans, benefits and risks of credit cards, and budgeting. Our teachers connect these ideas to student businesses and have them optimize profit for a product or service. Math teachers will continue to administer practice SBAC interims and use the data to inform their instruction. We will continue implementing our learning from district PL (Building Thinking Classrooms in Math) into our classroom instruction. Finally, our 11th grade entrepreneurship course teaches the financial model in the incubator course.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Listening and Speaking in a PBL environment

Effective

The actions were effective. Students regularly come in not on grade level and by the time they take the ELA SBAC in 11th grade approximately 75% of our students meet or exceed the standard. We believe this is primarily due to the literacy standards being embedded in all projects across all grade levels. While we did not meet the growth target, we believe our tier instructional program is successful in meeting the goals for listening and speaking in a PBL environment.

Action 2: Writing using entrepreneurial skills as learning tools.

Effective

The actions were effective. Students regularly come in not on grade level and by the time they take the ELA SBAC in 11th grade approximately 75% of our students meet or exceed the standard. We believe this is primarily due to the literacy standards being embedded in all projects across all grade levels. While we did not meet the growth target, we believe our tier instructional program is successful in meeting the goals for writing in a PBL environment.

Action 3: Reading within a PBL environment

Effective

The actions were effective. Students regularly come in not on grade level and by the time they take the ELA SBAC in 11th grade approximately 75% of our students meet or exceed the standard. We believe this is primarily due to the literacy standards being embedded in all projects across all grade levels. While we did not meet the growth target, we believe our tier instructional program is successful in meeting the goals for reading in a PBL environment.

Action 4: Math within PBL using entrepreneurial skills to learn.

Ineffective

The actions in were insufficient. While students are getting access to literacy standards in math and that is having a positive impact on their ELA SBAC scores, there needs to be more work done in math so that students can meet the metric in the target. As a result of this analysis we learned that math is not being incorporated as much as it could be in other classes.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of this analysis teachers have identified the need to incorporate more math modeling into their courses. For example, entrepreneurship courses can teach the financial model to everyone, not just CEO's, and science courses can collect data for data tables, find averages, and graphs. We can use our EAC materials to support the integration of math in more courses. We will continue to look for ways to use our tutor more effectively.

Section D: 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.

SSC:	ELAC:	Staff:
How would we use AI in the classroom? Identify student based on subject. They send a slip with parent to let them know they are here. Create a form of communication with parents.	We are not required to have an ELAC.	Things that we do to help meet our goals for ELA: • Having the Jr teams practice their various pitches in various classrooms. • Continue to use PBL frameworks in all classes, that involve teamwork, collaboration, and especially pitching. • Aligning rubrics which use a 4 point mastery scale. Feedback is given using rubrics. Students have the opportunity to practice a skill or show content knowledge on assignments before a final assessment. Students use project based learning and design thinking to learn content and skills. Students practice reading and writing in various modalities. Students present information in various ways to show both their verbal and technical skills. • We will continue to focus on math literacy by teaching students strategies to break word problems in math and respond to word problems in sentence form. We will also continue to ask students to submit written reflections on aspect of growth in math. • Reading: Focus on close reads that include information text and summarizing the information through analyzing text and data • Writing: In science writing claim, evidence, and reasoning (CER), presentation slide deck, responses to questions from informational texts, use of sentence stems, • Listening: Entrepreneurship rubric for presentations and pitches, accountable talk to the classroom, discussion partners • Speaking: Pitching, Presentation, Academic Discourse, Interviewing • Continue from 24-25: Entrepreneurial skills aligned to literacy standards, vertical articulation of standards, standards-based grading and learning, school-wide professional development in incubator training, design thinking, celebrate

student successes on assessments, and supporting teachers with time to design and calibrate scoring of learning experiences.

Things that we do to help meet our goals for Math:

- Continue to teach the financial model in Inc class. The CFO is the primary individual to complete the financial model.
- If we can give students the opportunity to practice doing individual financial modeling, that would ensure that their math skills are being applied throughout all of their courses. Financial modeling can be used in a variety of courses which could be used to support the department goals from math.
- We will continue to administer practice SBAC interims and use the data to inform our instruction. We will continue implementing our learning from district PL (Building Thinking Classrooms in Math) into our classroom instruction.
- Small group intervention for students who are falling behind and/or not meeting standard
- Provide opportunities in the classroom to incorporate math. For example, in Biology we collect data for data tables, find averages, and graphs.
- We should continue to focus on e-skills such as Analyzing Data and Experimenting.

