



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	09/21/21	September 28, 2021

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

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. 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

Encina HS has a unique shared governance structure to increase teacher and staff voice. Through the separation of the high school and middle school, the high school design team and leadership team decided to reduce the number of containers that support the overall work of the school. The primary container is the elected Site Leadership Team (SLT), which is the group that is responsible for the continued professional learning of the overall teaching staff. Closely connected to them is the Extended Leadership Team (XLT) that includes all of the leadership team members and all of the container leads. Members of this team generally serve as the person or persons responsible for specific components of the plan that follows. Both teams will use quantitative and qualitative data to identify and address the root causes of issues currently visible at the school.

Site Staff - Staff were initially engaged in the plan development through voluntary, confidential, individual interviews. Interviews consisted of a series of questions (see attached) designed to get at the underlying barriers, those things below the surface or undiscussable, that keep the school from moving forward. A total of 36 interviews were conducted. Data was coded in AtlasTI and presented to the XLT and the whole staff.

School Site Council (SSC) - Site council members participated in a discussion and root cause analysis of 2018-19 data. Members also reviewed and discussed resource inequalities. 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.

Students, Parents, and Community - Small group interviews were conducted with students, parents and community members using a similar set up questions as generated for staff (see Appendix A) a total of 40 students were interviewed and 20 parent and community members. Students interviewed represented all grade levels and were identified based on Advocacy teacher recommendations and discipline referrals. Parents consisted of groups from feeder elementary schools and Arabic and Farsi speaking refugee families. Additional interviews will be conducted with students in intervention classes throughout the year to monitor program effectiveness. Additional parent groups, including ELAC, will be interviewed as well. The focus will be on student progress, data metrics and increasing home school connection/partnership (this was a need identified in the parent interviews).

Resource Inequities

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

Through the Comprehensive Needs Assessment, our stakeholders concluded that that the amount of Title 1 monies being used to support the Advocacy program was not resulting in the intended outcomes. Evidence showed that Advocacy as an academic support was not yielding improvements in students' academic achievements on a variety of metrics (CAASPP, MAP, GPA, graduation rates). In the summer of 2021, a group of teachers collaborated to redesign and strengthen the advocacy program to have a heightened academic focus. The advocacy program will continue to be monitored throughout the year to determine if the changes directly impact student achievement. Adequate resource allocation for fully implementing AVID school-wide continues to be a topic of discussion. The staff recognizes the need to expand the opportunities for professional development in AVID.

Another area of inequity noted by our stakeholders concerns are school culture, obstacles to creating a safe and positive school climate, and the increase in suspendable behaviors. The split of the high school and middle school spurred conversations of student needs at the different grade

levels. The high school has decided to engage in restorative practices training and implement restorative practices and SEL learning to address the identified behaviors. Through the ELO grant, we were able to hire two Community School Intervention Assistants who will focus on decreasing student suspension rates, increasing graduation rates, increasing school connectivity, and increasing parent engagement.

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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It should be noted that during the 2019/2020 school year, LCAP Goal 2 included similar language as the 2020/2021 and 2021-22 LCAP goals 1 and 2.

In relation to the newly created SJUSD LCAP Goal 1 (Connected School Communities), during the 2019-2020 school year, Encina committed to actively engaging and building trusting relationships with students, families, and our diverse community to create a unified and collaborative learning environment. Prior to the pandemic, Encina involved stakeholders in plans for reorganization, conducted listening circles and engaged in empathy gathering. Multiple support staff, including School Community Resource Assistants, counselors and cultural brokers engaged in building student and family connectedness activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID 19 and the shift to distance learning and then hybrid learning, significantly less funding was expended for on-site activities like in person intervention and support. Funds were used to support the distance learning model and transition to hybrid learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly proposed LCAP, Goal 1 has been revised. Metrics were altered due to the lack of state testing in 2019-20 and impact of anticipated learning loss.

