



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Encina Preparatory High School	34-67447-3432838	May 31st, 2022	June 28th 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Comprehensive Support and Improvement - All funds have been spent. Encina no longer qualifies to receive CSI funds.

Monitoring and Evaluating Effectiveness

School Site Council, Site Leadership Teams and English Learner Advisory Committee will review data regularly and monitor implementation of actions and expenditures.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Over the course of the 2021-22 school year, Encina worked with a team of professors from California State University Sacramento to engage in visioning work. A large part of this process included utilizing surveys and discussion to gather input from a variety of stakeholders, including students, staff, families, and community members. The CSUS team reviewed and synthesized all of the data and presented it to the Encina staff. The data was used to further discussion and guide the visioning process.

Site Staff - In addition to the CSUS work, the school staff engaged in discussions around student needs and gave input as to what resources were needed to increase academic and social emotional learning for all Encina HS students.

School Site Council (SSC) - Site council members participated in a discussion and root cause analysis of 2021-22 data. Members also reviewed and discussed resource inequities. These

activities were used to generate feedback on the plan and make modifications to identified actions and associated budget allocations. The modified plan was presented and approved by the site council. Site council will continue to receive updates on progress towards plan implementation throughout the year and will make modifications as needed based on review of progress monitoring data.

English Learner Advisory Committee (ELAC) - Participated in an annual review of data and root cause analysis. Additionally, they discussed resource inequities and suggested modifications to the final plan with a particular focus on the needs of English language learners. ELAC will continue to receive updates throughout the school year on progress towards implementation providing feedback on modifications to actions and resource allocation.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Over the course of the 2021-22 school year, the Site Leadership Team engaged the staff in deep discussions and gathered input in a variety of ways regarding our Advocacy program, as a large portion of our title one dollars are used to provide Advocacy as an academic and social-emotional support for all students. After much discussion and input from students and staff, the decision was made to provide Advocacy for another year. The team concluded that with the recent return from Distance Learning and the recent restructuring of Advocacy, the course needed to be offered for one more year to determine its efficacy. Additional adjustments to the course are being made to strengthen both academics and SE support. The SLT will determine metrics to measure the effectiveness of the Advocacy program, and we will continue to monitor the data throughout the year to determine if the changes directly impact student achievement. AVID will be offered for the 2022-23 school year in grade 9. AVID strategies will continue to be infused in advocacy classes.

Other areas of inequity noted by our stakeholders are school culture, obstacles to creating a safe and positive school climate, attendance, and an increase in suspendible behaviors. This year, our Learning Support Team focused on refining our tier 1 practices, increasing attendance, and targeting supports at the LST tier 2/3 level. We engaged in restorative practices training and implement restorative practices and SEL learning in our Advocacy classes. We will strengthen Restorative Practices for the 2022-23 school year. Through the ELO grant, we were able to hire two Community School Intervention Assistants who have been focus on decreasing student suspension rates, increasing graduation rates, increasing school connectivity, and increasing attendance. With COVID restrictions in place for a majority of the year, the focus on parent engagement was challenging. The SCIA's will increase their focus on family engagement for the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities Encina has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

In this goal area, we utilized our student, staff, and parent district climate survey. The survey data was reviewed in the fall and spring to determine progress on goals and strategically create action plans to promote growth in the identified areas.

What worked and didn't work? Why? (monitoring)

An area of strength was in "There is an adult on campus that always wants me to do my best." This may have been a result of our Advocacy course, as it is designed to support students in achievement in all coursework. Our lowest area is "The school climate is positive, nurturing, and caring. This is an area that surprised me, as most Encina teachers work hard to build positive relationships with their students. With coming back to covid restrictions still in place (masks, social distancing, etc), I'm wondering if that could have influenced the way students felt about the environment. It was also difficult to implement activities this year, due to covid restrictions. This data will be shared with our PBIS, LST, and SLT team so that we can strategize around ways to create a more positive learning environment.

What modification(s) did you make based on the data? (evaluation)

We will strengthen our Link Crew program with 9th graders, increase opportunities for clubs and involvement, and provide training to help teachers build positive relationships with students.

2021-22

Identified Need

When students and families are connected to school through caring relationships, academic and socio-emotional growth is improved. Increased student voice from all, however, we must focus on our underrepresented students. Utilize our classified staff to create positive relationships with families and students. Increase consistent communication with our families. Continue our EOS survey to connect students with a caring adult and utilize an Equity team to lead that charge. Market, highlight, and engage more students, parents, and staff in the SJUSD climate survey. Provide students with more opportunities to engage in conversations with adults on campus. Provide students with increased leadership opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student/Parent/Staff Survey	<p>Spring 2022 School Climate Survey Results:</p> <p>HIGH EXPECTATIONS/CARING RELATIONSHIPS:</p> <p>The 2022 Spring data cannot be compared to the Spring 2021 data, as only 22 students took the survey in the spring of 2021, as compared to 128 in the Spring of 2022. The 2019-20 data is combined with grades 6-8. Therefore, I will simply indicate and increase or decrease in the data.</p> <ul style="list-style-type: none">The Overall percentage of students that agree/strongly agree that the school supports high expectations is 68.3%. This shows a decrease.	<p>In the areas of high expectations and caring relationships, meaningful participation, and safety, our goal is to increase a minimum of 5% in each area; however, in order to match district LCAP goals, we need to show significantly greater growth.</p>

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

- The percentage of students that agree/strongly agree that there is an adult on campus who “always wants me to do my best” is 81.1%. This shows an increase.
- The percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring” is 41.7%. This shows a decrease.