Recommendations for pivots for ELA:

- We need to address AI for proper student use across all content areas. Entrepreneurship and e-skills need to be addressed in all content areas with the Entrepreneurship teachers as leads.
- We want to include more activities where students take equal roles in explaining their thinking as they do their math work.
- The way we structure PLC time
- Incorporating AI models into the curriculum.

Recommendations for pivots for Math:

- Maybe if individual students were held responsible for completing the financial model, it could help all students.
- Implementing financial modeling throughout all courses.
- We want to be more consistent in incorporating math skills practice into our daily instruction and continue to refine our data collection and analysis to help drive our instruction.
- We could emphasize finance, sales, and budgeting.

Recommendations for spending:

- Continue to have the curriculum from Uncharted Learning for the CTE classes.
- Pitch competitions
- AI PL

- Parent design challenge that helps parents understand what we do.
- We would like to keep our teaching fellow in math for our algebra classes. We would also like to continue to have funding for after-school tutoring for targeted SBAC for 11th graders. We would also like to continue to having funding for math department planning days during the year.
- ELA Tutoring

Action 1 :

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. Ellevation will be used to track and monitor progress of students who are designated as English Learners.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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,

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Our dashboard did not report out any data on EL students because we had fewer than 11 students, so we will speak about our actions for all EL's.

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

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

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

We will expand our tutoring contract with California Teaching Fellows for ELA support.

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

Integrated ELD for access to the standard curriculum:

- 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:

- Teachers will monitor and intervene with EL's and RFEP students based on assessment data, ELP levels and EL status.

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design whole school immersive cultural experiences. We also allocate funds for substitute teacher so that they can attend professional learning conferences and workshops.

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

Socio-economically Disadvantaged (SED):

We allocate 7090 funds for a contract with California Teaching Fellows, consultant fees for literacy coach, materials and supplies for sports and other engagement opportunities, and learning management system.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Our actions to support this group, that is the majority of our population, therefore we take a Tier 1 approach.

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.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see project that have real world applications being implemented. These projects will be standards based, use a design thinking framework, be managed using Scrum or some other project management tool, and students will have opportunities to receive feedback and make revisions. Outcomes will be measured by walkthrough data focused on elements of design thinking, design thinking abilities, entrepreneurial skills, and content standards. Outcomes will be monitored by site administration.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We want to see students designing projects that are a demonstration of their learning of content standards. Outcomes will be measured by their Interim assessment scores. 80% of our student will score proficient or advanced on the ELA Interim B assessment. Outcomes will be measured by D/F rate. The D/F rate will be 30% or lower. Outcomes will be monitored by site administration and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Over time we will see 78% or more of our 11th graders meeting or exceeding the standard on the ELA SBAC. The D/F rate will be 20% or lower. Outcomes will be monitored by site administration.

Action 2 :

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 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. Elevation will be used to track and monitor progress of students who are designated as English Learners.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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,

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Our dashboard did not report out any data on EL students because we had fewer than 11 students, so we will speak about our actions for all EL's.

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

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

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

We will expand our tutoring contract with California Teaching Fellows for ELA support.

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

Integrated ELD for access to the standard curriculum:

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

Designated ELD for language development:

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

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design whole school immersive cultural experiences. We also allocate funds for substitute teacher so that they can attend professional learning conferences and workshops.

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

Socio-economically Disadvantaged (SED):

?We allocate 7090 funds for a contract with California Teaching Fellows, consultant fees for literacy coach, materials and supplies for sports and other engagement opportunities, and learning management system.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Our actions to support this group, that is the majority of our population, therefore we take a Tier 1 approach to this student group.

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

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see project that have real world applications being implemented. These projects will be standards based, use a design thinking framework, be managed using Scrum or some other project management tool, and students will have opportunities to receive feedback and make revisions. Outcomes will be measured by walkthrough data focused on elements of design thinking, design thinking abilities, entrepreneurial skills, and content standards. Outcomes will be monitored by site administration.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We want to see students designing projects that are a demonstration of their learning of content standards. Outcomes will be measured by their Interim assessment scores. 80% of our student will score proficient or advanced on the ELA Interim B assessment. Outcomes will be measured by D/F rate. The D/F rate will be 30% or lower. Outcomes will be monitored by site administration and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Over time we will see 78% or more of our 11th graders meeting or exceeding the standard on the ELA SBAC. The D/F rate will be 20% or lower. Outcomes will be monitored by site administration.