2020-21

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 2020-21	Expected Outcome 2021-22
Student/Parent/Staff Survey	<p>The 2020-21 parent/student/staff survey participation was extremely low. Therefore, we will continue to use the metrics from the 2019-20 survey.</p> <p>HIGH EXPECTATIONS/CARING RELATIONSHIPS:</p> <ul style="list-style-type: none"> The overall percentage of students that agree/strongly agree that the school supports high expectations is 74% 	<p>Due to the impact of COVID 19 and the resulting frustration from stakeholders, we hope to at least maintain the 2019-20 baseline.</p>

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

- The percentage of students that agree/strongly agree that there is an adult on campus who “always wants me to do my best” is 78%
- The percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring”

is 47%

MEANINGFUL PARTICIPATION

- The overall percentage of students that agree/strongly agree that the school provides students opportunities for meaning participation is 64%
- The percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” is 70%

SAFETY

- The overall percentage of students that agree/strongly agree that the school supports safety is 66%
- The percentage of students that agree/strongly agree that “the school is a safe place for all students” is 51%
- The percentage of students that agree/strongly agree that the school “appropriately addresses

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

	concerns about student safety” is 65%	
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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
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 2021-22
1.2	Provide equipment, materials and supplies to execute extra-curricular and enrichment activities	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 2021-22

	supplemental 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 2021-22
1.4	Provide a School Community Intervention Specialist to provide direct	X All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal	Title I Part A Site Allocation 1000-1999: Certificated	45,000	School year 2021-22

	<p>services to students and families; to develop and execute outreach activities with community partners (local agencies, NGOs, other community-based organizations, etc.) and families within the Encina community that further the school's SPSA goals and Re-Design Plan. - .50 FTE [WASC Critical Area(s) 2 & 3]</p>			Personnel Salaries		
1.5	<p>Purchase a computer, printer, and ink for families to use in a family resource area.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	3,000	School year 2021-22

1.6	Purchase materials and supplies for a family resource area, including, but not limited to, books and resources to support teenage learning at home.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	School year 2021-22
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	1500	School year 2021-22

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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions related to this goal for 2019-20 were fully implemented until March of 2020 when schools transitioned to distance learning due to COVID 19, yielding the below results. The implementation of the below actions were modified to meet the needs of students during distance learning. An evaluation will need to be done to determine the implementation of the below items during the 2020-21 school year.

EFFECTIVE
BARKS

- The BARKS team implemented recognition systems for students with perfect and excellent attendance on a monthly, quarterly, semester, and yearly basis
- Classes were recognized for excellent attendance on BARKS days

- The BARKS team conducted training and professional development to create a consistent use of the ODR and buddy room systems used in classrooms
- Our early identification of students at risk for chronic attendance, and incentives used to recognize classes with positive attendance

Community Schools

- Identification process for students to participate in health/wellness workshops
- Dedicated ICT position in place and assigned to maintain and open clothes closet
- Interns and CS Coordinator identify appropriate workshops for Samuel Merritt Nursing program
- Identify process for interested students in founding a Black Student Union chapter
- Leveraging support of Equity Department to support BSU chapter promotion

Learning Support Team

- Request for assistance forms for parents - made available in the counseling office, mentioned in the first quarter newsletter
- Data Based Decision Making – Plan Follow Up SST's 6 weeks after initial SST and bring back follow-up on Tier II/III agenda
- To improve attendance at/in interventions, student selected for interventions will be screened prior to being placed in an intervention
- Coordinator and Coordinator ICT will track discipline referrals, GPA and daily attendance for each student in an intervention. Comparing pre- and post-intervention data

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the separation of the high school and middle school, the high school design team chose to eliminate coordinator positions, such as the BARKS coordinator. The high school design team is still in the process of redesigning PBIS (formerly called BARKS). The community schools program is currently without a lead due to staffing changes.

A variety of implemented actions fell short of their intended outcomes. For example, the current process for soliciting parent involvement in Student-Led Conferences did not yield an increase in participation. A study of the obstacles preventing parents from participation may yield ideas to make adjustments for SLCs in the coming year.

In the BARKS program, the team was unable to use the Tiered Fidelity Inventory score to pick 3 areas of concern (scores of 0) to target and action plan those targets so as to improve our overall fidelity with tier 1 supports and interventions. The team used data from teachers and other sources to target and action plan areas of tier 1 strategy implementation that would assist in reducing minor (buddy room) and major (ODR) referral. However this usage was sporadic. Some of the BARKS Team's plans for increasing our BARKS Days attendance was hindered by classes/grade levels not participating in the activities as planned.