MEANINGFUL PARTICIPATION

- The Overall percentage of students that agree/strongly agree that the school provides students opportunities for meaning participation is 52.1%. This shows a decrease.
- The percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” is 78.1%. This shows an increase.

SAFETY

- The Overall percentage of students that agree/strongly agree that the school supports safety is 52.1%. This shows a decrease.
- The percentage of students that agree/strongly agree that “the school is a safe place for all students” is 50.0%. There is less than 1% change in the last three school years.

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide access to student-involvement in the areas of athletics, the arts, and related extra-curricular programs and events to support student achievement by increasing opportunities for increased student engagement at the school.	All Students English Learners X Low-Income Students Foster Youth Other	Administration, department heads	Cell Tower (High School ONLY) 0000: Unrestricted	10,000	School year 2022-23
1.2	Provide equipment, materials and supplies to execute extra-curricular and enrichment activities supplemental	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Counselors	Cell Tower (High School ONLY) 0000: Unrestricted	10,531 5650	School year 2022-23

	to classroom instruction and in-line with LCAP Goal 1-Focus 1 [WASC Critical Area(s) 3]			Cell Tower (High School ONLY)		
1.3	Provide materials and supplies to support parent-involved committees, teams and groups that further the school's work regarding its mission, SPSA goals, and WASC areas of focus. Promote parent and engagement (e.g., SSC, ELAC, etc.) [WASC Critical Area(s) 3]	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	Title I Part A Parent Involvement 4000-4999: Books And Supplies	5,292	School year 2022-23
1.4	Provide staff compensation for home visits outside of the work day. Provide materials and	All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	Title I Part A Parent Involvement 1000-1999: Certificated	3,066 1,000 1,000	School year 2022-23

	supplies to support home visits.			Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 4000-4999: Books And Supplies		
1.5	Provide family engagement events to increase school connectedness Provide staff compensation for planning family engagement events.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	1,000 1,000	School year 2022-23
1.6	Purchase materials and supplies for a family resource	X All Students English Learners Low-Income Students Foster Youth	Principal	Title I Part A Site Allocation	500	School year 2022-23

	area, including, but not limited to, books and resources to support teenage learning at home.	Other		4000-4999: Books And Supplies		
1.7	Provide support for our EL families during instructional or engagement activities. Provide compensated time for BIAs to provide language support.	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	1500	School year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

District Climate Survey Data (students, staff, parents), attendance data, suspension data

What worked and didn't work? Why? (monitoring)

We saw a decrease in suspensions in most of our groups; however, our suspension rates are still high. Our PBIS and LST teams have determined that we need to focus heavily on tier 1 supports in our classrooms and across our campus. In addition, we need to utilize the SAEBRS data to start the referral process for small SEL groups and individual counseling much earlier this year.

What modification(s) did you make based on the data? (evaluation).

We utilized SAEBRS data to determine at risk students and provide targeted supports. We met weekly as an LST and PBIS team to implement tiered supports. We will continue to utilize SE data and our LST referral system to target students needs.

2021-22

Identified Need

The majority of the 2020-21 school year was spent in distance learning. The 2021-22 school year will need to have supports in place to address learning loss and social emotional learning.

Annual Measurable Outcomes

Metric/Indicator

SJUSD Student Survey

Baseline 2021-22

HIGH EXPECTATIONS/CARING RELATIONSHIPS:

The 2022 Spring data cannot be compared to the Spring 2021 data, as only 22 students took the survey in the spring of 2021, as compared to 128 in the Spring of 2022. The 2019-20 data is combined with grades 6-8. Therefore, I will simply indicate and increase or decrease in the data.

- The Overall percentage of students that agree/strongly agree that the school supports high expectations is 68.3%. This shows a decrease.
- The percentage of students that agree/strongly agree that there is an adult on campus who “always wants me to do my best” is 81.1%. This shows an increase.
- The percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring” is 41.7%. This shows a decrease.

MEANINGFUL PARTICIPATION

- The Overall percentage of students that agree/strongly

Expected Outcome 2022-23

HIGH EXPECTATIONS/CARING RELATIONSHIPS:

- Increase the overall percentage of students that agree/strongly agree that the school supports high expectations and caring relationships by a minimum of 5%.
- Increase the percentage of students that agree/strongly agree that there is an adult on campus who “always wants me to do my best” by a minimum of 5%.
- Increase the percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring” by a minimum of 5%.

MEANINGFUL PARTICIPATION

- Increase the overall percentage of students that agree/strongly agree that the school provides students opportunities for meaning participation by a minimum of 5%.
- Increase the percentage of students that agree/strongly

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

agree that the school provides students opportunities for meaning participation is 52.1%. This shows a decrease.

- The percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” is 78.1%. This shows an increase.

SAFETY

- The Overall percentage of students that agree/strongly agree that the school supports safety is 52.1%. This shows a decrease.
- The percentage of students that agree/strongly agree that “the school is a safe place for all students” is 50.0%. There is less than 1% change in the last three school years.

agree that they “are motivated/engaged in what they are learning” by a minimum of 5%.

SAFETY

- Increase the overall percentage of students that agree/strongly agree that the school supports safety will increase by a minimum of 5%.
- Increase the percentage of students that agree/strongly agree that “the school is a safe place for all students” by a minimum of 5%.
- Increase the percentage of students that agree/strongly agree that the school “appropriately addresses concerns about student safety” by a minimum of 5%.

