

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 3, 2026

Title I SWP

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School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 Eliason Sagardia	X				
2. Chairperson - Cristal Lopez Hernandez					X
3. Andrea Morales			X		
4. Karren Rector		X			
5. Marijayne Maldonado					X
6. Zakeyia Vickers				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: *N/A not required to have an ELAC*

☐ 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 Eliason Sagardia		3/25/26
SSC Chairperson	Cristal Lopez Hernandez		3/25/26

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

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

FY 2026/27

Patiño - 0127

ON-SITE ALLOCATION

3010	Title I	\$28,943 *
7090	LCFF Supplemental & Concentration	\$87,953
7091	LCFF for English Learners	\$7,320

TOTAL 2026/27 ON-SITE ALLOCATION

\$124,216

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,124
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Program Budget	\$27,819
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Total Title I Allocation	\$28,943
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Patino Entrepreneurship High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	CCI - percentage of students who are Prepared (ALL)	87 %	80.5 %	2024-2025	84 % 
Goal 1	CCI - Percentage of students who completed A-G (ALL)		80.5 %	2024-2025	82.5 % 
Goal 1	ELPAC - percentage of students who scored 4		0 %	2024-2025	1.1 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		53.8 %	2024-2025	54.9 % 
Goal 1	Graduation Rate (ALL)	100 %	100 %	2024-2025	100 % 
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)	76.9 %	61.3 %	2025-2026	62.4 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	74.1 pts	51.8 pts	2024-2025	66.8 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		69.6 %	2024-2025	74.6 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-66.6 pts	-76.7 pts	2024-2025	-61.7 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		21.4 %	2024-2025	26.4 % 
Goal 2	Chronic Absenteeism (ALL) Semester 1		14.4 %	2025-2026	13.8 % 
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	87.1 %	95 %	2025-2026	96.1 % 
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.2 %	95 %	2025-2026	96.1 % 
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		84 %	2025-2026	86 % 
Goal 2	Suspension Rate (ALL) Semester 1	3.67 %	2.5 %	2025-2026	2.17 % 

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Based on the metrics for Goal 1, 78.6% of our students met or exceeded the standard on the 24-25 Math SBAC test.

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

Student number sense is lacking and impedes their ability to perform grade level standards. For example, many students struggle with factoring because they do not know how to find common factors of a number or are not sure how to add and subtract positive and negative numbers.

Based on classroom observations, mastery appears to be defined as doing the math task being assigned without error from memory. However, instructional practices are not aligned to what we know about how the brain learns and specifically how new information is consolidated and transferred to long-term memory.

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.

Teachers will need to assign use data from iReady diagnostic at the beginning of the year to identify where students need more work. We currently have been assigning iReady lessons, but have not tracked the impact on number sense. Teachers could also assign practice outside of iReady to help students improve number sense.

Teachers will use strategies aligned to the science of learning to support mastery alongside the use of PBL and Design thinking projects where students have the opportunity to apply and consolidate their learning.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

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/asana boards. 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.

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.

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.

Math across the curriculum.

Fully Implemented

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.

Real world application of learning.

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.

Developing a positive student-centered environment

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.

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 issued raised in a timely fashion. Our SSC meets regularly and staff feedback is gathered and informs our future actions and budgeting decisions.

Families and the Entrepreneurial Mindset

Fully Implemented

We have fully implemented the actions of Goal 5. We will continue to look for meaningful engagement opportunities for our families.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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 69.6% 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 1 instructional program is successful in meeting the goals for listening and speaking in a PBL environment.

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 69.6% 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 1 instructional program is successful in meeting the goals for writing in a PBL environment.

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 69.6% 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.

Math across the curriculum.

Partially Effective

The actions teachers took across the curriculum were effective at increasing the exposure to data and data analysis tools. This improves literacy, but it does not improve the mathematical fluency of our students that are not on grade level. We will maintain and expand the practice of data collection, chart creation, and data analysis across content areas. A focus on fewer Financial Algebra topics and projects in Financial Algebra has not yielded the results that we hoped for. Walk through observation data point to the need for more instructional practices that support retention of information such as spaced repetition, interleaving, retrieval practice, accessing prior knowledge, productive struggle/effortful thinking, and managing cognitive load, and formative assessments to determine the impact of the strategies teachers are trying. Hattie's research has also pointed towards problem-solving teaching as having a .6 effect size. In his research it was found that "the teacher characteristics with the most positive effect on students' performance was specialist training in heuristic methods. These methods include for example, Polya's four phases of: (1) understand the problem, (2) obtain a plan of the solution, (3) carry out the plan, (4) examine the solution obtained" (Hattie, 2009, p. 210). Students also need more practice with basic skills. For example, in Algebra students struggle with factoring because they don't know their multiplication facts by memory.

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.

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.

Teacher Entrepreneurial Mindset

Effective

The metrics for this goal indicate that we are meeting the needs of the majority of our staff.

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.

We would like to combine the text of Goal 1 Action 1-3 to make the document more readable and useable. We will also combine goals 2 and 3 to create a new Goal 2 aligned with the new goals and guardrails. We will also change language in the math goal to reflect the shift to integrate practices that improve numerical fluency, and implement problem-based learning.

Key Components of Numerical Fluency

- **Understand numbers and their relationships**
(e.g., knowing that 12 is 3 groups of 4, or $10 + 2$, or $15 - 3$)
- **Use efficient strategies** to solve problems rather than relying only on memorized procedures
(e.g., breaking numbers apart, using benchmarks like 10 or 100)
- **Compute accurately and quickly** with all four operations: addition, subtraction, multiplication, and division
- **Reason flexibly with numbers** by choosing strategies that make sense for the situation
(e.g., estimating, checking for reasonableness)
- **Explain their thinking** and justify how they arrived at an answer
(a key part of math discourse and language development)

Why Numerical Fluency Matters

- It frees cognitive energy for deeper problem-solving and higher-level math.
- It improves students' confidence and willingness to take risks.
- It supports their ability to make sense of real-world problems across subjects.
- It strengthens their ability to engage in academic language as they communicate mathematical reasoning.

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:
1. Ms. Herrera presented the needs assessment and feedback she obtained from the teachers. SSC members reviewed the strengths and areas for improvement. Students noted and agreed with the need to discuss the use of AI in classrooms and assignments.	We are not required to have an ELAC	Goal 1 What works ELA: 1. Collaboration & Structures That Support High-Quality Instruction • Grade-level teams collaborate on pitch competitions and shared events. • PLC collaboration focuses on aligned instruction, shared strategies, and reflection on student outcomes. • The BTSC framework provides structure for PLC meetings and instructional planning. 2. Literacy Embedded Across All Content Areas • Literacy standards are used in every class, not just ELA.

- Teachers across subjects teach **text deconstruction**, **annotation strategies**, and support students in analyzing complex texts.

3. Student-Centered Learning & Meaningful Projects

- Projects allow students to take **deep dives into various topics**, promoting deeper understanding.
- **Voice and choice** in projects increases engagement and ownership.
- Students regularly **pitch, present, and receive meaningful feedback** through feedback cycles.

4. Clarity, Assessment, and Growth Mindset

- Teachers use **rubrics and clear criteria for success** to help students understand expectations and track their own growth.
- Revision is emphasized as a natural, valuable part of the learning process—not a punishment.
- Continued focus on improving teacher expertise in **writing instruction**.

Ideas for Improvement ELA:

1. Strengthen Academic Support & Intervention

- Introduce an **intervention/tutoring period during the school day** to better support struggling students.
- Provide **targeted support in ELA** for students performing below grade level.
- Revisit **team-teaching models** to support differentiated instruction.

2. Improve Literacy Alignment & Instruction

- Create **common rubrics for literacy standards** across grade levels.
- Conduct **vertical alignment** among ELA teachers to sequence reading and writing tasks, standards, and criteria for success.
- Discuss and refine practices that build:
 - **Reading stamina**
 - **Writing confidence**
 - **Critical thinking about author choices and meaning** (aligned to R4–6 and W4–6).

3. Enhance Learning Experiences & Expectations

- Develop **off-campus pitch events** to increase rigor and student preparation.
- Encourage **productive struggle** as an intentional part of learning.
- Reflect on previous successes and **expand what worked**.

4. Professional Growth & Emerging Tools

- Provide **professional development in teaching writing** to strengthen instructional capacity.
- Engage in staff-wide discussions on **generative AI** and its instructional implications

What works in Math:

1. Cross-Content Integration of Data Analysis

- Multiple subjects—including PE, History, Spanish, and ELA—are incorporating **data collection, graphing, and data interpretation** into instruction.
- Students are creating surveys, analyzing trends, reading charts, and interpreting infographics across courses.

2. Strengthening Math and Foundational Skills

- Algebra instruction now focuses on **fewer FA topics**, increased **direct instruction**, and personalized math practice through **iReady**, with 50% of students meeting the target of two independent lessons.
- Chemistry is reinforcing **foundational math skills** such as PEMDAS, scientific notation, exponents, significant digits, factoring, and rounding.

3. Applied Learning and Real-World Connections

- ELA classes (9th–11th) are incorporating:
 - Data collection and graphing
 - Trend analysis
 - Budgeting activities using cost-of-living criteria
 - Instruction on reading various text types, including charts and graphs
- PE integrates academic skills by having students analyze heart-rate data from different activities.