The Community Schools program made progress creating relationships with outside partners to service students with social-emotional leaning needs, but ran into some problems with regular scheduling of service providers. On a different topic, food distribution did not see an increase this year, with distribution numbers remaining similar to the previous year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While we feel the goal is solid and needs to be maintained, there are changes that will be implemented for the upcoming year to help ensure positive results. Among these will include adjustments to our BARKS program, including revisions to how we gather data, possibly using Visits in Q to document teacher interventions prior to referral. The BARKS program will also be using the data harvested from the Tiered Fidelity Inventory to target areas for improvement. Additionally the program will continue to identify students who are at risk of chronic absence but implement a different system of notifying the students and their families of the consequences they face if they continue to miss school or become truant/delinquent in their attendance of school (GAT 2.2.1)

Community Schools will be evolving, as a grant from CDE was approved; however, the coordinator of this work is no longer at Encina, and the position is yet to be filled. The essential work called out in previous years will continue to be implemented with a goal to create a “West End” coalition comprised of key Community-Based Organizations.

Another area for change will be within our Learning Support Team. A counselor will now oversee the LST work, and the goal is to identify students in need of targeted supports and track supports utilizing a data base system.

**2020-21
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	Baseline 2020-21	Expected Outcome 2021-22
SJUSD Student Survey	<p>HIGH EXPECTATIONS/CARING RELATIONSHIPS:</p> <ul style="list-style-type: none"> The overall percentage of students that agree/strongly agree that the school supports high expectations is 74% 	<p>HIGH EXPECTATIONS/CARING RELATIONSHIPS:</p> <ul style="list-style-type: none"> Increase the overall percentage of students that agree/strongly agree that the school supports high expectations and caring relationships by 3%, to 77%

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

- The percentage of students that agree/strongly agree that there is an adult on campus who “always wants me to do my best” is 78%
- The percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring” is 47%

MEANINGFUL PARTICIPATION

- The overall percentage of students that agree/strongly agree that the school provides students opportunities for meaning participation is 64%
- The percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” is 70%

SAFETY

- The overall percentage of students that agree/strongly agree that the school supports safety is 66%
- The percentage of students that agree/strongly agree that “the school is a safe place for all students” is 51%

- 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 3%, to 81%
- Increase the percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring” by 6%, to 53%

MEANINGFUL PARTICIPATION

- Increase the overall percentage of students that agree/strongly agree that the school provides students opportunities for meaning participation by 4%, to 68%
- Increase the percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” by 3%, to 73%

SAFETY

- Increase the overall percentage of students that agree/strongly agree that the school supports safety will increase by 4%, to 70%
- Increase the percentage of students that agree/strongly agree that “the school is a safe place for all students” by 10%, to 61%

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

	<ul style="list-style-type: none"> The percentage of students that agree/strongly agree that the school “appropriately addresses concerns about student safety” is 65% 	<ul style="list-style-type: none"> Increase the percentage of students that agree/strongly agree that the school “appropriately addresses concerns about student safety” by 4%, to 69%
<p>SJUSD Staff Survey</p>	<p>SAFETY</p> <ul style="list-style-type: none"> The percentage of staff that agree/strongly agree that “the school is a safe place for staff” is 43% The percentage of staff that agree/strongly agree that the school “appropriately addresses concerns about staff safety” is 72% 	<p>SAFETY</p> <ul style="list-style-type: none"> Increase the percentage of staff that agree/strongly agree that “the school is a safe place for staff” by 10%, to 53% Increase the percentage of staff that agree/strongly agree that the school “appropriately addresses concerns about staff safety” by 3%, to 75%
<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 79% The percentage of parents that agree/strongly agree that “the school keeps parents well-informed about school activities” is 71% 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 81% 	<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 3%, to 82% Increase the percentage of parents that agree/strongly agree that “the school keeps parents well-informed about school activities” by 3%, to 74% 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 3%, to 84%