Action 3 :

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. Ellevation will be used to track and monitor progress of students who are designated as English Learners.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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,

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Our dashboard did not report out any data on EL students because we had fewer than 11 students, so we will speak about our actions for all EL's.

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

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

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

We will expand our tutoring contract with California Teaching Fellows for ELA support.

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

Integrated ELD for access to the standard curriculum:

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

Designated ELD for language development:

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

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design whole school immersive cultural experiences. We also allocate funds for substitute teacher so that they can attend professional learning conferences and workshops.

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

Socio-economically Disadvantaged (SED):

?We allocate 7090 funds for a contract with California Teaching Fellows, consultant fees for literacy coach, materials and supplies for sports and other engagement opportunities, and learning management system.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Our actions to support this group, that is the majority of our population, and therefore take a Tier 1 approach to this student group.

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

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see project that have real world applications being implemented. These projects will be standards based, use a design thinking framework, be managed using Scrum or some other project management tool, and students will have opportunities to receive feedback and make revisions. Outcomes will be measured by walkthrough data focused on elements of design thinking, design thinking abilities, entrepreneurial skills, and content standards. Outcomes will be monitored by site administration.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We want to see students designing projects that are a demonstration of their learning of content standards. Outcomes will be measured by their Interim assessment scores. 80% of our student will score proficient or advanced on the ELA Interim B assessment. Outcomes will be measured by D/F rate. The D/F rate will be 30% or lower. Outcomes will be monitored by site administration and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Over time we will see 78% or more of our 11th graders meeting or exceeding the standard on the ELA SBAC. The D/F rate will be 20% or lower. Outcomes will be monitored by site administration.

Action 4 :

Math across the curriculum.

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. In order to provide multiple opportunities for our students to experience math in all of their classes, our entrepreneurship courses will focus on financial modeling, science courses will work to integrate data collection for analysis through the creation of data tables, averages, and graphing, and humanities courses will look for opportunities in their projects to incorporate the use of everyday math such as percentages. Humanities and science teachers will also ask students to consider simple budgets and constraints when students are designing projects where appropriate.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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. Entrepreneurship courses will focus on financial modeling, science courses will have students collect data, create data tables, charts, and graphs and use those for analysis. Humanities courses will look for opportunities in their projects to incorporate the use of everyday math such as percentages. Humanities and science teachers will also ask students, where appropriate, to consider simple budgets and constraints when students are designing projects.
- 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,

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Our dashboard did not report out any data on EL students because we had fewer than 11 students, so we will speak about our actions for all EL's.

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

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

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

We have a contract with California Teaching Fellows for embedded math support and we will expand our tutoring contract with California Teaching Fellows for ELA support.

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design whole school immersive cultural experiences. We also allocate funds for substitute teacher so that they can attend professional learning conferences and workshops.

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

Socio-economically Disadvantaged (SED):

We allocate 7090 funds for a contract with California Teaching Fellows, consultant fees for literacy coach, materials and supplies for sports and other engagement opportunities, and learning management system.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Our actions to support this group, that is the majority of our population, and therefore we take a Tier 1 approach with this student group.

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. Entrepreneurship courses will focus on financial modeling, science courses will have students collect data, create data tables, charts, and graphs and use those for analysis. Humanities courses will look for opportunities in their projects to incorporate the use of everyday math such as percentages. Humanities and science teachers will also ask students, where appropriate, to consider simple budgets and constraints when students are designing projects.

Progress Monitoring: Outcomes

Reasoning for using this action		
☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see <i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will create the conditions for teachers to work with small groups for intervention by better utilizing the Teaching Fellows tutor. We expect to see teachers working with small groups in math classes. Outcomes will be measured by Delta Math data. Outcomes monitored by math teachers and site administration.	Medium-Term (Change in Behavior or Performance) Want to see <i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured by assignment completion and Delta Math quiz scores. Outcomes will also be measured by SBAC Interim Assessments. 55% of our the students who take the Algebra 2 Interim will score proficient or advanced, 35% will score basic, and 10% will score below basic. Outcomes will be measured by D/F rate. The D/F rate will be 30% or lower. Outcomes monitored by site administration and math teachers	Long-Term (Change in Condition) Hope to see <i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Lower D/F rate in Algebra 1. Higher interim scores and higher SBAC scores overall. 2026 Math SBAC scores will be 60% meet or exceed standard, 30% nearly meet standard, and 10% will not meet standard. The D/F rate will be 20% or lower. Outcomes will be monitored by math teachers and site administration

2025-2026 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			: Canvas, Kuta, Delta Math and EAC subscriptions	7,800.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Proctor	701.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : G1A1-3	3,715.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Targeted SBAC tutoring contract - 5 hours	306.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Tutors for Math	20,000.00

\$32,522.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		85 %	2023-2024	87 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	92.3 %	88.9 %	2024-2025	90 %
Graduation Rate	✓	100 %	100 %	2023-2024	100 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our problem of practice based on the metrics in this current goal, 15% of our students are still not graduating "Prepared."