4. Expansion of Literacy Through Quantitative Skills

- History and ELA teachers are helping students express ideas and evidence through **charts, tables, graphs, and data-driven writing**, blending literacy with quantitative reasoning.

Ideas for Improvement Math:

1. Strengthen Math Integration Across Pathways

- Continue using **Linked Learning** to highlight and reinforce the math components embedded in pathway projects.
- Maintain and expand the practice of **data collection, chart creation, and data analysis** across content areas.

2. Enhance Real-World Financial Literacy

- Entrepreneurship classes would benefit from **outside expert support** to help students build stronger, more accurate financial models.
- Spanish classes would like to **incorporate budgeting** into their projects to deepen real-world application.

3. Reinforce Foundational Skills & Instructional Routines

- Prioritize **memorization of basic math skills** to support higher-level learning.
- Increase use of **spaced repetition**, along with more effective **exit tickets and warm-ups**, to strengthen retention and daily practice.

Goal 2:

What works:

1. Student Engagement

- **After-school programs, clubs, and lunch activities** significantly boost student engagement by giving students meaningful ways to connect with school.
- **Student ownership** in activities—such as leadership roles, student-driven clubs, or sports—creates excitement, motivation, and a stronger sense of belonging.
- **BTSC strategies** have positively influenced classroom engagement and teaching practices across grade levels.

- **Real-world, student-centered learning** and grade-level field trips deepen engagement and relevance.
- **Relationship building** remains one of the strongest contributors; daily interactions and supportive teacher-student relationships help keep students connected.

2. Campus Climate & Culture

- The school has an **inclusive and active culture**, offering diverse activities that involve many students.
- Leadership classes and CCD efforts allow students to see the impact of their work and gain real-time feedback, fostering pride and accomplishment.
- A longer **Disorientation/Summer Bridge** improved early connections for 9th graders and new students, with upper-grade students serving as leaders and mentors.

3. Graduation Rate

- **Early intervention, constant monitoring**, and targeted supports for high-risk students help maintain a high graduation rate.
- **Makeup days, online courses, added electives, and dual enrollment options** give students more pathways to earn credits and stay on track.
- Graduation rates partly reflect that students who remain through upper grades are typically those who stay engaged and aligned with the school's mission.
- Some teachers noted that students who cannot meet requirements may transfer out, influencing the graduation percentage.
- While some teachers lowered grading scales, others did not; easier grading may increase pass rates for certain classes.

Goal 2 Ideas for improvement:

1. Reintroduce or Expand Engagement Opportunities

- Bring back **MVP Nights for juniors** to strengthen teamwork, student engagement, and community connection.
- Increase **student-driven activities** and maintain momentum with current engagement practices.
- Explore **partnerships with other high schools** for joint events.

- Offer **more evening and after-school activities**, since lunch clubs can feel rushed.

2. Enhance Real-World & Cross-Curricular Experiences

- Consider returning to **cross-curricular field trips** that connect learning to the community.
- Provide **more engaging field trip options** across grade levels.

3. Strengthen Academic Support Systems

- Develop a **more coordinated and documented support plan** for students earning below a C, ensuring all teachers collaborate consistently.
- Increase **in-person academic counseling** for students and families to address deeper issues affecting learning.

4. Expand and Improve Elective Options

- Offer **electives driven by student interest**, not only AP or dual enrollment.
- Ensure **electives are chosen by students**, avoiding placement in courses they don't want—this reduces conflict and improves classroom culture.

5. Continue Effective Practices Already Working

- Maintain current engagement strategies, especially **BTSC practices**, and expand them school-wide.
- Keep encouraging **student participation in clubs and school events**

Goal 3:

What works:

1. Strong Relationships and Positive School Culture

- Relationship-building between staff and students is seen as the *biggest factor* in reducing both absenteeism and suspensions.
- A small-school atmosphere increases accountability, belonging, and personalized support.
- Upperclassmen serving as role models helps maintain positive behavior and reduce conflicts.

2. Engaging, Enjoyable, and Consistent Instruction

- Teachers create engaging lessons and varied activities that make students *want* to attend daily.
- When students enjoy the content or feel invested, they are less likely to miss school.
- Frequent new or interactive lessons motivate students to be present.

3. Student Engagement Through Activities

- Lunchtime activities, ASB-led events, and inclusive campus programming increase connection and reduce absenteeism.
- Keeping students involved in clubs or groups gives them a reason to come to school.

4. Effective Attendance Monitoring & Family Communication

- The attendance team and front office are proactive with calls home, tracking absences, and helping families clear or address issues.
- Staff check in with students and families when absences increase, providing early intervention and support.

5. Proactive Behavior Support & Conflict Mediation

- Administrators are proactive in meeting with students before behaviors escalate.
- Strong mediation and peace-making processes help resolve conflicts without suspensions.
- Teachers manage most behavior in class, reducing the need for formal discipline.

6. Individual Teacher Efforts

- Teachers greet and reconnect with students after absences or suspensions, which helps students feel supported.
- Monitoring bathroom passes and limiting out-of-class time helps reduce opportunities for conflict.

7. Inclusion & Belonging as Preventive Measures

- When students feel part of something, they are less likely to miss school or engage in behaviors leading to suspension.
- Concern was expressed that growing enrollment—especially incoming freshmen—may affect rates until new students feel connected.

Goal 3 Ideas for Improvement:

1. Many feel no major pivots are needed

- Several responses indicated **no changes** or uncertainty about needed pivots.
- A sense that current expectations and practices are working effectively.

2. Maintain Consistency

- Consistency in expectations, communication, and practices is seen as essential for sustaining progress.

3. Strengthen School Spirit & Community

- Enhance **school spirit** to deepen belonging.
- Purposefully invite students into clubs, groups, and communities where they can build meaningful connections.
- Emphasize that **being part of a community strengthens the whole community**.

4. Address Chronic Absenteeism More Deeply

- Explore stronger interventions beyond phone calls:
 - **Home visits**
 - Understanding underlying causes
 - Earlier meetings with freshmen families/SSTs
 - Helping families navigate logistics (e.g., transportation, bus passes)
- Provide targeted support for students struggling with **stress or anxiety**, possibly through groups facilitated by counselors or social workers.

5. Support for Freshmen

- Meet with freshman families earlier in the year to build understanding and support before attendance issues escalate.

Goal 4

What works:

1. Small School Environment Supports Strong Relationships

- The small staff and campus size help everyone know each other well.
- Close relationships, trust, and a family-like atmosphere contribute to a positive climate.

2. Open Communication and Shared Voice

- Staff feel they have meaningful opportunities to **voice concerns**, collaborate on solutions, and contribute to school decisions.
- A culture of listening, professionalism, and mutual respect strengthens teamwork.

3. Strong Team Culture and Shared Experiences

- Beginning the year together and engaging in team-building activities set a positive tone.
- Potlucks, celebrations, and supportive PLC environments reinforce community and morale.

4. Freedom, Creativity, and Collaboration

- Teachers appreciate the **freedom to design curriculum**, innovate, and align their work to the school's mission.
- Creativity is encouraged, and experimentation is supported.

5. Professional, Authentic, and Supportive Work Environment

- Staff feel comfortable showing up as their authentic selves.
- Collaboration, co-planning, and giving and receiving feedback are part of the culture.
- Teachers describe colleagues as talented, respectful, and supportive.

6. Strong Leadership and Alignment to Mission

- Administrators are viewed as **proactive, supportive, and engaged**.
- Clear alignment to the school's mission and vision keeps staff focused and moving forward.
- Students benefit from this culture and are generally respectful and well-supported.

Goal 4

Ideas for Improvement

- 1. Desire for More Staff Connection & Team Building**
 - Many staff would like **more team-building events**, similar to past activities (bowling, escape rooms, etc.).
 - There is interest in **more off-campus socializing** to strengthen staff culture and relationships.
- 2. Increase Classroom Visibility & Admin Presence**
 - Requests for **more classroom visits**
- 3. Strengthen Cross-Curricular Collaboration**
 - Staff miss having **well-developed, cross-curricular PBL** and would like to bring that back.
 - Earlier **interventions for freshmen** through teams and counselors to support attendance, motivation, and performance.
- 4. Clarify Roles in Linked Learning & Team Structures**
 - Need for **clearer expectations** of teacher roles within Linked Learning grade-level experiences.
 - New teachers should be supported, included, and encouraged rather than opting out.
- 5. Curriculum & Course Structure Considerations**
 - Reevaluate the **World Language offerings** and placement into Dual Enrollment courses.
 - Families need clearer communication about **DE expectations** and workload differences.
- 6. Some Staff See No Needed Shifts**
 - Several responses indicated **no pivots** are needed at this time.

Goal 5

What works:

- 1. Strong Communication With Families**
 - Frequent, proactive communication through **ParentSquare**, School Messenger, and Atlas keeps families informed and engaged.

- Teachers maintain strong communication early in the year, helping build trust.

2. Small School Environment Builds Connection

- The small school atmosphere helps families feel known, welcomed, and safe.
- Families appreciate that staff and administrators greet students and know them personally.