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
<p>Attendance</p>	<ul style="list-style-type: none"> • The overall Attendance rate for grades 6-12 increased by 3.5%, to 95.2%, compared to the previous year • The overall Chronically Absent rate for grades 6-12 decreased by 15.1%, to 17.6%, compared to the previous year • For grades 6-8, the overall Attendance rate increased by 2.6%, to 95.8%, compared to the previous year • For grades 6-8, the Chronically Absent rate decreased by 12.5%, to 12.9%, compared to the previous year • For grades 9-12, the overall Attendance rate increased by 4.0%, to 94.7%, compared to the previous year • For grades 9-12, the Chronically Absent rate decreased by 16.5%, to 21.3%, compared to the previous year 	<ul style="list-style-type: none"> • Increase the attendance rate for grades 6-8, 9-12 and cumulatively for 6-12 by 1% • Decrease the chronically absent rate for grades 6-8, 9-12, and cumulatively for 6-12 by 5%
<p>Suspensions</p>	<ul style="list-style-type: none"> • The suspension rate for all students in grades 6-12 remained unchanged at 49.0% • The suspension rate for all students in grades 6-8 	<ul style="list-style-type: none"> • Suspension rate for all grades 6-12 will decrease by 5%, for grades 6-8 by 7%, and for grades 9-12 by 4%

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

	<p>decreased by 5.9%, to 64.9%, compared to the previous year</p> <ul style="list-style-type: none"> The suspension rate for all students grades 9-12 increased by 3.6%, to 36.3%, compared to the previous year The suspension rate for African-American students in grades 6-12 increased by 16.9%, to 86.9%, compared to the previous year The percentage of behavior incidents that led to suspension for grades 6-12 decreased by 16.3%, to 10.9%, compared to the previous year 	<ul style="list-style-type: none"> Suspension rate for African-American students in grades 6-12 will decrease by 10% Percentage of behavior incidents for grades 6-12 that lead to suspension will decrease by 3%
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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	All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 0000: Unrestricted	3000	School year 2021-22

	compensated time for planning, collaboration, and professional learning. [WASC Critical Area(s) 3]					
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	3,100	School year 2021-22
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 2021-22
2.4	Provide partial funding for a	All Students English Learners	Principal	LCFF Supplemental	8,052	School year 2021-22

	School Community Intervention Assistant to cultivate inclusive, safe, equitable, culturally responsive and healthy environments.	Low-Income Students Foster Youth Other		tal Site Allocation 2000-2999: Classified Personnel Salaries		
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 2021-22
2.6	Provide materials, supplies, and other ancillary needs to promote positive attendance and to support interventions with truancy and excessive absence	X All Students English Learners Low-Income Students Foster Youth Other	Principal,	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7000	School year 2021-22

	[WASC Critical Area(s) 3]					
2.7	Provide materials and supplies to promote positive social interaction. Purchase equipment for structured social time 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 2021-22
2.8	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]	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 Personnel Salaries	5000 2000	School year 2021-22
2.9	Provide materials, supplies and	X All Students English Learners Low-Income Students	Principal		3000	School year 2021-22

	<p>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]</p>	<p>Foster Youth Other</p>		<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>		
2.10	<p>Provide materials/supplies to sustain a Peer Mediation program using research-based practices with the assistance of a community organization established with the District</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Counselor</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>1,030</p>	<p>School year 2021-22</p>

	[WASC Critical Area(s) 2 & 3]					
2.11	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	55,000	School year 2021-22
2.12	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	106751	School year 2021-22

	Area(s) 2 & 3] 1.75 FTE					
2.13	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]	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	School year 2021-22
2.14	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 4000-4999: Books And Supplies	3000	School year 2021-22

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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the shift in distance learning in March of 2020, the effectiveness of the below strategies are difficult to measure. Student engagement during distance learning was hard to determine, as the majority of students kept their cameras off and many did not respond to questions/discussion. Work completion was also significantly lower than in years past.

ELA

- Overall district-wide, students did not take advantage of supports that were provided to them during distance learning. For the 2021-22 school year, increased supports will be provided during advocacy class and after school.

ELD

- BIA's focused on math, science, and social science classes with the highest number of newcomer and early-intermediate EL's based on teacher requests for support.
- ELD and core instruction for English learners (EL) was provided, and leveled supports were determined based on data and identified need.