SJUSD Staff Survey

SAFETY

- The percentage of staff that agree/strongly agree that “the school is a safe place for staff” is 41.2%.
- The percentage of staff that agree/strongly agree that the school “appropriately addresses concerns about staff safety” is 72%

SAFETY

- Increase the percentage of staff that agree/strongly agree that “the school is a safe place for staff” by a minimum of 5%.
- Increase the percentage of staff that agree/strongly agree that the school “appropriately addresses concerns about staff safety” by a minimum of 5%.

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

<p>SJUSD Parent Survey</p>	<p>PARENT INVOLVEMENT</p> <ul style="list-style-type: none"> • The overall percentage of parents that agree/strongly agree that the school supports parental involvement is 82.9%. • The percentage of parents that agree/strongly agree that “the school keeps parents well-informed about school activities” is 86.5%. • The percentage of parents that agree/strongly agree that “the staff at my school are helpful and welcoming when I come to school or call” is 85.7%. 	<p>PARENT INVOLVEMENT</p> <ul style="list-style-type: none"> • Increase the overall percentage of parents that agree/strongly agree that the school supports parental involvement by a minimum of 5%. • Increase the percentage of parents that agree/strongly agree that “the school keeps parents well-informed about school activities” by a minimum of 5%. • Increase the percentage of parents that agree/strongly agree that “the staff at my school are helpful and welcoming when I come to school or call” will increase by a minimum of 5%.
<p>Attendance</p>	<p>Attendance (8/12/2021 - 12/18/2021)</p> <ul style="list-style-type: none"> • The overall Attendance rate decreased by 5.6%, to 86.2%, compared to the previous Fall of in person year (2019) • The Chronically Absent rate increased by 14.2%, to 42.8%, compared to the previous Fall of in person year (2019) 	<ul style="list-style-type: none"> • Increase the attendance rate by a minimum of 5%. • Decrease the chronically absent rate by a minimum of 5%.
<p>Suspensions</p>	<p>Suspensions (as of Fall 2021)</p> <ul style="list-style-type: none"> • The suspension rate for all students decreased by 8%, to 9.31%. • The suspension rate for African-American students decreased by 20% to 18.22%, compared to the previous in person Fall. 	<ul style="list-style-type: none"> • Suspension rates will decrease by a minimum of 5%. • Suspension rate for African-American students will decrease by minimum of 5%.

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

	<ul style="list-style-type: none"> • There was no significant change in the suspension rate for Hispanic or Latino students. • There was a 2% decrease in the suspension rate of our EL students. • There was a 18% decrease in the suspension rate of our SpEd students. 	<ul style="list-style-type: none"> • Suspension rate for our Hispanic or Latino student will decrease by a minimum of 5%. <p>All other groups, including EL and SpEd, will have a decrease in suspension rates by a minimum of 5%.</p>
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Establish and sustain an equity team focused on culturally responsive practices and access for all students. Provide compensated time for planning, collaboration, and professional learning. [WASC Critical Area(s) 3]	All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School year 2022-23

2.2	Increase campus safety: Purchase communication devices to increase school-wide campus safety [WASC Critical Area(s) 3	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2022-23
2.3	Provide a counselor to support Tier II and Tier III social-emotional and academic support	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	107,630.00	School year 2022-23
2.4	Provide partial funding for a School Community Intervention Assistant to cultivate inclusive, safe, equitable, culturally responsive and	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,837	School year 2022-23

	healthy environments.					
2.5	Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events.	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	School year 2022-23
2.6	Provide after school enrichment opportunities, including but not limited to music, dance, art, etc.	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 0000: Unrestricted	13,452	School year 2022-23
2.7	Provide materials and supplies for a wellness/mindfulness room	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	1,000	School year 2022-23
2.8	Provide materials, supplies, and	X All Students English Learners Low-Income Students	Principal,	LCFF Supplement	7000	School year 2022-23

	other ancillary needs to promote positive attendance and to support interventions with truancy and excessive absence [WASC Critical Area(s) 3]	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
2.9	Provide materials and supplies to promote positive social interaction. Purchase equipment for structured social time and activities during lunch.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2156	School year 2022-23
2.10	Provide compensated time to maintain a Learning Support Team that will design and implement practices and procedures focused on Tier 2 and 3	X All Students English Learners Low-Income Students Foster Youth Other	LST Coordinator, Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified	5000 2000	School year 2022-23

	interventions to support the school's most struggling students. [WASC Critical Area(s) 2]			Personnel Salaries		
2.11	Provide materials, supplies and other assorted resources to support the PBIS model's implementation at all Tiers in order to ensure the school's implementation of a positive, supportive, and caring single school culture. Provide materials, supplies and ancillary items and needs to sustain the PBIS tier 1 program [WASC Critical Area 3] [WASC Critical Area(s) 2 & 3]	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School year 2022-23

2.12	Provide materials/supplies to sustain a Peer Mediation program using research-based practices with the assistance of a community organization established with the District [WASC Critical Area(s) 2 & 3]	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Counselor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,030	School year 2022-23
2.13	Provide increased campus safety for targeted groups and all students. Hire a campus monitor to provide additional safety and build a positive culture and climate.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, LST Coordinator	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	24,823 19,040	School year 2022-23
2.14	Provide personnel to support, in coordination with the school's	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services	106751	School year 2022-23