3. High-Quality, Family-Centered Events

- Events such as **Carnivals, Back-to-School Night, Future Family Nights, Open House, Showcases**, and leadership/Goal 2 activities attract strong family attendance.
- These events highlight the school's culture and programs, drawing more families and increasing engagement.
- Visual, hands-on student work (like pitches or real-world projects) boosts family turnout.

4. Positive Student Experience Leads to Positive Family Engagement

- “Happy students = happy parents”: when students feel supported and engaged, families feel connected and satisfied.
- Increased student engagement and enrichment opportunities make families more interested and involved.

5. Strong School Culture & Safe Environment

- Families feel confident and safe sending students here.
- The welcoming, diverse school culture and supportive staff contribute to favorable family engagement ratings.

6. Community Reputation & Growth

- The success of school events—especially carnivals—has increased visibility and strengthened the school's reputation in the community.
- A supportive, professional environment encourages families to stay connected and proud of the school.

Goal 5

Ideas for Improvement

1. Increase and Diversify Family Engagement Events

- Host additional family-centered events such as:
 - **MVP Nights / Art-Hop-style events**
 - **Family business networking events**
 - **Spring family events**, not just fall
 - More events with **food**, making attendance easier for working families
- Invite parents to serve as **audience members or judges** for major pitches and presentations.

2. Strengthen Ongoing Communication With Families

- Continue consistent communication through existing platforms with parents/guardians.
- Hold **quarterly parent–staff coffee mornings** or similar informal meet-ups.
- Recruit and retain parents who want to be involved; increase parent presence as **chaperones** on trips.

3. Build More Inclusive and Accessible Events

- Ensure more **bilingual staff or translators** are available at events to create an inclusive environment.
- Consider forming a **PTA or parent advisory group** to support planning and involvement.

4. Recommit to Planned Family Showcases

- Staff note that quarterly showcases were promised but not implemented; there is a call to **hold ourselves accountable** to this goal.

5. Maintain Strong Relationships With Students

- Continue building strong student connections, which indirectly strengthens family engagement.

6. Some Staff See No Additional Needs

- A few responses indicated **no changes** needed at this time.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Listening, Speaking, Reading, and Writing in a PBL Environment

Action Details

College & Career Readiness

All students will participate in project-based and design thinking learning. Entrepreneurial skills and design thinking are integrated into curriculum to teach students the purpose for writing and the audience they are writing for. 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.

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. While working in teams and individually, students will ideate, gather information, organize ideas, engage in storytelling, provide feedback, and reflect on their learning.

Listening and speaking standards will be used to teach students how to work collaboratively and productively with peers, staff, and the community. 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. 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.

Direct Instructional Services

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. Texts used in classes are aligned to project themes and topics as well as targeted skills/knowledge. Relevant and contemporary texts are used as well as foundational texts to support engagement and growth particularly with English Learners. Teachers will specifically teach active reading strategies including, but not limited to annotation, text analysis, vocabulary development, and writing.
- 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 30 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.

EL students receive explicit teaching and learning experiences focused on growth in reading strategies/stamina, writing confidence, critical thinking. These skills support the listening and speaking emphasis in pitching and presenting in our PBL curriculum.

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 84% 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. Specific college counseling and trips to schools beyond FCC and CSUF to widen student interest and share multiple opportunities for college and university options based on their high school transcripts and experiences.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Patiño School of Entrepreneurship strives to create a welcoming and professional environment. Patiño is a unique and dynamic environment that requires educational partners' involvement in order for students to develop an Entrepreneurial Mindset. There are a variety of opportunities for families to engage meaningfully with staff in support of their student. Families will be invited to attend the following school events: (1) pitch competitions, MVP nights, 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. Patiño 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.). Patino School of Entrepreneurship staff will provide frequent, proactive communication throughout ParentSquare/School Messenger/Atlas connect in general.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in professional learning designed to strengthen the implementation of project-based learning (PBL), design thinking, and collaborative instructional practices across all grade levels. Training will ensure teachers can integrate entrepreneurial skills, authentic writing purposes, and real-world problem-solving into curriculum so students understand audience, craft, structure, and the use of language across disciplines.

Professional learning will include:

PBL (Project-Based Learning) Training

- Training on planning and facilitating high-quality PBL units aligned to academic standards.
- Designing driving questions, authentic products, and project cycles that integrate reading, writing, speaking, and listening.
- Strategies for guiding students through research, evidence-based writing, analysis of texts, and interdisciplinary learning.
- Tools for building student agency, supporting language acquisition, and promoting deep learning through application.

SCRUM Training (Agile Classroom / Student-Team Workflow)

- Training in SCRUM or agile structures that help teachers manage student teams effectively during long-term projects.
- Use of sprints, task boards, stand-ups, reflection cycles, and shared accountability to improve collaboration and productivity.
- Strategies for teaching students how to break down complex work, plan tasks, iterate, and self-manage within teams.
- Emphasis on communication skills, problem-solving, and continuous improvement.

Design Thinking & Entrepreneurial Skill Development

- Training on empathy-building routines, ideation protocols, prototyping, testing, and reflective practices.
- Instructional strategies to help students pitch ideas, present projects, and communicate with authentic audiences and community mentors.

Standards-Aligned Language and Literacy Integration

- Professional learning on teaching writing purposes, text types, craft and structure, research skills, and disciplinary literacy.
- Integration of speaking and listening standards to teach collaboration, feedback, and academic discussion.
- Training on using reading standards to analyze key ideas, craft, structure, and the integration of multiple sources.

Support for English Learners

- Strategies for embedding structured language routines into PBL and SCRUM teamwork.
- Goal-setting using ELPAC data to support oral language development, vocabulary use, and academic communication.
- Scaffolding techniques that enable newcomers, LTELs, and RFEP students to participate meaningfully in collaborative project work.
- PD on literacy and EL teaching and learning including Vertical alignment, reading stamina, writing confidence, critical thinking, and writing instruction. Professional learning/discussion on generative AI use and implications.

Professional Learning Formats

- Whole-staff PD days
- PLC/grade-level collaborative planning
- Coaching cycles and model lessons
- Cross-content project design workshops

- Ongoing support from instructional coaches, PBL leads, and community partners

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 will achieve these changes in knowledge and learning:

- Students understand the purpose of project-based and design-thinking learning, including empathy-building, ideation, and problem-solving.
- Students increase their ability to use academic language while collaborating, pitching ideas, and reflecting on learning.
- Students deepen understanding of writing purposes, text types, craft, and structure across content areas.
- Students learn how texts in multiple genres serve different audiences and disciplinary purposes.
- English Learners begin to show growth in oral language, vocabulary use, and comprehension through structured PBL dialogue and presentations.

How These Outcomes Will Be Measured

- Standards-aligned formative assessments and writing samples.
- Speaking/listening rubrics used during discussions, pitches, and presentations.
- Student reflection journals, design logs, and project artifacts.
- ELPAC data, classroom EL progress monitoring, and language-use checklists.

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 these changes in student behavior and performance:

- Students demonstrate productive collaboration, active listening, and peer feedback aligned to speaking/listening standards.
- Students independently use design-thinking behaviors: empathizing, ideating, prototyping, revising, and presenting.
- Students show improved writing performance across content areas, using clear organization, evidence, and disciplinary vocabulary.
- Students engage meaningfully with community mentors and present work with confidence.
- English Learners apply academic language more consistently in discussions and presentations.

How These Outcomes Will Be Measured

- Collaboration rubrics, peer feedback tools, and presentation assessments.
- Project benchmarks, prototypes, and final products evaluated with PBL rubrics.
- Writing performance data across disciplines.

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 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.

We expect long-term results that demonstrate lasting impact on student learning and schoolwide performance

- Students consistently apply design-thinking skills—empathy, problem-solving, creativity—to academic work and real-world challenges.
- Growth in writing performance across content areas, including clearer organization, stronger evidence, and improved craft.
- Increased confidence and proficiency in oral communication through sustained practice in pitching, presenting, and collaborating.
- English Learners show measurable growth in language proficiency, including ELPAC gains and successful reclassification.
- Improved engagement, motivation, and ownership of learning through authentic, interdisciplinary projects.
- Stronger connections between school, community mentors, and authentic audiences for student work.

Who Will Monitor

- **Classroom Teachers & PLC Teams** (ongoing, per project cycle)
- **Site administration** (walkthroughs, coaching cycles)
- **EL Coordinator** (ELPAC/EL monitoring, quarterly)
- **Site administration** (data reviews each term)

- EL monitoring tools: oral-language rubrics, ELD benchmarks, and ELPAC growth indicators.
- 80% of our student will score proficient or advanced on the ELA Interim B assessment.
- The D/F rate will be 30% or lower.

Who Will Monitor

- **Grade-Level PLC Teams** (per project benchmarks)
- **Classroom Teachers** (daily/weekly behavior and performance data)
- **Admin** (monthly walkthroughs)
- **Pathway coordinator** (presentation feedback)
- **EL Coordinator** (quarterly EL progress)

How These Outcomes Will Be Measured

- Annual writing assessments and cross-content writing portfolios.
- Annual speaking/presenting performance data aligned to standards.
- ELPAC growth, RFEP monitoring, and academic achievement indicators.
- Student engagement and climate surveys.
- 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.