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Our analysis show this result is primarily due to students and families opting out of meeting A-G requirements for admission to a UC or CSU. Some families do not have their student remediate a course where their student received a D because they have opted to have their student attend City College.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

While students are closely monitored for D and F's we believe we could do better with messaging about the impact of choosing not to remediate the grade.
We will also be increasing our Dual Enrollment options. This will provide another avenue for students to earn the "Prepared" status for college and career readiness.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Real world application of learning.

Fully Implemented

We remain focused on creating student centered real-world experiences for students at every grade level. All students are engaged in projects that require them to be involved with the school and community members. Ninth grade students engage in a community based problem that requires them to identify issues facing Fresno and design solutions. This year's project is focused on designing and creating product-based solutions that address heat related issues for vulnerable communities in Fresno. Tenth graders intern with local businesses to build websites and develop online marketing campaigns for their client. Eleventh graders create an MMP for their business idea and work closely with a mentor from the community. Through preparing and participating in the investor showcase and business fair, Seniors learn to network and deepen their understanding of ways to promote and market their business. In addition to this grade level anchor work, all students are engaged in pitches or presentations that are demonstrations of learning of course content. Throughout these projects students receive feedback from peers and teachers. Students learn to overcome challenges and overtime learn that failure is an integral part of academic and life success. We believe these grade level experiences keep our students engaged and on track to graduate and contribute to our 88% favorable rate in the student-centered/real world experiences domain. However we do think students are underreporting given the real-world learning experiences at every grade level. In addition to relevant real-world experiences our academic counselor works to ensure all students are on track to graduate by enrolling them in on-site credit recovery when possible so that students do not need to transfer to other schools to stay on track for graduation.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Real world application of learning.

Effective

We believe embedding real world experiences into our curriculum is an effective way to teach students the skills they will need post secondary schooling. Whether students go to college or directly into the work place they will be prepared with the skills needed to be successful.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will ensure parents understand the implications of their student opting out of the A-G requirements for admission to a UC or CSU. Dual enrollment options will also be increased which will provide another avenue for students to earn the "Prepared" status for college and career readiness.

Section D: 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.

SSC:

How is college career measured?
Liked that we included reaching out to parents to let them know about the impact of forgoing course remediation

ELAC:

We are not required to have an ELAC.

Staff:

- Things we are doing that help us meet our goals:
- Bringing in mentors and industry partners to support our business teams
 - Students do project based learning which are authentic to what happens in the real world.
 - In math, we strive to incorporate real-world PBL projects, which also includes student voice and choice as well
 - Linked Learning project
 - Health Youth Corp
 - Career Readiness
 - Real-World Skills (Entrepreneurship skills)
 - Community and industry partners
 - Supports for At-Risk Students
- Recommendations for pivots:
- To build a bridge for students after they graduate and enter the real world to keep their business going. I believe this would encourage our Senior class to stay focused on the real world they are about to enter.
 - Teacher wondered if our school could fund pitch competitions
 - Expand core to all grade levels. Reach out to parents to help them feel a part of the Patiño community.
- Recommendations for spending:
- Funding to get outside the school for pitch competitions and meetings with student team mentors and coaches.
 - Fund trips to more engaging entrepreneurial places outside of Fresno, ie. Exploratorium.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Our dashboard did not report out any data on EL students because we had fewer than 11 students, so we will speak about our actions for all EL's.

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

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

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

We will expand our tutoring contract with California Teaching Fellows for ELA support.

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

- 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.

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design whole school immersive cultural experiences. We also allocate funds for substitute teacher so that they can attend professional learning conferences and workshops.

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

Socio-economically Disadvantaged (SED):

We allocate 7090 funds for a contract with California Teaching Fellows, consultant fees for literacy coach, materials and supplies for sports and other engagement opportunities, and learning management system.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Our actions to support this group, that is the majority of our population, therefore we take a Tier 1 approach with this student group.

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.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We expect to see project that have real world applications being implemented. These projects will be standards based, use a design thinking framework, be managed using Scrum or some other project management tool, and students will have opportunities to receive feedback and make revisions.