	Administration, PBIS and LST teams, the socio-emotional development and behavioral interventions of students in accordance with the PBIS tiered intervention system. [WASC Critical Area(s) 2 & 3] 1.75 FTE			(District Only) 2000-2999: Classified Personnel Salaries		
2.15	Provide compensated time for personnel to execute Tier 1 PBIS professional development and student-oriented activities to sustain a single school culture and to monitor, assess, and revise the program's implementation as needed	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	School year 2022-23

	[WASC Critical Area(s) 2 & 3]					
2.16	Provide support for increased student attendance. Provide additional clerical support for attendance improvement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

SBAC- Spring data not available
GPA - every quarter
On-track to graduate - once a year
AP/EOS - once a year

What worked and didn't work? Why? (monitoring)

Return to school in person fulltime was challenging

What modification(s) did you make based on the data? (evaluation)

We are hoping for a more "normal" year next school year.

2021-22

Identified Need

Student data showed only a small percentage of students were at grade level as measured by previous years' standardized assessments. Students need high quality first instruction with interventions and supports and well as social-emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
CAASPP - ELA	<p>CAASPP data 2019:</p> <p>English Language Arts (ELA) All Students Grade11:</p> <ul style="list-style-type: none"> • 16% Met or exceeded standards • This was an 8% increase from 2018. 	- The percentage of students at or exceeding standards in ELA will increase by a minimum of 3%.
CAASPP - Math	<p>Math</p> <ul style="list-style-type: none"> • All Students Grade 11: • 0% Met or exceeded standards • This was a 1% decrease from 2018. 	- The percentage of students at or exceeding standards in math will increase by a minimum of 3%.
GPA	<ul style="list-style-type: none"> • 68.3% of all 9-12 students have a GPA of 2.00 or higher • 55.3% of African-American 9-12 students have a GPA of 2.00 or higher • 70.3% of EL 9-12 students have a GPA of 2.00 or higher • 61% of grade 9 students have a GPA of 2.00 or higher 	<ul style="list-style-type: none"> • The percentage of students with 2.00 GPA or higher will increase by 3% for all students and by 4% for the identified subgroups: African-American and EL students • The percentage of grade 9 students with a GPA of 2.00 or higher will increase by 5%
On-Track to Graduate		

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

- 70.0% of all 9-12 students are on-track to graduate
- 62.5% of African-American 9-12 students are on-track to graduate
- 68.6% of EL 9-12 students are on-track to graduate
- 70% of grade 9 students are on track to graduate

- The percentage of students on-track to graduate will increase by 3% for all students; and by 4% for African-American students and EL students
- The percentage of grade 9 students who are on-track to graduate will increase by 3%

Advanced Placement/EOS data

- The percentage of all students in grades 10-12 enrolled in at least 1 AP course is 21%
- 22% of grade 12 students took at least one AP exam
- 1% of grade 12 students passed at least one AP exam

- The percentage of all students in grades 10-12 taking at least one AP course will increase by 5%
- The percentage of students in grade 12 taking at least one AP exam will increase by 5%
- The percentage of students in grade 12 passing at least one AP exam will increase by 5%

ELPAC

- The mean overall score of 9th grade students ELPAC is 1.60
- The mean overall score of 10th grade students ELPAC is 1.50
- The mean overall score of 11th grade students ELPAC is 1.71
- The mean overall score of 12th grade students ELPAC is 1.60

- The mean overall score of 9th grade students ELPAC 19-20 Overall scores will increase by 0.10 points, from 1.6 to 1.7.
 - The mean overall score of 10th grade students ELPAC 19-20 Overall scores will increase by 0.20 points
- The mean overall score of 11th grade students ELPAC 19-20 Overall scores will increase by 0.25 points
- The mean overall score of 12th grade students ELPAC 19-20 Overall scores will increase by 0.10 points

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide compensated time to support family engagement and community school work.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2022-23
3.2	Provide supplemental materials, support, and ancillary supplies, that support the instruction and building of ELA, math, and science skills/conceptual understanding.	X All Students English Learners Low-Income Students Foster Youth Other	DC, Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2022-23

3.3	Provide instructional support across content areas. Hire an IA to support with classroom instruction.	X All Students English Learners Low-Income Students Foster Youth Other	ELA teachers, ELA DC, Principal	Title I Part A Site Allocation	27,886	School year 2022-23
3.4	Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas. [WASC Critical Area(s) 1]	X All Students English Learners Low-Income Students Foster Youth Other	Site administration, instructional staff	Title I Part A Site Allocation 0000: Unrestricted	17,000	School year 2022-23
3.5	Provide instructional technology, including but not limited to Lexia/Rosetta Stone to support Language acquisition and development of English Language Learners.	All Students English Learners Low-Income Students Foster Youth Other	Principal, instructional staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15,000	School year 2022-23

3.6	Provide enrichment opportunities to support all content areas, including but not limited to B Street Theater.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Instructional staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	14,000	School year 2022-23
3.7	Provide supplemental materials and support and ancillary supplies, that aid the instruction of math skills [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	All math teachers; math DC; Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2022-23
3.8	Ensure all English Learners receive designated and Integrated English Language Development daily (ELD). [WASC Critical Area(s) 1] 2.8 FTE	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemen tal English Learner Central 1000-1999: Certificated Personnel Salaries	328,767	School year 2022-23