Who Will Monitor

- **Site Administration/ILT** (annual analysis)
- **PLC Teams** (cross-content writing and performance reviews)
- **EL Coordinator** (language proficiency and RFEP monitoring)
- **ILT** (integration of PBL/design thinking)
- **School Site Council** (annual SPSA evaluation)

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Building Mathematical Thinkers through Integrated, Student Centered Instruction

Action Details

College & Career Readiness

Numerical fluency is a core component of our instructional vision and includes students' ability to understand numbers and their relationships, compute accurately and efficiently, reason flexibly, and clearly explain and justify their mathematical thinking. These skills build confidence, support deeper problem-solving, and strengthen students' use of academic language.

To develop these abilities, our school integrates project-based learning, problem-based learning, entrepreneurial skills, mathematical thinking practices, and design thinking into instruction, guided by learning science and brain-based practices, including managing cognitive load, activating prior knowledge, retrieval practice with spaced/interleaved review, visual models (dual coding), and dedicated processing time, to maximize retention, transfer, and confident, flexible problem solving. This approach provides meaningful opportunities for students to apply mathematics, collaborate with peers, use academic language authentically, and engage in real-world problem solving—all of which cultivate adaptable, analytical learners capable of transferring knowledge across disciplines.

In addition to this integrated instructional model, our school implements targeted strategies to address skill gaps in math facts and the four operations. Daily fluency routines—such as number talks, mental-math warm-ups, and quick strategy-based computation exercises—help reinforce accuracy and automaticity. Teachers use short diagnostic checks to identify individual student needs and provide small-group instruction that reinforces foundational concepts, visual models, and efficient strategies for addition, subtraction, multiplication, division, and taking square roots. Technology-based adaptive practice and peer-supported collaborative routines further strengthen students' procedural fluency, while tying these skills directly to the mathematical demands of project work ensures relevance and application. These supports ensure that students develop both the underlying fluency and the conceptual reasoning needed for success in higher-level mathematics.

To provide students with multiple and varied opportunities to experience mathematics across all content areas, entrepreneurship courses emphasize financial modeling, science courses integrate data collection and analysis through the use of data tables, averages, and graphing, and humanities courses intentionally incorporate everyday mathematics—such as percentages—within their projects. Additionally, humanities and science teachers guide students to consider simple budgets and design constraints when developing projects, ensuring that mathematical reasoning becomes a natural and consistent part of their learning. Through these practices, combined with explicit support for foundational skills, students build robust numerical fluency while engaging in meaningful, real-world applications of math across the curriculum.

Direct Instructional Services

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 84% 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:

1. Provide strong daily math routines that build confidence and reduce learning gaps

All students—including those who may have experienced interrupted learning—receive predictable, low-stakes **number talks, mental-math warm-ups, and strategy-based fluency routines** that strengthen foundational skills.

• *How this supports low-SES students:* reduces anxiety, increases participation, and gives multiple opportunities for success each day.

2. Use short diagnostic checks to quickly identify and address gaps

Universal diagnostic probes help teachers identify students who need additional foundational support with operations, number relationships, and visual models.

• *How this supports low-SES students:* ensures early identification and prevents small gaps from becoming larger barriers to grade-level learning.

3. Implement responsive small-group instruction during core math time

Teachers use diagnostic data to provide **in-class small groups** that reinforce efficient strategies, conceptual models, and targeted fluency goals.

• *How this supports low-SES students:* ensures they receive timely, targeted support without needing access to external tutoring.

4. Ensure access to adaptive technology tools that provide individualized practice

Students use adaptive platforms that adjust to their level and provide additional practice in fluency, reasoning, and problem solving.

• *How this supports low-SES students:* levels the playing field by offering individualized practice even if students do not have support outside school.

5. Integrate mathematics into high-interest, real-world PBL experiences

Students engage in PBL that includes budgeting, financial modeling, design constraints, and data analysis across entrepreneurship, science, and humanities.

- *How this supports low-SES students:* increases relevance and motivation by connecting math to real-life contexts (money, planning, community problems).

6. Provide clear models, visuals, and structured language supports

Teachers incorporate number lines, arrays, tables, graphic organizers, sentence frames, and worked examples to support comprehension.

- *How this supports low-SES students:* reduces cognitive load and makes thinking more visible for students who may need more concrete pathways into abstract math.

7. Build academic language intentionally, especially math vocabulary and sentence structures

Teachers use math discourse routines, structured partner talk, and sentence stems to help students explain their reasoning in accessible ways.

- *How this supports low-SES students:* strengthens both math thinking and language skills, supporting students who may have limited exposure to academic vocabulary outside of school.

8. Use cross-content math opportunities to reinforce skills multiple times a day

All teachers (science, humanities, CTE) incorporate simple budgeting, percentages, data tables, graphing, and modeling into their projects.

- *How this supports low-SES students:* increases the amount of math exposure and repetition during the school day, which is especially beneficial for students with limited enrichment outside school.

9. Provide consistent classroom routines that support cognitive load and retrieval practice

Teachers use learning-science strategies such as chunking tasks, spaced practice, visual scaffolds, and structured processing time.

- *How this supports low-SES students:* supports memory, reduces overwhelm, and reinforces key skills over time.

10. Strengthen relationships and classroom belonging to improve engagement

Teachers create inclusive classroom communities where students collaborate, share strategies, and feel safe taking risks in math.

- *How this supports low-SES students:* increases engagement, resilience, and persistence—critical factors for long-term math success.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Cross-Curricular Family Showcases

Show students’ integrated math learning through:

- Humanities projects that include percentages, timelines, or simple budgets.
- Science analysis displays where families interpret graphs, averages, and data tables with their student.
- Design-thinking prototypes with labeled math constraints.

Families see how math shows up across subjects—not just in traditional math class.

Professional Learning

Describe Professional Learning related to this action.

Teachers will engage in ongoing PD to implement numerical fluency through research-aligned practices and problem-based learning structured by Polya's four-step method. Training will emphasize:

- **Managing cognitive load:** use of worked examples, consistent visual models, chunked tasks, and clear success criteria; reducing extraneous load during new strategy acquisition and small-group instruction.
- **Retrieval practice:** daily number talks, mental-math warm-ups, low-stakes quick checks, and spaced/interleaved review to build automaticity with the four operations (incl. square roots) connected to current project math demands.
- **Activating prior knowledge:** quick diagnostic probes, advance organizers, and bridging tasks to surface prerequisite concepts before introducing new problem types or project milestones.
- **Dedicated processing time:** structured wait time; think-pair-share; math journaling/exit tickets; and discourse scaffolds (sentence frames) to strengthen explanation, justification, and academic language.
- **Problem-based learning with Polya's method:** teachers will design and facilitate tasks where students
 1. **Understand the problem** using visual models, restatement protocols, and identification of givens/constraints;
 2. **Devise a plan** by selecting strategies (e.g., decomposition, estimation, proportional reasoning) and forecasting solution paths;
 3. **Carry out the plan** with collaborative routines, checking intermediate results, and aligning computation to project constraints (budgets, data, design specs);
 4. **Look back/Reflect** through error analysis, multiple-solution comparisons, and transfer prompts connecting learning to entrepreneurship, science, and humanities projects.
- **Data-informed instruction:** use short diagnostics and adaptive tech dashboards to target small groups, monitor fluency growth, and align practice with unit/project expectations.
- **PLCs:** will work together to plan problem-solving activities using Polya's steps and choose simple fluency warm-ups. For example, Quick Mental Math, Make 100 or 1000, Choral Counting, Which One Doesn't Belong, Quick Images, True or False, Number of the Day, and Estimate then Check. These fluency routines are intentionally brief (5–10 minutes), predictable, and focused on strengthening students' ability to reason about numbers, not just memorize them. Teachers will look at student work to see how students are thinking, and coaches will do short classroom visits and give helpful feedback to support strong and consistent implementation.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

1. Teachers deepen understanding of effective fluency routines

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.

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.

Teachers will learn how to implement daily number talks, mental-math warm-ups, and strategy-based fluency activities that build accuracy, efficiency, and flexible thinking.

- **Measured by:** PD attendance, teacher lesson plans, walkthrough look-fors, PLC artifacts
- **Monitored by:** Instructional Coach, Math PLC Leads, Admin Walkthrough Team

2. Teachers understand how to manage cognitive load during math instruction

Teachers will use visual models, chunking, worked examples, clear success criteria or scrum to help students process information without overload.

- **Measured by:** Observation notes, coaching cycles, teacher-created materials
- **Monitored by:** Instructional Coach; Vice Principal (Math)

3. Teachers learn to use retrieval practice and spaced/interleaved review effectively

Teachers will plan daily retrieval opportunities and spaced practice calendars to strengthen students' foundational fluency.

- **Measured by:** Spaced practice maps, warm-up routines documented in lesson plans, quick-check data
- **Monitored by:** Math PLC Leads; Instructional Coach

4. Teachers improve their use of diagnostics and prior knowledge routines

Teachers will learn how to administer short diagnostic checks and use them to identify skill gaps and activate prior knowledge before new learning.