Outcomes will be measured by walkthrough data focused on elements of design thinking, design thinking abilities, entrepreneurial skills, and content standards.

Outcomes will be monitored by site administration.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We want to see students designing projects that are a demonstration of their learning of content standards.

Outcomes will be measured for by their responses on the Fall Climate and Culture survey. 90% of students surveyed will respond favorably to questions in the student centered real world experiences domain

Outcomes will be monitored by site administration and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Over time we will see our College/Career Indicator rate increase to at least 90% prepared.

95% of students will respond favorably to questions in the student centered real world experiences domain.

Outcomes will be monitored by site administration and counselor.

2025-2026 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			: Van maintenance and repair	1,000.00

\$1,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	1.87 %	4 %	2023-2024	3.67 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our problem of practice based on the metrics in this current goal, is we had a 4% suspension rate. Our 24-25 current suspension rate is 1.7%. Along with a low suspension rate we aim to have no repeated suspensions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

We believe the following actions have contributed to the low suspension rate where there have been no repeated suspension of individuals that were suspended.

- 1. BTSC has a focus on building relationships
- 2. We started summer bridge as part of the BTSC work that we know had a huge positive impact on our 9th grade student community
- 3. Our Tier 1 instructional practices such as voice and choice within projects,

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue our efforts to build community through summer bridge, participation in BTSC, and through Tier 1 instructional practices. We are also considering adding Link Crew to support our BTSC efforts.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Developing a positive student-centered enviroment

Fully Implemented

Creating a student centered environment remains a priority here at Patiño. This year we are participating in BTSC with a focus on student relationships in order to positively impact student retention. In addition to disorientation we have started Summer Bridge. Summer Bridge serves our new incoming freshman. During the week long experience students are working on a design challenge and building relationships with one another by collaborating in teams. These skills are reinforced through our school wide disorientation where freshman have an opportunity to work with students in other grade levels. We also continue to build in voice and choice in our entrepreneurship courses and in other content courses.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Developing a positive student-centered enviroment

Effective

When conflict arises we take an approach that communicates Patiño's values and emphasis on having empathy for others. We approach 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 suspension rates.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We think getting in front of students during Summer Bridge and letting them know about all of the resources available to them would be helpful as an intervention. For example, we would want to introduce them to our social worker and share ways they can self refer if they need additional emotional support. We could introduce them to the academic counselor so they know who to access for academic support.

Section D: 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.

SSC:

Link Crew addition
What is AirTaim?
Add Breaking Down the Walls

ELAC:

We are not required to have an ELAC.

Staff:

Things we are doing that help us meet our goals:

- Keeping students accountable in the classroom to the teacher and their peers. Also, providing students the opportunity to be heavily involved in team projects (collaboration and team inclusion).

- Having students work in teams gives students a chance to experience voice and choice, which is very empowering. We also give students a chance to use their strengths to contribute to a team project based learning experience. When students feel included in the project, work or business teamwork, they feel included toward a bigger goal.
- Summer bridge for Freshmen.
- Disorientation at the beginning of the year.
- Use of 5 Star Pass to keep students in class and accountable for their time.
- Expanded clubs.
- Freshmen Core team and the use of the 2 X 10.
- Continue doing the 9th grade BTSC work with the freshmen so they feel a better sense of belonging here at Patiño.
- Create a student ownership learning environment by promoting student voice and choice
- Empathy culture
- Teacher to student relationships
- Student to student relationships

Recommendations for pivots:

- Providing students the opportunity to branch out in their Senior year as they plan to enter the real world. Possibly creating their own individual business model before they graduate. Using the resources and individuals on their team to help them build out their own viable business model.
- Expand the use of the 2 X 10 to all grade levels including keeping a log and document progress

Recommendations for spending:

- AirTame technology for teachers requesting it
- Whole school functions where the students see entrepreneurship happening. Guest speakers, pitching competitions.
- Extra supplies of computer charger cords (C-type charger)

Action 1 :

Developing a positive student-centered enviroment

Action Details:

All curriculum, instruction, classroom, school structures, and activities will be developed to create a student-centered environment. Adults will interact with students in a manner that communicates to students we care about them. Curriculum and instruction will be designed with voice and choice in mind that provides opportunities for students to engage in design thinking abilities. When conflict arises site administration will use a peace-making process to resolve conflict as well as provide students with feedback on behaviors that are not in alignment with developing an entrepreneurial mindset. These structures are designed to support students to develop empathy for others and lower

repeated suspensions. Daily behavior reports and follow up meetings will be held with students as an intervention for level 1 and 2 behaviors. Creating a student-centered environment begins with Summer Bridge for new incoming 9th and 10th graders and continues with “Disorientation” at the beginning of the school year in which students are connected to their peers across grade levels where they engage in a design thinking challenge and begin to develop a sense of belonging. Our annual club fair gives students an opportunity to start clubs of their choice or join existing clubs.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Our dashboard did not report out any data on EL students because we had fewer than 11 students, so we will speak about our actions for all EL's.