Math

- Collaborative planning time was utilized to review data and plan instruction.
- IM1 support classes were provided to identified students based on data.

Science

- Frequent reminders and updates to students about their grades and the promoting of re-testing.
- Continued implementation of mastery grading techniques.
- Some teachers were able to effectively research and create engineering projects, but it seemed to be for courses that more closely align with engineering tasks.

Social Science

- Aligning curriculum, assessment and grading was effective in having better consistency from class to class.
- Support school-wide AP EOP Program enrolled many students who otherwise would not be in AP and supported keeping them in the classes.

Advocacy

- Teachers reported that the implementation of AVID strategies was impacting student success in some grade levels.
- Training staff to read transcripts and identify credit deficient students was reported to be successful.
- One on one meetings with seniors and juniors was reported to be effective.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the transition to distance learning and then hybrid learning, intended implementation and budget expenditures varied significantly. Intervention and professional development, after school activities were discontinued resulting in less expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA Goals were changed to reflect the new LCAP which connects to four goals.

2020-21

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 2020-21	Expected Outcome 2021-22
CAASPP - ELA	<p>All Students grades 6-8,11:</p> <ul style="list-style-type: none"> • 10% at 3 (Met) or higher; • 76% at Level 1; • Mean Average Distance to "Met" (Mean ADM) is -138 <p>All EL Students in grades 6-8, 11:</p> <ul style="list-style-type: none"> • 0% at 3 (Met) or higher • 98% at Level 1 	<ul style="list-style-type: none"> • The percentage of students at Level 3 or higher at each grade level will increase by 3% • The percentage of students at Level 1 at each grade level will decrease by 5% • The Mean ADM will decrease by 10 points • The percentage of ELL students at Level 3 or higher (aggregated for grades) will increase by 3% • The percentage of students at Level 1 at each grade level will decrease by 5%
CAASPP - Math	<p>All Students grades 6-8,11:</p> <ul style="list-style-type: none"> • 3% at 3 (Met) or higher; • 86% at Level 1; • Mean Average Distance to "Met" (Mean ADM) is -192 	<ul style="list-style-type: none"> • The percentage of students at Level 3 or higher at each grade level will increase by 5% • The percentage of students at Level 1 at each grade level will decrease by 10% • The Mean ADM will decrease by 10 points
GPA	<ul style="list-style-type: none"> • 68.3% of all 9-12 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

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

	<ul style="list-style-type: none"> • 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 	<p>by 3% for all students and by 4% for the identified subgroups: African-American and EL students</p> <ul style="list-style-type: none"> • The percentage of grade 9 students with a GPA of 2.00 or higher will increase by 5%
<p>On-Track to Graduate</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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%
<p>Advanced Placement/EOS data</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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%
<p>PSAT</p>	<ul style="list-style-type: none"> • 12% of grade 10 students meet/exceed the PSAT benchmark 	<ul style="list-style-type: none"> • The percentage of grade 10 students who meet/exceed the PSAT benchmark will increase by 5%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	<ul style="list-style-type: none"> 6% of grade 10 African-American students meet/exceed the PSAT benchmark 	<ul style="list-style-type: none"> The percentage of grade 10 African-American students who meet/exceed the PSAT benchmark will increase by 5%
ELPAC	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <p>The mean overall score of 11th grade students ELPAC 19-20 Overall scores will increase by 0.25 points</p> <ul style="list-style-type: none"> The mean overall score of 12th grade students ELPAC 19-20 Overall scores will increase by 0.10 points

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 an IA to support instruction and provide small group learning	All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal	Title I Part A Site Allocation 2000-2999: Classified	13,000	School year 2021-22

	support. .375 FTE			Personnel Salaries		
3.2	Provide supplemental materials, support, and ancillary supplies, that support the instruction and building of ELA, math, and science skills/conceptual understanding. [WASC Critical Area(s) 1]	X All Students English Learners Low-Income Students Foster Youth Other	ELA DC, Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	School year 2021-22
3.3	Provide professional development and planning opportunities for the improvement of instruction and curriculum related to increased student learning in all subject areas.	X All Students English Learners Low-Income Students Foster Youth Other	ELA teachers, ELA DC, Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated	20,000 10,000	School year 2021-22

