



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
La Entrada Continuation High School	34-67447-3430097	June 9th, 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)

Comprehensive 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. The La Entrada SPSA serves as the site plan for Continuous Support and Improvement.

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 - District Level Plan

San Juan Unified School District supports schools identified for Comprehensive Support and Improvement using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teacher's Association (SJTA). The sponsorship team work collaboratively with the site's leadership team to support the processes of comprehensive needs assessment, development of the SPSA, and systems of monitoring progress. Sponsorship teams or representatives from the sponsorship teams will meet regularly with site leaders to support needs to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the network improvement community work (NIC) to build internal capacity around improvement science work.

The School Site Council, English Learner Advisory Committee and Site Leadership teams played a critical role in providing input, assessing needs and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and

developing their School Plans for Student Achievement (SPSA.) Groups reviewed data, identified gaps and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was provided.

(Data and information) Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included: CA School Dashboard Academic and Engagement indicators from 2019-20, Annual Parent Climate Survey, Attendance Rates, Current suspension data, engagement with distance learning, report card and local assessment data. Stakeholder groups recognized that the data is impacted by distance learning and COVID 19 ramifications.

(Evidence-based) Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from Carnegie and West Ed. Sites conducted Empathy Gathering and Listening Circles to begin the Cycle of Continuous Improvement. Howe Avenue is exploring mentor programs to support target groups in improved engagement and attendance practices. La Vista is continuing to implement Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted their plans to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Monitoring and Evaluating Effectiveness

The sponsorship team (refer to the support section for more information) and the site administrator will meet every 8-12 weeks to review the data and monitor the progress of the work. School Site Council, Site Leadership Teams and English Learner Advisory Committee will 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

School Site Council was included as part of the planning process for the SPSA, Annual Review and Update.

The school Site Leadership Team was consulted and provided feedback and suggestions. The draft plan shared with school families, teachers and site/district leadership for suggested revisions, feedback and clarification.

Additionally, The SPSA was shared with the Associated Student Body for review and feedback.

Resource Inequities

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

The following resources inequities were identified through the Comprehensive Needs Assessment:

Building students academic success has been overshadowed by socio-emotional needs.

Social-emotional support continues to be an area of need.

Additional math requirements will help students to be college/career ready

Access to World Language will support students in college/career readiness.

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 will actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities La Entrada 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?

Student survey, student groups, student led activities

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

Student led activities and student groups. Students began to engage with the staff more positively, students had a increase in their connectedness to the school and their high school success.

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

Increased student group access.

2021-22

Identified Need

Parent involvement plays a critical role in student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student Survey	NA	75% See themselves behind high school in a positive manner.

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	Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Comprehensive Support and Improvement (CSI)	10000	2022-2023
1.2	Work towards developing a system to connect mentors to students at La Entrada.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	2000	2022-2023

				Expenditures		
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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

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social-emotional well-being for each student.

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?

Course completion, attendance, teacher feedback.

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

This was the first year of a rotating schedule and we went through a few modifications over the year. The rotation process was successful, students were able to get access to various teachers based on their needs for academic support. The rotation allowed students an opportunity to connect with more adults.

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

We began the year with some direct instruction class options, because of a lack of attendance there was limited success. Students really needed to have access to an asynchronous approach.

**2021-22
Identified Need**

Increase graduation rate

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Graduation Rate	37.7%	65%
Attendance Rate	80.2%	85%

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	Examine best practices around model continuation high schools in the nearby region. This will include school visits, and work group time exploring student needs and options at La Entrada.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	2022-2023
2.2	Teachers will attend the Continuation School Conference to	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation	4000	2022-2023

	build capacity to promote continuous improvement of local model.			5000-5999: Services And Other Operating Expenditures		
2.3	Provide service learning supports, such as time for staff to monitor students assigned to mentor students at neighboring school and community agencies.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2022-2023
2.4	Development of Listening Circles for students to provide feedback of their education.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff			2022-2023
2.5	Purchase supplies such as sports equipment, art materials, and photography supplies.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2022-2023

2.6	Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	2022-2023
2.7	Create incentives for students in the areas of attendance, course completion, behavior, and graduation.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	1000	2022-2023

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?

Student participation with the Youth Employment technician, work permit access, course completion, student group feedback.

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

Many students were able to access the Youth Employment Technician and connected with the counselor around future and current community college access. Students felt heard and safe on campus with the increased support with counseling. Various weekly groups were supported by the support staff.

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

Continue and monitor.