3.9	Provide equipment, materials, and supplies to support EL students. [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Lead, ELD Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2022-23
3.10	Provide professional development, release time, and extra-assignment compensation to enhance the teaching and learning environment and support the collaboration among ELD teachers and other faculty and staff that supports the effective execution of the ELD program and instruction of ELD CCSS in both core English instruction as	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal, EL Lead, DCs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School year 2022-23

	well as other core subject areas and elective courses [WASC Critical Area(s) 1 & 5]					
3.11	Provide personnel in primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core and elective content instruction in collaboration with the classroom teacher [WASC Critical Area(s) 1] BIAs 4.0 FTE	All Students English Learners Low-Income Students Foster Youth Other	Principal, EL Lead	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	179,933	School year 2022-23
3.12	Provide additional high,	All Students English Learners	Principal, Counselor	LCFF Supplement	57,313	School year 2022-23

	<p>middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. [WASC Critical Area(s) 3]</p>	<p>Low-Income Students Foster Youth Other</p>		<p>tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>		
3.13	<p>Provide materials and resources to support enrichment and student interests. Purchase equipment to support students in the development of photography skills and</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Selected teachers, Principal</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	10,000	<p>School year 2022-23</p>

	interests, including camera equipment and/or technology for yearbook, media, and graphic arts classes.					
3.14	Provide personnel for after-school academic support for all students in core subject areas [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4,000 2,000	School year 2022-23
3.15	Provide additional teaching staff to provide grades 9-12 students enrollment in the Advocacy program and a 7-period day, allowing for	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal, Advocacy DC,	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	296,179.50 168,274 546.50	School year 2022-23

	increased instructional time, and the necessary support - academically - for success in A-G requirements and pre-requisites at every grade level. Provide a partial stipend for Advocacy dept chair (.50) [WASC Critical Area(s) 1 & 6]			3000-3999: Employee Benefits Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries		
3.16	Provide, equipment, materials and supplies for the Advocacy program at all grade levels, and for related projects [WASC Critical Area(s) 6]	All Students English Learners Low-Income Students Foster Youth Other	Principal, Advocacy Coordinator	Title I Part A Site Allocation 4000-4999: Books And Supplies	9,000	School year 2022-23
3.17	Provide collaborative after school planning time for the implementation	All Students English Learners Low-Income Students Foster Youth Other	Advocacy Coordinator, Principal	Title I Part A Site Allocation 1000-1999: Certificated	1,000	School year 2022-23

	of the Advocacy Program as outlined in the Encina Action Plan [WASC Critical Area(s) 2 & 6]			Personnel Salaries		
3.18	Provide field trips and acculturation programs at colleges, universities, enrichment events, and other post-graduate/college and career-preparedness opportunities for all students. [WASC Critical Area(s) 1, 5, & 6]	All Students English Learners Low-Income Students Foster Youth Other	Principal, Advocacy Coordinator, ALT	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	School year 2022-23
3.19	Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Advocacy Department Chair	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000.00	School year 2022-23

	[WASC Critical Area(s) 6]					
3.20	Provide support for the expansion of AP courses to increase the enrollment and achievement of under-represented groups in college-level coursework [WASC Critical Area(s) 1, 5, & 6]	All Students English Learners Low-Income Students Foster Youth Other	Principal, DCs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School year 2022-23
3.21	Provide an Administrative Instructional Specialist to assist administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the “High Poverty, High Performance (HHP)” readiness model for	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	166,818	School year 2022-23

	improving student achievement (Turnaround Challenge: Mass Insight 2007) [WASC Critical Area(s) 1 & 3]					
3.22	Provide faculty with supplementary classroom, library, and media materials/supplies/equipment, educational field trips and/or presentations for students to support implementation and alignment of instruction focused on Common Core State Standards, UC/CSU college preparedness and AP mastery	All Students English Learners Low-Income Students Foster Youth Other	Principal, DCs	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2022-23

	[WASC Critical Area(s) 1]					
3.23	Purchase of instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum [WASC Critical Area(s) 4 & 5]	All Students English Learners Low-Income Students Foster Youth Other	Principal, DCs	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	School year 2022-23
3.24	Provide VAPA faculty with supplementary classroom materials/supplies/equipment for instruction to support implementation and alignment of instruction focused on visual and performing arts development [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	Principal, VAPA DC	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2022-23

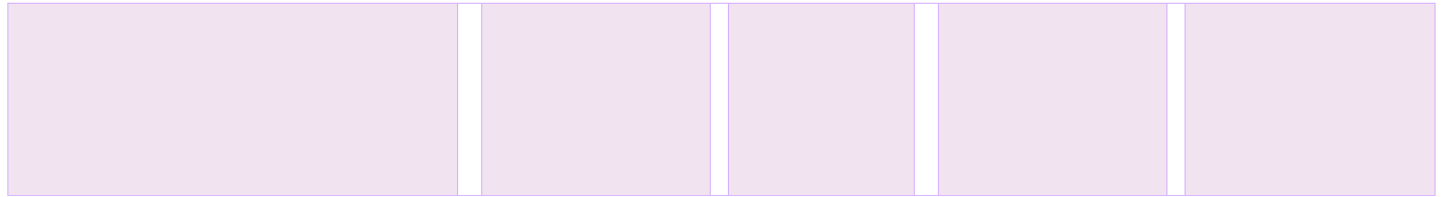
3.25	Provide library with supplementary materials/supplies/equipment for instructional and extra-curricular support [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	Principal, Librarian	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	School year 2022-23
3.26	Provide release time for data analysis and data-driven instructional planning [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School year 2022-23
3.27	Provide release time and/or compensatory pay to designated instructional leaders in each department to coach colleagues using collaborative learning cycles conducted on	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal,	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School year 2022-23