	[WASC Critical Area(s) 1]			Personnel Salaries		
3.4	Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas.	X All Students English Learners Low-Income Students Foster Youth Other	Site administration, instructional staff	Title I Part A Site Allocation 0000: Unrestricted Comprehensive Support and Improvement (CSI)	27,000 26,086	School year 2021-22
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	13000	School year 2021-22
3.6	Provide enrichment opportunities to support all	All Students English Learners Low-Income Students Foster Youth	Principal, Instructional staff	Title I Part A Site Allocation	10,000	School year 2021-22

	content areas, including but not limited to B Street Theater.	Other		1000-1999: Certificated Personnel Salaries		
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	5000	School year 2021-22
3.8	Ensure all English Learners receive designated and Integrated English Language Development daily (ELD). [WASC Critical Area(s) 1] 3.0 FTE	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	310,694	School year 2021-22
3.9	Provide equipment, materials, and	All Students English Learners Low-Income Students	Principal. ELD Lead, ELD Teachers	Title I Part A Site Allocation	5000	School year 2021-22

	supplies to support EL students. [WASC Critical Area(s) 1]	Foster Youth Other				
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 well as other core subject areas and	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal, EL Lead, DCs	Title I Part A Site Allocation	5000	School year 2021-22

	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 2021-22
3.12	Provide additional high, middle school and K-8 school counseling	All Students English Learners Low-Income Students Foster Youth Other	Principal, Counselor	LCFF Supplemental Centralized Services	57313	School year 2021-22

	<p>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>(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 interests, including camera</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 2021-22</p>

	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	2000	School year 2021-22
3.15	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 and socio-emotionally -	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 1000-1999: Certificated Personnel Salaries	436,257 546.50	School year 2021-22

	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]					
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	7000	School year 2021-22
3.17	Provide collaborative after school planning time for the implementation of the Advocacy Program as outlined in the Encina Action Plan	All Students English Learners Low-Income Students Foster Youth Other	Advocacy Coordinator, Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2000	School year 2021-22

	[WASC Critical Area(s) 2 & 6]					
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 0001-0999: Unrestricted: Locally Defined	10000	School year 2021-22
3.19	Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels. [WASC Critical Area(s) 6]	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	4453.50	School year 2021-22
3.20	Provide support for the expansion of AP courses to	All Students English Learners Low-Income Students Foster Youth	Principal, DCs	Title I Part A Site Allocation	2000	School year 2021-22

	increase the enrollment and achievement of under-represented groups in college-level coursework [WASC Critical Area(s) 1, 5, & 6]	Other		1000-1999: Certificated Personnel Salaries		
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 (HPHP)” readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007)	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	166818	School year 2021-22

	[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 [WASC Critical Area(s) 1]	All Students English Learners Low-Income Students Foster Youth Other	Principal, DCs	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	School year 2021-22
3.23	Purchase of instructional technology, related accessories,	All Students English Learners Low-Income Students Foster Youth Other	Principal, DCs	Title I Part A Site Allocation	80000	School year 2021-22

	hardware/software, and/or web-based programs to supplement core and elective curriculum [WASC Critical Area(s) 4 & 5]			4000-4999: Books And Supplies		
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	10,000	School year 2021-22
3.25	Provide library with supplementary materials/supplies/equipment for instructional and extra-	All Students English Learners Low-Income Students Foster Youth Other	Principal, Librarian	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	School year 2021-22

	curricular support [WASC Critical Area(s) 1]					
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	3000	School year 2021-22
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 a regular basis that will involve collegial observations, data-driven dialogues/coaching, and	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal,	Title I Part A Site Allocation	3000	School year 2021-22

	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]					
3.28	Provide compensated time and/or release days to plan and execute high-quality, differentiated instruction. [WASC Critical Area(s) 4 & 5]	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School year 2021-22
3.29	Provide professional development opportunities (including release time,	All Students English Learners Low-Income Students Foster Youth Other	SLT, Principal, DCs	Title I Part A Site Allocation 0001-0999: Unrestricte	15000	School year 2021-22

	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]			d: Locally Defined		
3.30	Provide release time for the Site Leadership Team to execute planning, monitoring, and adjusting of the professional	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 2021-22

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]

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.