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

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

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

We will expand our tutoring contract with California Teaching Fellows for ELA support.

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

- Teachers will 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

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design whole school immersive cultural experiences. We also allocate funds for substitute teacher so that they can attend professional learning conferences and workshops.

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

Socio-economically Disadvantaged (SED):
We allocate 7090 funds for a contract with California Teaching Fellows, consultant fees for literacy coach, materials and supplies for sports and other engagement opportunities, and learning management system. 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.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):
Our actions to support this group, that is the majority of our population, therefore we take a Tier 1 approach with this student group.
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.

Progress Monitoring: Outcomes

Reasoning for using this action	☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
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Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see projects designed with voice and choice and collaboration in mind. We expect to see a range of clubs and extra-curricular activities to participate in. We also want to see repeated negative behaviors decrease over time. Outcomes will be measured by the number of club/extra-curricular offerings, work-based learning experiences, an repeated suspensions. Outcomes will be monitored by job developer, culture climate directors, site administration, counselor, teachers, and club advisors.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We want to see students involved in clubs, student leadership, become ambassadors, and join link crew. We expect to see students collaborating on projects where they choose the product or service that meets a stakeholder need. Club sign-up sheets will be collect after club rush for baseline data. Work-based learning experiences will be monitored by out job developer, Club membership will be monitored by the culture climate directors, and suspension rates will be monitored by site administration.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Over time we would like to keep our suspension rate under 2% with zero repeated suspensions. 100% of our students will have at least 1 work-based learning experience. 85% of our students who signed up for a club, ambassadors, link crew, or student leadership will still be active members by the end of quarter 3. . Outcomes will be monitored by our job developer, culture and climate directors, and site administration

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.0900	Updated 1040684 - Fitzgerald, Aaron following request from VAPA/OSFP/CAO Office; Split funded between LCFF 0.09 FTE/Baseline 0.40 FTE/Prop 28 0.51 FTE - VR 3/24	13,924.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			"AD" Contract 50 Hours	3,065.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for the school	3,016.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Hoodies for 9th graders	1,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Sports referee	2,000.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			OT for CA	466.00

\$23,471.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	93.2 %	91.1 %	2024-2025	92.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While we scored 2 points higher than the previous survey result for the organizational environment domain at 91%, within the domain the lowest score was a question about staff/teacher recognition. POP - Based on the metrics on the Fall Staff Climate and Culture 24-25 Survey, 4 out of 17 teachers or staff members disagreed with the statement, "We have a culture that provides staff with the following: Recognition for the work we do."

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

While we do celebrate as a staff together, but could do more to recognize the specific accomplishments of all of our teachers and staff members.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We could create a team that is focused on learning about and celebrating the accomplishments of our teaches and support staff. We could also have our ASB or a club be the team who helps us celebrate the accomplishments of our staff.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Teacher Entrepreneurial Mindset

Fully Implemented

We are fully implementing the actions for this goal. We ensure our staff is up to date on the professional learning required to design projects with a design thinking framework. We have met regularly with the School Building Committee and have addressed any issues raised in a timely fashion. Our SSC meets regularly and staff feedback is gathered and informs our future actions and budgeting decisions.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Teacher Entrepreneurial MindsetIneffective

The metrics for this goal indicate that we are meeting the needs of the majority of our staff. We could do better with 4 out of 17 of our team members by making targeted efforts to recognize the work they do.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will need to recognize the accomplishments of our team.

Section D: 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.

SSC: Shout outs from teachers of other teacher Opportunity for parents and students to provide shout outs	ELAC: We are not required to have an ELAC.	Staff: Things we do to support this goal: - Staff activities and after school gathers. Having more Dept PLCs. - Staff have an opportunity to voice concerns. - We like working together. - Continued time to plan. - For math, we would like to continue funding for our teaching fellow for Algebra 1. We would also like to continue to have funding for math planning days. Possible pivots: - Let's continue to focus on supporting our business teams so they have a higher chance of continuing them after they graduate.
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- Need to develop grade level teams which are lead by the entrepreneurship teachers as the anchor.
- Staff collaborative input on campus decisions

Recommendations for spending:

- Asking teachers and or ILT for their thoughts on consultants, release days, conferences and workshops. Giving teachers voice and choice in the professional learning that they need.
- Funding for DeltaMath Plus.
- Continued time to plan.