	<p>a regular basis that will involve collegial observations, data-driven dialogues/coaching, and practical application of new instructional strategies, focused on better meeting the learning needs of targeted unduplicated student groups and ensure them greater access to curriculum. [WASC Critical Area(s) 4 & 5]</p>					
3.28	<p>Provide compensated time and/or release days to plan and execute high-quality, differentiated instruction. [WASC Critical Area(s) 4 & 5]</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	SLT, Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School year 2022-23

3.29	Provide professional development opportunities (including release time, conferences and workshops) to increase the capacity of staff to use research-based instructional practices for engaging targeted, unduplicated students in mastery of the CCSS, graduation requirements, college admissions, and post-secondary career options. Learning may also include PLC training. [WASC Critical Area(s) 4 & 5]	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal, DCs	Title I Part A Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es	10,000	School year 2022-23

3.30	Provide release/compensated time for the Site Leadership Team to execute planning, monitoring, and adjusting of the professional development of the staff during the school year to ensure all PD is aligned to the implementation of the Encina Re-Design Plan, LCAP & SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity & responsive instruction, Advocacy, and building/supporting school climate and culture that embraces equity, social	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School year 2022-23
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justice, and
intervention
[WASC Critical
Area(s) 4 & 5]



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

The Encina Community will engage every student in discovering their limitless potential, and through coordinated efforts prepare them for college, career and bright futures filled with opportunity.

2021-22

Identified Need

Encina needs to increase graduation rates and the number of students on track for completing all A-G courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
College Career Indicator - Percent Prepared	PSAT - ELA-7.3%; Math - 1.3%	We will be utilizing a different measure of progress in the 2022-23 school year as opposed to PSAT.
A-G Requirements Met	14.0% met A-G requirements.	Increase met A-G by at least 3% to be at least 17.0%
Completion of CTE Pathways	Encina has very limited opportunities for CTE pathways. This is an area we will be working on in the future.	Encina is adding a Construction CTE pathway in the fall of 2022.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Graduation Rate	68.2% of seniors were on track to graduate.	Increase GR by at least 5% to be at least 73.2%
On track to graduate	On track to graduate 63.7%.	Increase OTG rate by at least 5% to be at least 68.7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide additional counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations [WASC Critical Area(s) 2 & 3] .50 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Counselors	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	57313	School year 2021-22

4.2	Provide expanded opportunities for students in SEL, such as Challenge Day and Point Break opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,214 3,000	School year 2021-22
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$717,458.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,837,502.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Cell Tower (High School ONLY)	\$26,181.00
LCFF Supplemental Centralized Services (District Only)	\$495,825.00
LCFF Supplemental English Learner Central	\$508,700.00
LCFF Supplemental Site Allocation	\$89,338.00
Title I Part A Parent Involvement	\$11,358.00
Title I Part A Site Allocation	\$706,100.00

Subtotal of state or local funds included for this school: \$1,837,502.00

Total of federal, state, and/or local funds for this school: \$1,837,502.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	89,338.00	0.00
LCFF Supplemental English Learner Central	508,700	0.00
LCFF Supplemental Centralized Services (District Only)	495,825.00	0.00
Title I Part A Site Allocation	706,100.00	0.00
Title I Part A Parent Involvement	11,358.00	0.00
Cell Tower (High School ONLY)	26,181.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	26,181.00
LCFF Supplemental Centralized Services (District Only)	495,825.00
LCFF Supplemental English Learner Central	508,700.00
LCFF Supplemental Site Allocation	89,338.00
Title I Part A Parent Involvement	11,358.00
Title I Part A Site Allocation	706,100.00

Expenditures by Budget Reference

Budget Reference	Amount
	33,536.00
0000: Unrestricted	50,983.00
1000-1999: Certificated Personnel Salaries	1,080,633.00
2000-2999: Classified Personnel Salaries	323,844.00
3000-3999: Employee Benefits	187,314.00
4000-4999: Books And Supplies	104,978.00
5000-5999: Services And Other Operating Expenditures	45,214.00

5800: Professional/Consulting Services And Operating Expenditures

10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Cell Tower (High School ONLY)	5,650.00
0000: Unrestricted	Cell Tower (High School ONLY)	20,531.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	389,074.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	106,751.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	328,767.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	179,933.00
	LCFF Supplemental Site Allocation	1,000.00
0000: Unrestricted	LCFF Supplemental Site Allocation	13,452.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	30,660.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	19,040.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,186.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	4,066.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	6,292.00
	Title I Part A Site Allocation	27,886.00
0000: Unrestricted	Title I Part A Site Allocation	17,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	353,726.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	5,500.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	168,274.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	81,500.00

5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	42,214.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,539.00
Goal 2	312,719.00
Goal 3	1,416,717.00
Goal 4	67,527.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Greta Scholtes	Principal
Antonio Contreras	Classroom Teacher
Rebecca Mackin	Classroom Teacher
Ana Quinonez	Classroom Teacher
	Classroom Teacher
Larisa Peterson	Other School Staff
Jacquie Bell	Parent or Community Member
Charlene Buckles	Parent or Community Member
Abdul Hamid Mohammadi	Parent or Community Member
Mahmood Amiri	Secondary Student
Marwa Safi	Secondary Student
Mansora Tayeb	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

on file

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/31/2022.