- **Measured by:** Diagnostic results, small-group rosters, teacher reflection logs
- **Monitored by:** Math PLC Lead

5. Teachers learn to provide structured processing time and strengthen math discourse

Teachers will use wait time, think-pair-share, sentence frames, and journaling so students can explain, justify, and revise their mathematical thinking.

1. Teachers consistently implement daily fluency routines with fidelity

Teachers regularly use number talks, mental-math warm-ups, visual models, and strategy-based computation routines to reinforce foundational skills.

- **Measured by:** Monthly walkthrough data; routine checklists; lesson plan audits; coaching cycle reflections
- **Monitored by:** Instructional Coach; Math PLC Leads; Admin Walkthrough Team

2. Teachers use diagnostic data to plan targeted small groups and adjust instruction

Teachers regularly administer short diagnostic checks, analyze the results in PLCs, and adjust instruction to meet specific fluency needs.

- **Measured by:** Small-group rosters; intervention plans; PLC data-conversation notes; student progress in targeted strands
- **Monitored by:** Data/Assessment Lead; Math Department Chair

3. Teachers integrate mathematical reasoning across content areas and project cycles

Teachers intentionally embed math skills into PBL, entrepreneurship tasks (budgets, modeling), science labs (data tables, graphing), and humanities projects (percentages, real-world calculations).

- **Measured by:** Interdisciplinary unit plans; project rubrics; student artifacts demonstrating math integration; cross-content PLC notes
- **Monitored by:** PBL Coordinator; Science/CTE/Humanities Leads

4. Teachers apply learning-science strategies consistently during instruction

Teachers use cognitive load supports (e.g., chunking, visual models), retrieval practice, activation of prior knowledge, and dedicated processing time to deepen understanding.

- **Measured by:** Observation rubrics; teacher lesson artifacts; student work samples showing reasoning
- **Monitored by:** Instructional Coach; Assistant Principal (Instruction)

1. Sustained improvement in schoolwide mathematics achievement and growth

Students consistently demonstrate strong performance and growth in mathematics year over year, reflecting deep numerical fluency, improved reasoning, and readiness for higher-level coursework.

- **Measured by:**
 - State math assessment proficiency and growth data
 - District benchmark trends over multiple years
 - Cohort-to-cohort improvement
 - Increased enrollment and success in advanced math courses
- **Monitored by:**
 - Site Leadership Team
 - Data/Assessment Lead
 - District Assessment Office

2. Reduced and closing achievement gaps for historically underserved student groups

Multilingual learners, students with IEPs, and other historically underserved groups show sustained gains in factual fluency, conceptual understanding, and problem-solving performance.

- **Measured by:**
 - Subgroup data analysis across state and district assessments
 - Strand-based proficiency growth (computation, reasoning, modeling)
 - MTSS progress monitoring reports
- **Monitored by:**
 - MTSS Coordinator
 - Assistant Principal (Instruction)
 - Data/Assessment Lead

3. A school culture where mathematical reasoning and real-world application are embedded across all content areas

Math becomes a natural part of students' daily learning in science, humanities, CTE, and PBL—creating a culture where mathematical thinking is expected, valued, and used to solve authentic problems.

- **Measured by:** Student journals, discourse rubrics, walkthrough trends
- **Monitored by:** Instructional Coach

6. Teachers develop knowledge of Polya’s four-step problem-solving method and PBL math integration

Teachers will learn to design and facilitate math tasks that follow Polya’s method (Understand → Plan → Carry Out → Look Back) and connect fluency to real-world project work across subjects.

- **Measured by:** Polya-aligned task templates (use AI to support the creation of these templates for each the subjects), student work samples, project rubrics showing math integration
- **Monitored by:** Department Leads (CTE, Science, Humanities)

7. Teachers learn to use adaptive technology tools and dashboards

Teachers will understand how to interpret dashboard data to identify needs, track fluency growth, and plan targeted small groups.

- **Measured by:** Usage reports, small-group plans, PLC data conversations
- **Monitored by:** Instructional Coach; Math PLC Leads

8. Students strengthen foundational fluency and flexible reasoning

Students will begin to solve problems more efficiently, choose appropriate strategies, and explain their reasoning using academic language.

- **Measured by:** Quick assessments, exit tickets, number talk participation, adaptive practice growth
- **Monitored by:** Classroom teachers; Math PLC Leads

9. Students apply math learning across disciplines

Students will start using math strategies naturally during interdisciplinary projects—including budgeting, data analysis, graphing, percentages, and financial modeling.

- **Measured by:** Student project artifacts, interdisciplinary rubrics, PLC cross-content audits

5. Teachers facilitate Polya-aligned problem-solving behaviors

Teachers guide students through Polya’s four-step method—understanding the problem, planning, carrying out the plan, and reflecting—during PBL tasks and math lessons.

- **Measured by:** Polya-step annotations in lesson plans and tasks; student problem-solving routines; reflection prompts
- **Monitored by:** PBL Coordinator; Math PLC Leads

6. Students demonstrate improved accuracy, efficiency, and strategy flexibility in computation

Students choose efficient strategies, use reasoning rather than guesswork, and show increased automaticity in the four operations and related foundational skills.

- **Measured by:** Fluency quick checks; adaptive software progress reports; student exit tickets showing multiple strategies
- **Monitored by:** Classroom Teachers; Math PLC Leads

7. Students apply mathematical thinking naturally in real-world contexts

Students use math confidently in project work—budgeting, analyzing data, interpreting graphs, and applying proportional or percentage reasoning.

- **Measured by:** Project artifacts; interdisciplinary rubrics; student presentations; reflective writing
- **Monitored by:** Project Teams; Department Leads (CTE, Science, Humanities)

8. Students' mathematical explanations become clearer and more detailed

Students increasingly use academic language, sentence frames, and structured reasoning to explain and justify their mathematical thinking.

- **Measured by:** Discourse rubrics; math journals; number talk participation; writing samples
- **Monitored by:** ELD Lead; Classroom Teachers

- **Measured by:**
 - Multi-year interdisciplinary project audits
 - Vertical alignment reviews of unit plans
 - Student portfolio evidence showing application of math in varied contexts
- **Monitored by:**
 - PBL Coordinator
 - Department Leads (Science, Humanities, CTE)
 - Instructional Leadership Team

4. Students become confident, independent problem solvers who can transfer learning across disciplines and real-life situations

Students rely on flexible strategies, Polya’s problem-solving method, and academic language to approach unfamiliar, complex tasks with persistence and confidence.

- **Measured by:**
 - Capstone project performance
 - Senior/exit portfolio rubrics
 - Student reflection surveys and interviews
 - Longitudinal performance on tasks requiring reasoning and analysis
- **Monitored by:**
 - Counseling/Climate Team
 - Instructional Coaches
 - Department Leads

5. Increased student readiness for college, career, and financially literate decision-making

Students demonstrate long-term mastery of numerical reasoning, budgeting, data analysis, and problem-solving skills essential for success in college pathways, CTE pathways, and real-world financial decision-making.

- **Measured by:**
 - College/career readiness indicators
 - Financial literacy project outcomes
 - CTE pathway performance and certification data
 - Alumni feedback surveys on preparedness

- **Monitored by:** Humanities, Science, and CTE Department Leads

9. Collaborative PLC behavior improves and becomes more data-driven

PLCs routinely co-plan, review student work, analyze data trends, and iterate on fluency routines with a focus on student reasoning and transfer.

- **Measured by:** PLC agendas/minutes; common assessments; shared resource folders; after-action reflections
- **Monitored by:** PLC Facilitators; Instructional Coach; Admin Team

- **Monitored by:**
 - College & Career Readiness Coordinator
 - CTE Lead
 - Site Leadership Team

6. A stable, coherent instructional system grounded in learning-science practices

The school maintains a long-term, consistent approach to instruction using cognitive load supports, retrieval practice, prior-knowledge activation, and structured processing time—resulting in predictable, effective learning conditions for students.

- **Measured by:**
 - Annual instructional review data
 - Multi-year observation rubrics
 - Teacher retention and consistency of practice
 - Staff climate and instructional culture surveys
- **Monitored by:**
 - Instructional Leadership Team
 - Admin Walkthrough Team
 - Instructional Coaches

7. Long-term increases in student engagement, sense of competence, and academic identity in mathematics

Students view themselves as capable mathematicians and demonstrate increased motivation, engagement, and positive attitudes toward math due to clear fluency progress and real-world application opportunities.

- **Measured by:**
 - Annual student engagement and perception surveys
 - Participation and success in math-related electives and clubs
 - Attendance and behavior data in math classes
- **Monitored by:**
 - Climate & Culture Team
 - Classroom Teachers
 - Admin Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Canvas	6,983.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Uncharted/Accl	2,750.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Pieratt INC DBA CraftED : PBL Training for teachers	17,861.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			WCT Wandeler Consulting and Training : Srum PL and Ongoing Coaching	8,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Proctor 20 hours **Budget lines for personnel include salaries and related benefits	1,251.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Math Medic	573.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			LH Consulting : LH Consulting Fees	10,000.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CTF	6,069.00

\$53,487.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Building Belonging and SEL Competencies in a Project Based, Design Thinking Culture

Action Details

Life Skills

Our instructional approach to teaching and learning is focused on the whole child. It is designed so that students develop SEL skills through learning course content. Teachers design PBL Gold Standard Projects using a Design Thinking approach. A design thinking approach engages students in a process that includes identifying a problem, building empathy, brainstorming ideas, testing solutions, and tuning solutions based on feedback. A design thinking approach to learning requires students to learn and practice self-efficacy, self-management, self-awareness, and social awareness that we believe over time lead to a growth and entrepreneurial mindset.