Action 1 :

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, School Building Committee, and staff to ensure all educational partners have input in decision making where appropriate.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 83% of our population. Given that SED students are the majority of our population we allocate funds for supplemental contracts for teachers to design Disorientation and substitute teachers for teachers who are our for planning days or professional learning conferences.

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

Socio-economically Disadvantaged (SED):

7090 funds are allocated for co-planning days for departments and individual teachers, consultant fees for literacy coach, conference and travel fees for professional learning opportunities for teachers, and substitute teachers for teacher planning days

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

SED students are 83% of our population and the work teachers do for this student population is considered Tier 1 work. Our teachers use paid release time to co-plan lessons, assessments, immersion experiences for co-planned projects. Consultants work with our teachers to support the integration of literacy standards throughout our courses.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We expect to see teachers co-planning projects with embedded literacy standards, lessons, and assessments. We expect to see learning from professional development integrated into courses.

We also expect to see more specific recognition of work our staff and teachers do.

Outcomes will be measured by observation of planning days, meeting notes taken with teachers about their professional learning, and walkthrough observation data.

Outcomes will be monitored by site administration.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We want to continue to see teachers co-plan and collaborate on interdisciplinary grade level projects. We also want to see more celebrations of individual staff and teachers.

Outcomes will be measured by the Fall Staff Climate and Culture Organizational Culture Domain. 80% or more of our staff will respond favorably to the statement, "we have a culture that provides staff with the following: Recognition for the work we do."

Outcomes will be monitored by site administration and shared with staff.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Fall Climate & Culture staff survey - percent favorable in organizational culture domain

Over time we will see our Spring Climate & Culture staff survey - percent favorable in organizational culture domain increase to at least 93%.

Outcomes will be monitored by site administration and counselor.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for planning release days - 31 days *No IEPs or 504s*	7,765.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 14 teachers x 18 hours x 50.00 *No IEPs or 504s*	15,447.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes teachers for planning release days - 25 Days	6,262.00
G4A1	Sup & Conc	Instruction	Travel			: Uncharted Learning Travel Expenses for 2 teachers	6,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : LH Consulting fees	14,900.00

\$50,374.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	78.6 %	86 %	2024-2025	87.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While we met our current target for this goal, there are areas where improvement can be made. POP - Based on the metrics on the Family Climate and Culture 24-25 Survey, 7 out of 36 families disagreed with the statement, "My child's school provides meaningful family engagement opportunities and encourages participation."

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Communication of campus events could be too infrequent
- Not enough Atlas connect communication
- Not enough communication about dates for SSC meetings where their input can be given.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Our pathway coordinator and climate culture director have improved our website and social media footprint. There are more frequent notifications of school wide events.
- Our teachers have increased their usage of Atlas connect to share student progress with families
- SSC meeting dates and times will be sent out via parent square.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Families and the Entrepreneurial Mindset

Fully Implemented

We have fully implemented the actions of Goal 5. The only action that didn't come to fruition was the Patiño Parent Business Night. Parent interest was low. We will look for other meaningful engagement opportunities for our families.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Families and the Entrepreneurial Mindset

Effective

We have looked for multiple ways to engage our family stakeholders. We send invites to events held at Patiño via Parent Square and teachers have increased their usage of Atlas Connect to share information about students directly with families. Our campus culture director has increased social media posts and supports our students to increase social media output. Our office staff interacts respectfully with our parents and we are responsive to parent concerns.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of our analysis, we will look for meaningful family engagement opportunities and encourage participation.

Section D: 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.

SSC:

What is parent boosters - it is parent club

ELAC:

We are not required to have an ELAC.

Staff:

Things that help us achieve this goal:

- The messenger on Atlas has been a great tool to communicate with parents.
- I think we involve our parents more now than we used to. Parents want to feel involved with what students are working on here.
- Increase use of Parent Square and Atlas Connect.
- Back to school night, parent night, parent contacts

Possible pivots:

- Making sure all teachers know about the different ways to communicate with parents.
- Bring back Parent Boosters

Recommendations for spending:

- Bringing back a showcase night and/or MMP night so students can feature their businesses and get feedback on their assumptions about their business model.
- A network night for all parents and their businesses.