Attested:



Principal, Greta Scholtes on 05/31/2022

on file

SSC Chairperson, Antonio Contreras on 05/31/2022

Budget By Expenditures

Encina High School

Funding Source: Cell Tower (High School ONLY) \$26,181.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide access to student-involvement in the areas of athletics, the arts, and related extra-curricular programs and events to support student achievement by increasing opportunities for increased student engagement at the school.	0000: Unrestricted	\$10,000.00	Connected School Communities	
Provide equipment, materials and supplies to execute extra-curricular and enrichment activities supplemental to classroom instruction and in-line with LCAP Goal 1-Focus 1 [WASC Critical Area(s) 3]	0000: Unrestricted	\$10,531.00	Connected School Communities	
		\$5,650.00	Connected School Communities	
Cell Tower (High School ONLY) Total Expenditures:		\$26,181.00		
Cell Tower (High School ONLY) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only) \$495,825.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide a counselor to support Tier II and Tier III social-emotional and academic support	1000-1999: Certificated Personnel Salaries	\$107,630.00	Healthy Environments for Socio-Emotional Growth	

Encina High School

Provide personnel to support, in coordination with the school's Administration, PBIS and LST teams, the socio-emotional development and behavioral interventions of students in accordance with the PBIS tiered intervention system. [WASC Critical Area(s) 2 & 3] 1.75 FTE	2000-2999: Classified Personnel Salaries	\$106,751.00	Healthy Environments for Socio-Emotional Growth
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. [WASC Critical Area(s) 3]	1000-1999: Certificated Personnel Salaries	\$57,313.00	Engaging Academic Programs
Provide an Administrative Instructional Specialist to assist administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007) [WASC Critical Area(s) 1 & 3]	1000-1999: Certificated Personnel Salaries	\$166,818.00	Engaging Academic Programs
Provide additional counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations [WASC Critical Area(s) 2 & 3] .50 FTE	1000-1999: Certificated Personnel Salaries	\$57,313.00	Clear Pathways to Bright Futures
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$495,825.00	
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00	

Encina High School

Funding Source: LCFF Supplemental English Learner Central \$508,700.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide personnel in primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core and elective content instruction in collaboration with the classroom teacher [WASC Critical Area(s) 1] BIAs 4.0 FTE	2000-2999: Classified Personnel Salaries	\$179,933.00	Engaging Academic Programs	
Ensure all English Learners receive designated and Integrated English Language Development daily (ELD). [WASC Critical Area(s) 1] 2.8 FTE	1000-1999: Certificated Personnel Salaries	\$328,767.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$508,700.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$89,338.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide materials/supplies to sustain a Peer Mediation program using research-based practices with the assistance of a community organization established with the District [WASC Critical Area(s) 2 & 3]	4000-4999: Books And Supplies	\$1,030.00	Healthy Environments for Socio-Emotional Growth	
Provide increased campus safety for targeted groups and all students. Hire a campus monitor to provide additional safety and build a positive culture and climate.	2000-2999: Classified Personnel Salaries	\$24,823.00	Healthy Environments for Socio-Emotional Growth	

Encina High School

Provide compensated time for personnel to execute Tier 1 PBIS professional development and student-oriented activities to sustain a single school culture and to monitor, assess, and revise the program's implementation as needed [WASC Critical Area(s) 2 & 3]	1000-1999: Certificated Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide support for increased student attendance. Provide additional clerical support for attendance improvement.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Healthy Environments for Socio-Emotional Growth
	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$19,040.00	Healthy Environments for Socio-Emotional Growth
Provide partial funding for a School Community Intervention Assistant to cultivate inclusive, safe, equitable, culturally responsive and healthy environments.	2000-2999: Classified Personnel Salaries	\$3,837.00	Healthy Environments for Socio-Emotional Growth
Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events.	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide after school enrichment opportunities, including but not limited to music, dance, art, etc.	0000: Unrestricted	\$13,452.00	Healthy Environments for Socio-Emotional Growth
Provide materials and supplies for a wellness/mindfulness room		\$1,000.00	Healthy Environments for Socio-Emotional Growth
Provide materials, supplies, and other ancillary needs to promote positive attendance and to support interventions with truancy and excessive absence [WASC Critical Area(s) 3]	4000-4999: Books And Supplies	\$7,000.00	Healthy Environments for Socio-Emotional Growth

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Provide materials and supplies to promote positive social interaction. Purchase equipment for structured social time and activities during lunch.	4000-4999: Books And Supplies	\$2,156.00	Healthy Environments for Socio-Emotional Growth
Increase campus safety: Purchase communication devices to increase school-wide campus safety [WASC Critical Area(s) 3]	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Socio-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$89,338.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$11,358.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities	
Provide materials and supplies to support parent-involved committees, teams and groups that further the school's work regarding its mission, SPSA goals, and WASC areas of focus.Promote parent and engagement (e.g., SSC, ELAC, etc.) [WASC Critical Area(s) 3]	4000-4999: Books And Supplies	\$5,292.00	Connected School Communities	
Provide staff compensation for home visits outside of the work day. Provide materials and supplies to support home visits.	1000-1999: Certificated Personnel Salaries	\$3,066.00	Connected School Communities	

