

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Encina Preparatory High School	34-67447-3432838	May 23rd, 2023	August 8, 2023

## Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

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

Title I funded activities:

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

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

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

Monitoring and Evaluating Effectiveness

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

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Encina Preparatory High School met the criteria for the following student groups:

1. Black or African American
2. Asians
3. English Learners
4. Hispanics
5. Homeless
6. Socio-Economically Disadvantaged
7. Students with Disabilities
8. Two or More Races
9. Whites

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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

The 2023-24 SPSA will be focused on increasing graduation rates in alignment with the new graduation requirements and continuing to mitigate gaps in learning and social-emotional supports. The 2023-24 Comprehensive Needs Assessment is focused on the following:

**Stakeholder input:** Parent meetings, including ELAC and School Site Council were held to share information, gather input, and inform planning for summer learning, social-emotional supports, and fall 2023-24 learning. Stakeholders participated in person, and the input was used to inform the comprehensive needs assessment.

**Teacher observations:** Teachers reported that student engagement was low, students had difficulty disengaging from their cell phones, students had low work completion rates, and low assessment performance.

**Student reports:** Students reported a desire for balanced learning and less technology. Students reported a desire for increased teacher instruction and less independent work. They recognized the gaps that had been created as a result of their low engagement during distance learning, and they vocalized wanting their classrooms to be more aligned with their classrooms pre-distance learning.

**Parent Concerns:** Parents reported that they felt there were gaps in their students' learning and felt their students needed a lot of school support to get back on track towards course completion and credit recovery. They also reported concerns in their students mental health.

The staff recognizes that intense supports are needed to support the learning of our English Learner students; however, classroom observations indicate that greater alignment in EL supports across all classrooms is needed.

In addition to current data, the below data will include data from the 2019 SBAC scores, as there were no scores for 2020 or 2021.

\*\*\*\*\*UPDATE for 2023-24\*\*\*\*\*  
 24\*\*\*\*\*  
 \*\*\*\*\*

Encina's data analysis included a thorough review of the following state and local data sources: CAASPP ELA and Math, ELPAC, Graduation Rates, DFI for IM1, IM! passing rates, Behavioral (suspension), attendance, AP passing rates, and Parent, Student, Staff Survey comparison data.

Quantitative Data Review  
 CAASPP data 2022:

English Language Arts (ELA)  
 All Students Grade11:

- 14.08% Met or exceeded standards

- This was a 1.92% decrease from 2019. (there were no scores for 2020 or 2021)

#### Math

- All Students Grade 11:
- 02.63% Met or exceeded standards
- This was a 2.63% increase from 2019. (there were no scores for 2020 or 2021)

#### ELPAC

- 41.5% of EL students are making progress towards English language proficiency, as reported on CA Dashboard 2022.

#### DFI rates for IM1, semester one, 2022

- Percent of 9th grade students receiving a D, F, or I - 40.4%
- Percent of AA 9th grade students - 61% - this is the group with the highest D/F/I rate
- Percent of HS students receiving a D, F, or I - 44.3%
- Percent of AA HS students receiving a D, F, or I - 64.3%
- Percent of homeless HS students receiving a D, F, or I - 89.9% - this is the group with the highest D/F/I rate

#### Graduation rate 2022 - According to the California Dashboard

- The 2022 graduation rate for all students was 69%.
- The 2022 graduation rate for EL students was 66.7%.
- The 2022 graduation rate for African American students was 68.2%.
- The 2022 graduation rate for Hispanic or Latino students was 77.8%.
- The 2022 graduation rate for SWD was 66.7%.
- The 2022 graduation rate for SED was 71.3%.
- The 2022 graduation rate for white students was 68%.
- The 2022 graduation rate for homeless students was 61.9%.

#### Advanced Placement

Of the students enrolled in AP courses during the 2019-20 school year, 1.3% passed one or more AP exams.

#### Students Passing IM1 - Semester 1 2021-22

All students Grade 9

59.2% Passed - This is a significant increase from Semester one of 2020-21

AA - 68.3% passed - This is a significant increase from Semester one of 2020-21

HL - 56.7% passed - This is a significant increase from Semester one of 2020-21

#### College & Career Readiness

College and Career Readiness data is presented in the table below demonstrating the number of students approaching preparation based on completion of CTE pathway course, SBAC scores or A-G completion.