When students work in teams conflict inevitably arises. Site administration will use a peace-making process to resolve conflict as well as provide students with feedback on behaviors that are not aligned 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.

Our staff has an interest in team-building and off-campus social connection. This directly aligns with our whole-child instructional philosophy, which emphasizes collaboration, empathy, and belonging. Just as students develop SEL skills through design thinking and shared learning experiences, staff benefit from intentional opportunities to build trust and navigate collaboration together. Investing in staff team building strengthens professional relationships and models the same practices we expect educators to cultivate in student-centered classrooms.

Direct Instructional Services

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. Teachers will model social-emotional awareness, respect, and positive communication to foster supportive classroom environments that promote student well-being and academic success.
- 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 30 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
- Teachers will collaborate to share instructional strategies that support English Learners' language development and equitable access to academic content.

Student Groups

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

Socio-economically Disadvantaged (SED):

SED students are 84% 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. Staff will collaborate to share effective instructional and intervention strategies that support diverse student groups, including students performing below grade level and those needing additional academic or social-emotional support.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Family Education Nights Focused on SEL and Design Thinking

Families will be invited to participate in workshops that explain:

- Our Design Thinking process
- How SEL skills (self-awareness, self-management, social awareness, and self-efficacy) are integrated into daily learning
- Strategies families can use at home to reinforce growth mindset and collaboration skills

These sessions will be offered in multiple languages and formats (in-person, virtual, and recorded).

2. PBL Showcases and Student Exhibitions

At the end of major projects, families will be invited to:

- View student work
- Experience project prototypes, demonstrations, or solutions
- Engage with students as they explain their thinking, teamwork, and problem-solving process. This gives families insight into how Design Thinking builds SEL skills and academic mastery.

3. Family Engagement & Home–School Partnerships

- Teachers will strengthen partnerships with families through consistent communication, school events, and opportunities for families to engage in student learning.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning will support effective implementation of our whole-child instructional model, Design Thinking framework, and PBL Gold Standard practices. Training will emphasize SEL integration, collaborative learning structures, and consistent schoolwide behavior systems.
- **Design Thinking & PBL Training:** Teachers will engage in professional development to design Gold Standard PBL units that embed SEL skill development and guide students through empathy-building, problem identification, ideation, prototyping, and feedback cycles.
 - **SEL Integration:** Staff will receive training on how SEL competencies—self-management, self-awareness, social awareness, and self-efficacy—are intentionally developed through the instructional delivery model itself, including collaborative project work, reflective practices, and Design Thinking routines. Teachers will learn how to explicitly teach, model, and reinforce these SEL skills throughout daily instruction.
 - **Peace-Making & Restorative Practices:** Professional learning will ensure all staff are trained in the school’s peace-making process, restorative conversations, and providing feedback aligned with entrepreneurial mindset development. Training will support consistent responses to Level 1 and Level 2 behaviors.
 - **Behavior Systems & Data Use:** Staff will learn to utilize atlas to document student behaviors and interventions. This ensures administration can monitor trends and respond early rather than waiting until behaviors escalate.
 - **Student-Centered Culture Training:** Teachers and staff will receive training to support Summer Bridge, Disorientation, and other schoolwide community-building structures that promote belonging and smooth transitions for new students.
 - **Ongoing Collaboration:** Continued learning will be supported through PLCs, coaching cycles, peer observations, and structured reflection aligned with Design Thinking practices to promote consistent instructional improvement.
 - **Collaborative Culture & SEL-Aligned Instructional Practices:** Collaborative experiences that model design thinking, SEL, and relationship-building practices, such as team-based problem solving, reflective dialogue, and restorative communication protocols. These learning opportunities may occur during PLCs, staff retreats, or structured off-campus sessions and are designed to build trust, empathy, and effective collaboration among staff. By experiencing these practices firsthand, educators strengthen their capacity to create student-centered classrooms grounded in belonging, collaboration, and whole-child development.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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. 1. Increased staff understanding of Design Thinking and PBL structures Teachers will demonstrate knowledge of the Design Thinking cycle—empathy, problem identification, ideation, prototyping, feedback, and iteration—and apply it to project planning. • Measured by: ◦ PBL unit plans including Design Thinking components ◦ PLC agendas and artifacts • Monitored by: ◦ Admin and Instructional Coach 2. Staff knowledge of how SEL skills develop through the instructional delivery model Teachers will show understanding of how SEL competencies (self-management, self-awareness, social awareness, self-efficacy) are embedded in collaborative project work and classroom routines. • Measured by: ◦ Lesson plans and project rubrics with SEL targets ◦ Classroom observations using SEL look-for tools • Monitored by: ◦ Admin, Instructional Coach 3. Improved staff ability to document, track, and interpret behavior data Staff will learn how to keep ATLAS updated accurately, and identify patterns that require intervention. • Measured by: ◦ Frequency and accuracy of ATLAS entries ◦ Daily behavior data reviews • Monitored by: ◦ Admin, Dean, Behavior Support Staff	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. 1. Students apply SEL skills during collaborative work Students will increasingly demonstrate self-management, self-awareness, social awareness, and self-efficacy during team projects and daily classroom interactions. • Measured by: ◦ Observation data (SEL look-for tools) ◦ Decrease in Level 1–2 behaviors during team tasks ◦ Student self-reflection logs embedded in PBL and or end or year reflections • Monitored by: ◦ Teachers, PLCs, ILT 2. Students effectively use Design Thinking routines during learning Students will show improved ability to empathize, define problems, ideate, prototype, and revise work based on feedback. • Measured by: ◦ PBL rubrics with Design Thinking components ◦ Quality of student prototypes and iterations ◦ Evidence in portfolios/reflection artifacts • Monitored by: ◦ Teachers, PLCs, ILT 3. Reduction of repeated low-level behaviors Students will demonstrate improved conflict-resolution skills and fewer repeated Level 1–2 behaviors as they practice SEL competencies and receive targeted interventions.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. 1. Improved Student Academic Outcomes Through PBL + Design Thinking Students will demonstrate stronger critical thinking, creativity, problem-solving, and ability to iterate on work over time. • Measured by: ◦ Growth in course-based assessments, project rubrics, and portfolio performance ◦ Increased percentage of students meeting/exceeding grade-level standards • Monitored by: ◦ Admin, ILT, PLCs 2. Increased SEL Competencies and Student Self-Efficacy Students will show lasting growth in self-management, self-awareness, social awareness, responsible decision-making, and confidence in their ability to learn. • Measured by: ◦ School Climate Survey SEL indicators ◦ Student self-reflection data ◦ Teacher SEL rating scales • Monitored by: ◦ Counselors, Admin, COST 3. Significant Reduction in Repeated Suspensions and Chronic Behavior Issues With consistent SEL embedded instruction, peace-making routines, and timely interventions, students will exhibit fewer repeated Level 2–3 behaviors. • Measured by: ◦ Annual suspension and repeat suspension rates ◦ Year-over-year reduction in chronic behavior patterns

4. Increased staff understanding of follow-up protocols and restorative practices

Teachers and support staff will be able to follow the peace-making process to help students resolve conflict and reinforce entrepreneurial mindset behaviors.

- **Measured by:**
 - Staff participation in follow-up meetings
 - Documentation of restorative actions taken
- **Monitored by:**
 - Admin, COST

5. Staff understanding of structures that promote belonging and smooth student transitions

Teachers and staff will understand their role in Summer Bridge, Disorientation, advisory/community-building routines, and club engagement as strategies to support belonging.

- **Measured by:**
 - Staff attendance and participation in transition events
 - Student feedback from climate surveys
- **Monitored by:**
 - Admin, Counselors

6. Collaborative Culture & SEL-Aligned Instructional Practices

- Staff demonstrate increased understanding of design thinking, SEL, and restorative communication practices as applied to adult collaboration and classroom instruction.
- Staff use shared language and protocols (e.g., reflective dialogue, empathy-building, team problem-solving) consistently during PLCs and professional learning sessions.
- Staff report increased confidence and capacity to collaborate, navigate conflict, and build inclusive, student-centered learning environments.
- **Measured by:**
 - Pre- and post-professional learning surveys measuring staff understanding, confidence, and perceived effectiveness of collaborative and SEL-aligned practices
 - PLC agendas, minutes, and artifacts documenting use of collaborative protocols and reflective practices

- **Measured by:**
 - ATLAS behavior data (frequency, recurrence, patterns)
 - Fewer follow-up meetings needed for the same students
- **Monitored by:**
 - Admin, COST

4. Increased consistency in staff use of behavior systems

Staff will reliably document behaviors, submit daily reports, and follow meeting protocols to ensure early intervention.