Annual Review

SPSA Year Reviewed: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies and activities were implemented to the best of our ability. Implementation was impacted by the switch from 100% distance learning to hybrid learning two-thirds of the way through the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation was impacted by the switch from 100% distance learning to hybrid learning two-thirds of the way through the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

**2020-21
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 2020-21	Expected Outcome 2021-22
College Career Indicator - Percent Prepared	PSAT - ELA-7.3%; Math - 1.3%	Increase PSAT by at least 3% to be at least 4.3%
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 has very limited opportunities for CTE pathways. This is an area we will be working on in the future. Begin conversations and planning with district office personnel in charge of CTE.
Graduation Rate	68.2% of seniors were on track to graduate.	Increase GR by at least 3% to be at least 71.2%
On track to graduate	On track to graduate 63.7%.	Increase OTG rate by at least 3% to be at least 66.7%

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	X All Students English Learners Low-Income Students Foster Youth	Counselors	LCFF Supplemental Centralize	57313	School year 2021-22

	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	Other		d Services (District Only) 1000-1999: Certificated Personnel Salaries		
4.2	Provide expanded opportunities for students in SEL. Provide Challenge Day and Point Break opportunities. 14,214	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	7,214 3,000	School year 2021-22

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,933,820.00

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)	\$26,086.00

Subtotal of additional federal funds included for this school: \$26,086.00

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 (\$)
Cell Tower (High School ONLY)	\$26,181.00
LCFF Supplemental Centralized Services (District Only)	\$495,825.00
LCFF Supplemental English Learner Central	\$490,627.00
LCFF Supplemental Site Allocation	\$89,338.00
Title I Part A Parent Involvement	\$5,292.00
Title I Part A Site Allocation	\$800,471.00

Subtotal of state or local funds included for this school: \$1,907,734.00

Total of federal, state, and/or local funds for this school: \$1,933,820.00

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	89338	0.00
LCFF Supplemental English Learner Central	490,627	0.00
LCFF Supplemental Centralized Services (District Only)	495825	0.00
Title I Part A Site Allocation	800471	0.00
Title I Part A Parent Involvement	5,292	0.00
Comprehensive Support and Improvement (CSI)	26086	0.00
Cell Tower (High School ONLY)	26,181	0.00
Title I Part A Centralized Services (District Only)	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	26,181.00
Comprehensive Support and Improvement (CSI)	26,086.00
LCFF Supplemental Centralized Services (District Only)	495,825.00
LCFF Supplemental English Learner Central	490,627.00
LCFF Supplemental Site Allocation	89,338.00
Title I Part A Parent Involvement	5,292.00
Title I Part A Site Allocation	800,471.00

Expenditures by Budget Reference

Budget Reference	Amount
	73,650.00
0000: Unrestricted	50,531.00
0001-0999: Unrestricted: Locally Defined	25,000.00
1000-1999: Certificated Personnel Salaries	1,222,571.50

2000-2999: Classified Personnel Salaries	311,736.00
4000-4999: Books And Supplies	179,531.50
5000-5999: Services And Other Operating Expenditures	40,214.00

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
	Comprehensive Support and Improvement (CSI)	26,086.00
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	310,694.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	179,933.00
	LCFF Supplemental Site Allocation	3,000.00
	LCFF Supplemental Site Allocation	55,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,052.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,286.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	5,292.00
	Title I Part A Site Allocation	1,500.00
	Title I Part A Site Allocation	13,000.00
0000: Unrestricted	Title I Part A Site Allocation	30,000.00
0001-0999: Unrestricted: Locally Defined	Title I Part A Site Allocation	25,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	520,803.50
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	15,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	154,953.50

5000-5999: Services And Other
Operating Expenditures

Title I Part A Site Allocation

40,214.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,473.00
Goal 2	310,719.00
Goal 3	1,474,101.00
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

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 09/14/21.