2021-22

Identified Need

Improved graduation rates and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Career/College readiness indicator	0%	5%
Graduation rate	37% (2019)	67% (2020)

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	Administrator to pull reports in Q, of students at comprehensive high schools one year or more behind in credits. There is no additional cost for this action.	X All Students English Learners Low-Income Students Foster Youth Other	Site administrator			2022-2023
3.2	Utilize central support to increase equitable outcomes for all students with supplemental	X All Students English Learners Low-Income Students Foster Youth Other	Site administration	LCFF Supplemental Centralized Services (District Only)	639,637	2022-2023

	<p>staff and resources.</p> <p>2.11 FTE Tch-Academy</p> <p>1.00 FTE District Resource Teacher</p> <p>2.00 FTE Inst Asst Academy</p> <p>0.50 FTE Sr Records & Report Clerk</p> <p>0.50 FTE Registrar/Secty Academy</p>					
3.3	<p>Communication via website and social media to increase community awareness of continuation services. Staff time to work with students on communication messaging.</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	La Entrada staff			2022-2023
3.4	<p>Work towards developing a system to connect mentors to students at La Entrada.</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	La Entrada Staff	Comprehensive Support and Improvement (CSI)	6000	2022-2023

3.5	Support the technological needs of students by purchasing necessary equipment for engagement in student learning. Support supplemental equipment needs to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	1000 13000	2022-2023
3.6	An academic counselor will provide academic and social-emotional support for La Entrada students.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	21054	2022-2023

3.7	Coordinate employment opportunities with students. Support students with job training skills.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	20000	2022-2023
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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

La Entrada will implement clear pathways to bright futures by engaging our community and each student in discovering their limitless potential

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?

Course offerings

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

We attempted to offer intense direct instruction classes to provide support, because of attendance this process was adjusted. There was some work towards robotics, yearbook, walking club and some discussion around yoga.

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

Continue and monitor.

2021-22

Identified Need

Based on the results of data such as surveys, there is still a need to focus on clear pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Students in college and career pathway programs	N/A	Baseline



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	Offer extracurricular classes	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff			2022-2023

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$50,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$728,691.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$50,000.00

Subtotal of additional federal funds included for this school: \$50,000.00

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$660,691.00
LCFF Supplemental Site Allocation	\$18,000.00

Subtotal of state or local funds included for this school: \$678,691.00

Total of federal, state, and/or local funds for this school: \$728,691.00

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	18000	0.00
LCFF Supplemental Centralized Services (District Only)	660691	0.00
Comprehensive Support and Improvement (CSI)	50000	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	50,000.00
LCFF Supplemental Centralized Services (District Only)	660,691.00
LCFF Supplemental Site Allocation	18,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	41,054.00
4000-4999: Books And Supplies	22,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	6,000.00
	Comprehensive Support and Improvement (CSI)	10,000.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	20,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	14,000.00

	LCFF Supplemental Centralized Services (District Only)	639,637.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	21,054.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	16,000.00
Goal 3	700,691.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
David Levis	Principal
Rob Myers	Parent or Community Member
Cindy Taroune	Parent or Community Member
Cheryl Lilley	Other School Staff
Clarissa French	Parent or Community Member
Michele Bebout	Parent or Community Member
Scott Werly	Classroom Teacher
Grace Sepe	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

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 June 9th, 2022.

Attested:



Handwritten signature and the text "on file" in blue ink.

Principal, David Levis on 06/09/2022

SSC Chairperson, Marc Feliz on 06/09/2022

Budget By Expenditures

La Entrada Continuation High School

Funding Source: Comprehensive Support and Improvement (CSI)

\$50,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break		\$10,000.00	Connected School Communities	
Create incentives for students in the areas of attendance, course completion, behavior, and graduation.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
Work towards developing a system to connect mentors to students at La Entrada.		\$6,000.00	Engaging Academic Programs	
Coordinate employment opportunities with students. Support students with job training skills.	1000-1999: Certificated Personnel Salaries	\$20,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$13,000.00	Engaging Academic Programs	
Comprehensive Support and Improvement (CSI) Total Expenditures:		\$50,000.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$660,691.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
An academic counselor will provide academic and social-emotional support for La Entrada students.	1000-1999: Certificated Personnel Salaries	\$21,054.00	Engaging Academic Programs	

La Entrada Continuation High School

Utilize central support to increase equitable outcomes for all students with supplemental staff and resources.
 2.11 FTE Tch-Academy
 1.00 FTE District Resource Teacher
 2.00 FTE Inst Asst Academy
 0.50 FTE Sr Records & Report Clerk
 0.50 FTE Registrar/Secty Academy

\$639,637.00 Engaging Academic Programs

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$660,691.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$18,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support the technological needs of students by purchasing necessary equipment for engagement in student learning. Support supplemental equipment needs to support student learning.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Work towards developing a system to connect mentors to students at La Entrada.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
Examine best practices around model continuation high schools in the nearby region. This will include school visits, and work group time exploring student needs and options at La Entrada.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Socio-Emotional Growth	
Teachers will attend the Continuation School Conference to build capacity to promote continuous improvement of local model.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Healthy Environments for Socio-Emotional Growth	
Provide service learning supports, such as time for staff to monitor students assigned to mentor students at neighboring school and community agencies.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.

La Entrada Continuation High School

Purchase supplies such as sports equipment, art materials, and photography supplies.	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
LCFF Supplemental Site Allocation Total Expenditures:		\$18,000.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		
La Entrada Continuation High School Total Expenditures:		\$728,691.00		