Action 1 :

Families and the Entrepreneurial Mindset

Action Details:

Patino School of Entrepreneurship strives to create a welcoming and professional environment. Patino is a unique and dynamic environment that requires educational partners' involvement in order for students to develop an Entrepreneurial Mindset. There are a variety of opportunities for families to engage meaningfully with staff in support of their student. Families will be invited to attend the following school events: (1) pitch competitions, project presentations, and end of year portfolio reflections, (2) technology night at which they will have opportunities to learn about and how to use the various technological/online tools (Canvas, 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) School Site Council meetings where parents can share their feedback with the School Site Council team. Interpreters will be available at all events. Patino will ensure families are aware of resources to help their student with their school work (e.g. Parent University, ParentSquare, Atlas Parent Portal, Let's Talk, Edutext, Canvas, etc.).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Academics: Patino will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Canvas, Atlas Parent Portal, Let's Talk, Parent Square, 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.). Families will also be invited to School Site Council meetings where they have an opportunity to give feedback to the school.

Materials and supplies and translation will be funded.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Patino will ensure families are aware of resources to help their student with their school work (e.g. Parent University, ELPAC summary report, Canvas, Atlas Parent Portal, Parent Square, 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.)

Student Groups

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

Socio-economically Disadvantaged (SED):

Title 1 funds are used for supplies for family engagement events.

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

Socio-economically Disadvantaged (SED):

7091 funds are used for translation services for families. We also use 7090 funds for graduation materials and advertising materials for parent engagement nights.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Patiño will ensure families are aware of resources to help their student with their school work (e.g. Parent University, Canvas, Atlas Parent Portal, Let's Talk, Parent Square, Edutext, etc.) Families will be invited to attend pitch competitions, project presentations, and end of year portfolio reflections. 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.). Families will also be invited to School Site Council meetings where they have an opportunity to give feedback to the school.

Materials and supplies and translation will be funded.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We expect to see families attending the different events outlined in the Action of Goal 5.

Outcomes will be measured by observation and attendance rates at our events.

Outcomes will be monitored by site administration and our pathway coordinator.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We want to see parents traffic on Atlas and Canvas increase. This would be an indicator that parents are checking their students' grades. We want to see parent participation in family engagement nights increase over time.

Outcomes will be measured by our Fall Culture Climate family survey- percent favorable in family engagement domain increase to at least 85%.

Outcomes will be measured by the percentage of parents who visit the Parent Atlas Portal. We would like the visits to the parent portal to be at least 50% on any given week.

Outcomes will be measured by site administration.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Over time we will see our Spring Climate & Culture family survey - percent favorable in family engagement domain increase to at least 87.1%.

The percentage of families who visit the parent portal on any given week will be at least 75%.

Outcomes will be monitored by site administration and counselor.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies: binders, paper, markers, folders, etc. *No Food or Incentives*	1,199.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation Materials	2,500.00

\$3,699.00

2025-2026 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			: Canvas, Kuta, Delta Math and EAC subscriptions	7,800.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Proctor	701.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Tutors for Math G1A1-3	3,715.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Targeted SBAC tutoring contract - 5 hours	306.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Tutors for Math	20,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Van maintenance and repair	1,000.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.0900	Updated 1040684 - Fitzgerald, Aaron following request from VAPA/OSFP/CAO Office; Split funded between LCFF 0.09 FTE/Baseline 0.40 FTE/Prop 28 0.51 FTE - VR 3/24	13,924.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			"AD" Contract 50 Hours	3,065.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for the school	3,016.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Hoodies for 9th graders	1,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Sports referee	2,000.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			OT for CA	466.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for planning release days - 31 days *No IEPs or 504s*	7,765.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 14 teachers x 18 hours x 50.00 *No IEPs or 504s*	15,447.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes teachers for planning release days - 25 Days	6,262.00
G4A1	Sup & Conc	Instruction	Travel			: Uncharted Learning Travel Expenses for 2 teachers	6,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : LH Consulting fees	14,900.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies: binders, paper, markers, folders, etc. *No Food or Incentives*	1,199.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Graduation Materials	2,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$24,411.00
Sup & Conc	7090	\$82,239.00
LCFF: EL	7091	\$4,416.00
Grand Total		\$111,066.00

\$111,066.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$32,522.00
G2 - Expand student-centered and real-world learning experiences	\$1,000.00
G3 - Increase student engagement in their school and community	\$23,471.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$50,374.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,699.00
Grand Total	\$111,066.00