Attested:

Principal, Greta Scholtes on 09/21/21

SSC Chairperson, on 09/21/21

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Encina Preparatory 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: Comprehensive Support and Improvement (CSI) \$26,086.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$26,086.00	Engaging Academic Programs	

Encina Preparatory High School

Comprehensive Support and Improvement (CSI) Total Expenditures: \$26,086.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
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 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 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 Preparatory High School

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
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LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$495,825.00

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

Funding Source: LCFF Supplemental English Learner Central \$490,627.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive designated and Integrated English Language Development daily (ELD). [WASC Critical Area(s) 1] 3.0 FTE	1000-1999: Certificated Personnel Salaries	\$310,694.00	Engaging Academic Programs	
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	

LCFF Supplemental English Learner Central Total Expenditures: \$490,627.00

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
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Encina Preparatory High School

Increase campus safety: Purchase communication devices to increase school-wide campus safety [WASC Critical Area(s) 3]	4000-4999: Books And Supplies	\$3,100.00	Healthy Environments for Socio-Emotional Growth
		\$3,000.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	\$3,000.00	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	\$8,052.00	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 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
Provide materials and supplies to promote positive social interaction. Purchase equipment for structured social time during lunch.	4000-4999: Books And Supplies	\$2,156.00	Healthy Environments for Socio-Emotional Growth
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.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Socio-Emotional Growth

Encina Preparatory High School

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.		\$55,000.00	Healthy Environments for Socio-Emotional Growth

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 \$5,292.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	

Title I Part A Parent Involvement Total Expenditures: \$5,292.00

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

Funding Source: Title I Part A Site Allocation \$800,471.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Encina Preparatory High School

Provide a School Community Intervention Specialist to provide direct services to students and families; to develop and execute outreach activities with community partners (local agencies, NGOs, other community-based organizations, etc.) and families within the Encina community that further the school's SPSA goals and Re-Design Plan. -.50 FTE [WASC Critical Area(s) 2 & 3]	1000-1999: Certificated Personnel Salaries	\$45,000.00	Connected School Communities
Purchase a computer, printer, and ink for families to use in a family resource area.	4000-4999: Books And Supplies	\$3,000.00	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.		\$1,500.00	Connected School Communities
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
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]	0000: Unrestricted	\$3,000.00	Healthy Environments for Socio-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide an IA to support instruction and provide small group learning support. .375 FTE	2000-2999: Classified Personnel Salaries	\$13,000.00	Engaging Academic Programs

Encina Preparatory High School

Provide supplemental materials, support, and ancillary supplies, that support the instruction and building of ELA, math, and science skills/conceptual understanding. [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$15,000.00	Engaging Academic Programs
Provide professional development and planning opportunities for the improvement of instruction and curriculum related to increased student learning in all subject areas. [WASC Critical Area(s) 1]	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Engaging Academic Programs
Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas.	0000: Unrestricted	\$27,000.00	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	\$13,000.00	Engaging Academic Programs
Provide enrichment opportunities to support all content areas, including but not limited to B Street Theater.	1000-1999: Certificated Personnel Salaries	\$10,000.00	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
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	\$2,000.00	Engaging Academic Programs

Encina Preparatory High School

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 and socio-emotionally - 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	\$436,257.00	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	\$7,000.00	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	\$2,000.00	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]	0001-0999: Unrestricted: Locally Defined	\$10,000.00	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	\$4,453.50	Engaging Academic Programs
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
Provide equipment, materials, and supplies to support EL students. [WASC Critical Area(s) 1]		\$5,000.00	Engaging Academic Programs
Provide expanded opportunities for students in SEL. Provide Challenge Day and Point Break opportunities.14,214	5000-5999: Services And Other Operating Expenditures	\$7,214.00	Clear Pathways to Bright Futures

Encina Preparatory High School

		\$5,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$546.50	Engaging Academic Programs
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	\$15,000.00	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	\$80,000.00	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	\$10,000.00	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	\$5,000.00	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

Encina Preparatory High School

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]		\$3,000.00	Engaging Academic Programs
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]	0001-0999: Unrestricted: Locally Defined	\$15,000.00	Engaging Academic Programs
Provide release 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

Encina Preparatory High School

1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
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Title I Part A Site Allocation Total Expenditures:	\$800,471.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Encina Preparatory High School Total Expenditures:	\$1,933,820.00
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