- **Measured by:**
 - Frequency and accuracy of ATLAS entries
 - Completion of follow-up meeting documentation
 - Weekly behavior-system audits
- **Monitored by:**
 - Admin

5. Students demonstrate improved conflict-resolution skills through peace-making processes

Students will begin using language, routines, and strategies modeled during peace-making to resolve conflict more independently and constructively.

- **Measured by:**
 - Restorative follow-up notes
 - Decrease in conflicts escalated to admin
- **Monitored by:**
 - Admin

6. Increased student participation in community-building structures (belonging)

Students will show higher engagement with advisory routines, clubs, and schoolwide activities—leading to improved belonging.

- **Measured by:**
 - Participation data from clubs, advisory, and events
 - Student climate survey responses (belonging, relationships, safety)
- **Monitored by:**
 - Counselors, CCD, Admin, COST

- **Monitored by:**
 - Admin, COST

4. Increased Student Sense of Belonging, Safety, and Engagement

Students will report feeling more connected to the school community through advisory, Disorientation, Summer Bridge, clubs, and inclusive structures.

- **Measured by:**
 - Panorama/family/school Climate Survey results (belonging, safety, relationships)
 - Attendance rates and chronic absenteeism
 - Participation rates in student clubs and school activities
- **Monitored by:**
 - Admin, Counselors, COST

5. Increased Student Collaboration and Teamwork Performance

Students will become increasingly skilled at working in diverse groups, resolving conflict, and contributing to shared projects.

- **Measured by:**
 - PBL collaboration rubrics
 - Decrease in team-related behavior incidents
- **Monitored by:**
 - Teachers, PLC Teams, ILT

6. Stronger Schoolwide Culture Rooted in Restorative Practices and Empathy

The school will demonstrate a well-established culture where restorative practices are the norm, conflict is addressed constructively, and empathy is a shared expectation.

- **Measured by:**
 - Reduction in conflicts escalated to administration
 - Increased use of restorative processes documented in ATLAS
 - Positive trends in climate survey indicators (relationships, respect, fairness)
- **Monitored by:**
 - Admin, COST

- Participation logs and brief reflections from staff retreats or team-building learning sessions

• **Monitored by:**

- Site administration and instructional leadership team
- PLC facilitators and department leads

7. Teachers implement SEL-aligned collaborative structures more consistently

Teachers will more regularly use protocols that promote teamwork, communication, and empathy (e.g., peer critique, warm/cool feedback, roles in group work, scrum).

• **Measured by:**

- Classroom observations
- PLC reflections and artifacts

• **Monitored by:**

- ILT, Admin

8. Collaborative Culture & SEL-Aligned Instructional Practices

- Staff consistently collaborate across teams and departments, applying trust-building, reflective dialogue, and restorative communication practices during PLCs, meetings, and daily interactions.
- Staff proactively navigate conflict using shared SEL and peace-making strategies, resulting in stronger professional relationships and more effective teamwork.
- Increased alignment and coherence in instructional practices as staff model collaboration, empathy, and belonging in student-centered classrooms.

• **Measured by**

- Staff climate and culture surveys indicating improved collaboration, trust, and sense of belonging
- Observation of PLCs and team meetings using collaboration and SEL-aligned protocols
- Reduction in staff-reported conflict issues and increased cross-team instructional planning artifacts

• **Monitored by:**

- Site administration
- Instructional leadership team
- PLC facilitators and department leads

7. Higher College, Career, and Life Readiness Indicators

As students build entrepreneurial mindsets and 21st-century skills, long-term readiness outcomes will improve.

• **Measured by:**

- Graduation rates
- A–G completion
- CTE pathway completion
- College/career readiness markers

• **Monitored by:**

- Admin, Counselors

8. Collaborative Culture & Whole-Child Alignment

- A sustained, schoolwide culture of collaboration, empathy, and belonging where strong staff relationships are embedded into daily practice, decision-making, and instructional planning.
- Consistent implementation of whole-child, SEL-aligned instructional practices across classrooms, with staff modeling the same collaboration, conflict-resolution, and design thinking skills expected of students.
- Increased staff retention, collective efficacy, and leadership capacity as educators feel connected, supported, and invested in the school community.
- Improved student outcomes, including stronger sense of belonging, reduced behavioral incidents, and increased engagement, as a result of aligned adult practices and a healthy school culture.

• **Measured by:**

- Long-term positive trends in staff climate and engagement surveys
- Increased staff retention and reduced turnover
- Consistent use of collaborative and restorative practices observed across teams and classrooms
- Improved student SEL indicators, attendance, and reductions in repeated behavioral referrals

• **Monitored by:**

- Site Admin and ILT

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Creative Pathways to Wellness: Arts Integrated Supports for Students (Prop 28)

Action Details

Health & Wellness

We will use Proposition 28 Arts Education funding to expand purposeful arts-based learning experiences that promote student emotional expression, conflict-resolution skills, empathy, and connectedness. Through increased access to visual and performing arts instruction, the school will intentionally integrate arts activities that strengthen students' well-being, emotional regulation, and sense of belonging. Prop 28 funds will support arts staff, materials, and arts-based wellness projects that contribute to a safe, welcoming, and supportive school environment.

Direct Instructional Services

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

- **Visual Arts Supplies:** pencils, charcoal, pastels, paints, brushes, paper, clay, sculpting tools, canvases, and mixed-media materials.
- **Performing Arts Materials:** musical instruments, sheet music, digital composition tools, microphones, sound equipment, props, costumes, and rehearsal materials.
- **Classroom Resources:** standards-based arts curriculum, teacher guides, project-based learning materials, storage systems for art supplies, technology for digital arts, and access to appropriate instructional spaces such as studios or performance areas.
- **Wellness-oriented Arts Materials:** journals, expression tools, sensory-friendly art materials, and supplies for arts-based SEL (Social Emotional Learning) activities.

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.

Arts-Based Supports Aligned with EL Needs

- **Visual and performing arts lessons provide natural opportunities for language acquisition**, including describing processes, analyzing artistic choices, narrating stories, and participating in collaborative projects that require authentic communication.
- **Arts activities reduce affective filters**—a key barrier for EL students—by creating safe, creative spaces where students feel comfortable practicing oral language.
- **Drama, music, and visual storytelling support oral language development**, comprehension, and expressive vocabulary for newcomers and LTEL students.
- **SEL-focused arts projects help students process emotions**, build connectedness, and develop confidence, which directly supports engagement and language risk-taking.

LTEL-Specific Benefits

- LTEL students benefit from **arts-based vocabulary building**, oral discussions, and collaborative performances that reignite engagement and improve academic discourse.
- Project-based arts activities provide authentic writing and speaking opportunities aligned to the ELD and content standards.

Reclassified Student Benefits

- RFEP students strengthen academic language through arts-integrated tasks such as:
 - analyzing artistic themes,
 - creating written reflections,
 - presenting or performing work, and
 - participating in arts-based leadership roles.
- These activities help sustain the language growth required for continued academic success.

Student Groups

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

We are not required to speak to this section for Prop 28

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

We are not required to speak to this section for Prop 28

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

We are not required to speak to this section for Prop 28

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts Events That Build Community

- **Family Art Nights:** Families will be invited to participate in hands-on artmaking activities led by arts staff. These evenings promote creativity, emotional bonding, and community connection. Materials funded by Prop 28 will make these events free to all families.

- **Student Performances & Showcases:** Visual and performing arts exhibitions, and showcases will provide families with opportunities to celebrate their children’s talents and growth. Events will include multilingual invitations, interpretation services, and varied scheduling to increase attendance.
- **Cultural Arts Celebrations:** Events highlighting student artwork and performances connected to cultural heritage months will encourage families to share their traditions, languages, and cultural arts practices.

Inclusive Communication and Access

- **Multilingual Communication:** Flyers, social media posts, and announcements related to arts programming will be provided in families’ home languages to ensure equitable access to information.
- **Flexible Participation Options:** Schools will offer in-person and, when possible, virtual options for showcases or workshops to include families who face scheduling or transportation challenges.
- **Accessible Environments:** Events will be held in ADA-accessible locations with accommodations available for families of students with disabilities.

Family Voice and Leadership Opportunities

- **Parent Advisory Input on Arts Programs:** Families will be invited to share feedback and help shape arts programming through ELAC (If applicable), School Site Council, and family focus groups.
- **Volunteer Opportunities:** Families may support arts events, assist with gallery setups, help prepare materials, or participate in community art projects.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in targeted professional learning to support the effective implementation of expanded arts-based instruction funded by Proposition 28. Training will focus on arts integration, SEL strategies through the arts, and MTSS-aligned practices that promote student emotional expression, conflict resolution, empathy, and well-being. Professional development will include workshops, coaching, and collaboration between classroom teachers and arts staff to strengthen standards-based arts instruction and create safe, supportive learning environments. Learning sessions will also emphasize culturally responsive arts practices and the use of arts activities to build student connectedness and belonging.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ 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.

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

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.

We will achieve these changes in knowledge and learning:

- Students increase their ability to express emotions through visual and performing arts activities.
- Students demonstrate improved emotional regulation and basic conflict-resolution strategies.
- Students show increased empathy and connectedness during collaborative arts projects.
- Students engage more positively in class and participate more actively in arts-based routines.
- Teachers increase their knowledge of arts-integrated SEL strategies and MTSS-aligned practices.