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Title I Part A Parent Involvement Total Expenditures: \$11,358.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation **\$706,100.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement events to increase school connectedness. Provide staff compensation for planning family engagement events.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Purchase materials and supplies for a family resource area, including, but not limited to, books and resources to support teenage learning at home.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
Provide support for our EL families during instructional or engagement activities. Provide compensated time for BIAs to provide language support.	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities	
Establish and sustain an equity team focused on culturally responsive practices and access for all students. Provide compensated time for planning, collaboration, and professional learning. [WASC Critical Area(s) 3]	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for Socio-Emotional Growth	
Provide compensated time to maintain a Learning Support Team that will design and implement practices and procedures focused on Tier 2 and 3 interventions to support the school's most struggling students. [WASC Critical Area(s) 2]	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for Socio-Emotional Growth	
Provide compensated time to support family engagement and community school work.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs	

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Provide supplemental materials, support, and ancillary supplies, that support the instruction and building of ELA, math, and science skills/conceptual understanding.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
Provide instructional support across content areas. Hire an IA to support with classroom instruction.		\$27,886.00	Engaging Academic Programs
Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas. [WASC Critical Area(s) 1]	0000: Unrestricted	\$17,000.00	Engaging Academic Programs
Provide instructional technology, including but not limited to Lexia/Rosetta Stone to support Language acquisition and development of English Language Learners.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Engaging Academic Programs
Provide enrichment opportunities to support all content areas, including but not limited to B Street Theater.	1000-1999: Certificated Personnel Salaries	\$14,000.00	Engaging Academic Programs
Provide supplemental materials and support and ancillary supplies, that aid the instruction of math skills [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide equipment, materials, and supplies to support EL students. [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Provide expanded opportunities for students in SEL, such as Challenge Day and Point Break opportunities.	5000-5999: Services And Other Operating Expenditures	\$7,214.00	Clear Pathways to Bright Futures

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Provide faculty with supplementary classroom, library, and media materials/supplies/equipment, educational field trips and/or presentations for students to support implementation and alignment of instruction focused on Common Core State Standards, UC/CSU college preparedness and AP mastery [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
Purchase of instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum [WASC Critical Area(s) 4 & 5]	4000-4999: Books And Supplies	\$20,000.00	Engaging Academic Programs
Provide VAPA faculty with supplementary classroom materials/supplies/equipment for instruction to support implementation and alignment of instruction focused on visual and performing arts development [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Provide library with supplementary materials/supplies/equipment for instructional and extra-curricular support [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Provide release time for data analysis and data-driven instructional planning [WASC Critical Area(s) 1]	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs
Provide release time and/or compensatory pay to designated instructional leaders in each department to coach colleagues using collaborative learning cycles conducted on a regular basis that will involve collegial observations, data-driven dialogues/coaching, and practical application of new instructional strategies, focused on better meeting the learning needs of targeted unduplicated student groups and ensure them greater access to curriculum. [WASC Critical Area(s) 4 & 5]	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs

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Provide compensated time and/or release days to plan and execute high-quality, differentiated instruction. [WASC Critical Area(s) 4 & 5]	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs
Provide professional development opportunities (including release time, conferences and workshops) to increase the capacity of staff to use research-based instructional practices for engaging targeted, unduplicated students in mastery of the CCSS, graduation requirements, college admissions, and post-secondary career options. Learning may also include PLC training. [WASC Critical Area(s) 4 & 5]	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Engaging Academic Programs
Provide release/compensated time for the Site Leadership Team to execute planning, monitoring, and adjusting of the professional development of the staff during the school year to ensure all PD is aligned to the implementation of the Encina Re-Design Plan, LCAP & SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity & responsive instruction, Advocacy, and building/supporting school climate and culture that embraces equity, social justice, and intervention [WASC Critical Area(s) 4 & 5]	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$168,274.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$546.50	Engaging Academic Programs

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Provide materials and resources to support enrichment and student interests. Purchase equipment to support students in the development of photography skills and interests, including camera equipment and/or technology for yearbook, media, and graphic arts classes.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
Provide personnel for after-school academic support for all students in core subject areas [WASC Critical Area(s) 1]	1000-1999: Certificated Personnel Salaries	\$4,000.00	Engaging Academic Programs
Provide additional teaching staff to provide grades 9-12 students enrollment in the Advocacy program and a 7-period day, allowing for increased instructional time, and the necessary support - academically - for success in A-G requirements and pre-requisites at every grade level. Provide a partial stipend for Advocacy dept chair (.50) [WASC Critical Area(s) 1 & 6]	1000-1999: Certificated Personnel Salaries	\$296,179.50	Engaging Academic Programs
Provide, equipment, materials and supplies for the Advocacy program at all grade levels, and for related projects [WASC Critical Area(s) 6]	4000-4999: Books And Supplies	\$9,000.00	Engaging Academic Programs
Provide collaborative after school planning time for the implementation of the Advocacy Program as outlined in the Encina Action Plan [WASC Critical Area(s) 2 & 6]	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs
Provide field trips and acculturation programs at colleges, universities, enrichment events, and other post-graduate/college and career-preparedness opportunities for all students. [WASC Critical Area(s) 1, 5, & 6]	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Engaging Academic Programs
Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels. [WASC Critical Area(s) 6]	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs

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Provide support for the expansion of AP courses to increase the enrollment and achievement of under-represented groups in college-level coursework [WASC Critical Area(s) 1, 5, & 6]	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
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Title I Part A Site Allocation Total Expenditures: \$706,100.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Encina High School Total Expenditures: \$1,837,502.00