How These Outcomes Will Be Measured

- **Student SEL/Climate Surveys:** Items related to belonging, safety, emotion identification, and self-management.
- **Teacher Observation & Work Samples:** Arts rubrics, reflection journals, performance tasks, and artifacts showing emotional expression and collaboration.
- **Behavior Data:** Reductions in minor incidents and increases in positive peer interactions.
- **Attendance/Engagement Indicators:** Participation in arts lessons, rehearsals, and wellness projects.
- **Staff Implementation Evidence:** PD sign-ins, coaching notes, and walkthrough look-for checklists.

Who Will Monitor These Outcomes

- **Site administration:** Review SEL, behavior, and attendance trends monthly or quarterly.
- **Classroom Teachers:** Track student engagement and social-emotional growth during arts-integrated lessons.
- **Counselors & COST:** Monitor emotional regulation and peer-interaction improvements.
- **PLC Teams:** Review implementation of arts-integrated strategies during collaboration cycles.

Shape these behaviors...

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

We want to see the following changes in student behavior and performance as a result of expanded arts-based learning:

- Students consistently demonstrate improved **emotional regulation**, using strategies taught through arts activities (movement, music, drawing).
- Students apply **conflict-resolution skills** more independently during peer interactions.
- Students show increased **empathy**, cooperation, and positive peer relationships during collaborative arts projects.
- Students display **higher engagement**, improved focus, and reduced avoidance behaviors during instruction.
- Students contribute to a **more positive school climate** by participating in arts-based wellness projects, showcases, and community events.
- Teachers consistently integrate arts strategies that support SEL and MTSS practices, leading to more calm, connected learning environments.

How These Outcomes Will Be Measured

- **Behavior Data:**
 - Reduction in minor behavior incidents and repeated conflicts.
 - Increased use of restorative practices and decreased office referrals.
- **Engagement Data:**
 - Improved on-task behavior noted during walkthroughs.
 - Increased participation in arts classes, clubs, and events.
- **SEL/Climate Indicators:**
 - Mid-year and end-of-year SEL or climate survey improvements (belonging, peer connection, emotional safety).
 - Student self-assessments reflecting improved emotional control and peer interactions.

We expect to see long-term results that reflect sustained student growth, improved school climate, and strengthened instructional practices as a result of expanded arts-based learning experiences:

- **Improved overall student well-being**, with students consistently using healthy emotional-regulation strategies supported through arts instruction.
- **Stronger school connectedness and sense of belonging**, reflected in positive climate survey data and reduced reports of isolation or peer conflict.
- **Reductions in chronic absenteeism and behavioral incidents**, especially among students who regularly participate in arts-based wellness projects.
- **Increased academic engagement and persistence**, as students build confidence, creativity, and communication skills through the arts.
- **Steady progress and sustained achievement for English Learners**, supported by arts-based language development opportunities.
- **A safer, more supportive school environment**, where students demonstrate empathy, collaboration, and constructive conflict-resolution habits.
- **Stronger staff capacity and consistency** in implementing arts-integrated SEL strategies and MTSS-aligned supports schoolwide.

How These Long-Term Outcomes Will Be Measured

- **Schoolwide Climate and SEL Survey Trends** (annual)
 - Improvements in belonging, emotional safety, peer relationships, and connectedness.
- **Behavior and Safety Data** (semester/annual)
 - Decreases in referrals, suspensions, and peer-conflict incidents.
- **Attendance Data** (quarterly/annual)
 - Sustained reductions in chronic absenteeism and increases in regular attendance.

- **Attendance Patterns:**

- Improvements in overall attendance and reductions in chronic absenteeism, especially among students participating in arts programming.

- **Teacher Implementation Evidence:**

- Walkthrough look-fors showing consistent use of arts-integrated SEL routines.
- PLC notes indicating improved student behavior and engagement.

- **Who Will Monitor These Outcomes**

- **Site Administration**

Monthly review of behavior, SEL indicators, and attendance data.

- **Counselors & COST:**

Monitor emotional-regulation behaviors and peer-conflict trends.

- **Classroom Teachers:**

Observe on-task behavior, cooperation, and use of SEL strategies during lessons.

- **PLC Teams:**

Review classroom implementation and student performance during collaboration cycles.

- **Academic Engagement Indicators**

- Increased participation in arts courses and extracurricular programs.
- Student portfolios showing growth in creative thinking and communication.

- **EL Progress Over Time**

- ELPAC growth, RFEP success, and classroom language proficiency indicators.

- **Program Implementation Measures**

- Long-term fidelity to arts staffing, equitable access, and Prop 28 funding expectations.

- **How These Long-Term Outcomes Will Be Measured**

- **Schoolwide Climate and SEL Survey**

- Trends (annual)**

- Improvements in belonging, emotional safety, peer relationships, and connectedness.

- **Behavior and Safety Data** (semester/annual)

- Decreases in referrals, suspensions, and peer-conflict incidents.

- **Attendance Data** (quarterly/annual)

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- ELPAC growth, RFEP success, and classroom language proficiency indicators.

- **Program Implementation Measures**

- Long-term fidelity to arts staffing, equitable access, and Prop 28 funding expectations.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0127 Patino High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Disorientation *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	795.00
G2A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for CC Director and Assistant for Planning *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	530.00
G2A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for EOY st reflections *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	795.00
G2A1	Title 1 Basic	Instruction	Teacher-Supp			PL for 13 teachers x 18 hours *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	14,643.00
G2A1	Title 1 Basic	Instruction	Teacher-Supp			Planning days for CC Director/Asst 6 hours each *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	750.00
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies *No Food or Incentives*	1,124.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			AD Contract 50 hours **Budget lines for personnel include salaries and related benefits	3,128.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Graduation Materials	2,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	1,841.00
G2A1	Sup & Conc	Instruction	Travel			: Conference Fees	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Van Maintenance	2,860.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Viking Enterprises : Privacy Dividers	7,999.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Referee	2,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Archer and Hound Advertising : Recruitment and Retention	30,264.00

\$70,729.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0127 Patino High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0127	1110	1000	1120	Teacher-Subs					G2A1	Subs for Disorientation *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	795.00
060	3010	0127	1110	1000	1120	Teacher-Subs					G2A1	Subs for CC Director and Assistant for Planning *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	530.00
060	3010	0127	1110	1000	1120	Teacher-Subs					G2A1	Subs for EOY st reflections *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	795.00
060	3010	0127	1110	1000	1160	Teacher-Supp					G2A1	PL for 13 teachers x 18 hours *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	14,643.00
060	3010	0127	1110	1000	1160	Teacher-Supp					G2A1	Planning days for CC Director/Asst 6 hours each *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	750.00
060	3010	0127	1110	1000	4200	Bks & Ref					G1A1	: Canvas	6,983.00
060	3010	0127	1110	1000	4200	Bks & Ref					G1A1	: Uncharted/Acccl	2,750.00
060	3010	0127	1110	1000	4200	Bks & Ref					G1A2	: Math Medic	573.00
060	3010	0127	1110	2495	4300	Mat & Supp					G2A1	: Parent Involvement Materials and Supplies *No Food or Incentives*	1,124.00
030	7090	0127	1110	1000	1160	Teacher-Supp					G2A1	AD Contract 50 hours **Budget lines for personnel include salaries and related benefits	3,128.00
030	7090	0127	1110	1000	4300	Mat & Supp					G2A1	: Graduation Materials	2,500.00
030	7090	0127	1110	1000	4300	Mat & Supp					G2A1	: Materials and Supplies	1,841.00
030	7090	0127	1110	1000	5221	Travel					G2A1	: Conference Fees	1,500.00
030	7090	0127	1110	1000	5723	Direct-Maint					G2A1	: Van Maintenance	2,860.00
030	7090	0127	1110	1000	5899	Cons Svc/Oth					G1A1	Pieratt INC DBA CraftED : PBL Training for teachers	17,861.00
030	7090	0127	1110	1000	5899	Cons Svc/Oth					G1A1	WCT Wandeler Consulting and Training : Srum PL and Ongoing Coaching	8,000.00
030	7090	0127	1110	1000	5899	Cons Svc/Oth					G1A2	LH Consulting : LH Consulting Fees	10,000.00
030	7090	0127	1110	1000	5899	Cons Svc/Oth					G2A1	Viking Enterprises : Privacy Dividers	7,999.00
030	7090	0127	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Referee	2,000.00
030	7090	0127	1110	1000	5899	Cons Svc/Oth					G2A1	Archer and Hound Advertising : Recruitment and Retention	30,264.00
030	7091	0127	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Proctor 20 hours **Budget lines for personnel include salaries and related benefits	1,251.00
030	7091	0127	4760	1000	5899	Cons Svc/Oth					G1A2	California Teaching Fellows Foundation : CTF	6,069.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$28,943.00
Sup & Conc	7090	\$87,953.00
LCFF: EL	7091	\$7,320.00
Grand Total		\$124,216.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$53,487.00
G2 - The Whole Child (SEL and Engagement)	\$70,729.00
Grand Total	\$124,216.00

\$124,216.00