#### Attendance (as of January 2023)

- The overall Attendance rate increased by 2.4%, to 88.6%, as compared to semester one, 2022.
- The attendance rate for AA students increased by 1.5%, to 83.5%, as compared to semester one, 2022.
- The attendance rate for HL students by 2.3%, to 87.5%, as compared to semester one, 2022.
- The attendance rate for white students increased by 0.9%, as compared to semester one, 2022.
- The attendance rate of EL students increased by 3.7%, to 93.1%, as compared to semester one 2022.
- The attendance rate for SWD increased by 2%, to 84.6%, as compared to semester one 2022.
- The chronically absent rate decreased for all students by 3.3%, to 39.5%, as compared to semester one 2022.
- The chronically absent rate decreased for SWD decreased by 1.8%, to 53.4%, as compared to semester one 2022.
- The chronically absent rate increased for AA students by 2.3%, to 57.8%, as compared to semester one 2022.

#### Suspensions (as of January 2023 - semester one 22-23)

- The suspension rate for all students decreased by 8.62%, to 12.07%, as compared to semester one, 2021-22.
- The suspension rate for African-American students decreased by 11.74% to 28.35%, as compared to semester one, 2021-22.

- The suspension rate for Hispanic or Latino students decreased by 10.33%, to 7.23%, as compared to semester one, 2021-22.
- The suspension rate of our EL students decreased by 6.57%, to 4.47%, compared to semester one, 2021-22.
- The suspension rate for our SWD decreased by 21.29%, to 25.22%, as compared to semester one, 2021-22.
- There was not a significant change in the category of white students (0.74% increase).

#### GPA (As of Spring 2023)

- 20.46% of ALL 9-12 students have a GPA of 2.00 or higher (Q SIS)
- 12.40% of African-American 9-12 students have a GPA of 2.00 or higher (Q SIS)
- 19.06% of Hispanic or Latino 9-12 students have a GPA of 2.00 or higher (Q SIS)
- 22.43% of EL 9-12 students have a GPA of 2.00 or higher (Q SIS)
- 11.76% of SWD have a GPA of 2.0 or higher (Q SIS)

Qualitative Data Review-Student Survey Data (Spring 2023) - The survey questions were changed for the 22-23 school year, so it is difficult to show a correlation to previous questions. Also, there used to be an overall percentage for each category, and the new survey only gives percentages for each question in that category. Therefore, I will show current data and similar questions from last year.

#### HIGH EXPECTATIONS/CARING RELATIONSHIPS:

- 2023 - Adults on campus motivate students to do their best - 71.5% of parents agree or strongly agree, 60.35% of students agree or strongly agree, and 82.25% of staff agree or strongly agree.
- 2023 - School has a climate that is caring. 75.4% of parents agree or strongly agree, 59.21% of students agree or strongly agree, and 90.16% of staff agree or strongly agree.
- 2023 - School has the materials, staff, programs, and supports needed to help all students do their best. 75.4% of parents agree or strongly agree, 57.08% of students agree or strongly agree, and 73.77% of staff agree or strongly agree.
- 2022 - The Overall percentage of students that agree/strongly agree that the school supports high expectations is 68.3%.
- 2022 - The percentage of students that agree/strongly agree that there is an adult on campus who “always wants me to do my best” is 81.1%.
- 2022 - The percentage of students that agree/strongly agree that the school climate is “positive, nurturing, and caring” is 41.7%.

#### MEANINGFUL PARTICIPATION

- 2023 - School seeks input when making important decisions - 82.69% of parents agreed or strongly agreed, 56% of students agreed or strongly agreed, and 83.33% of staff agreed or strongly agreed.
- 2023 - Students are interested in what they are learning - 78.43% of parents agreed or strongly agreed, 59.91% of students agreed or strongly agreed, and 35% of staff agreed or strongly agreed.
- 2023 - Students are motivated to do their schoolwork - 75.4% of parents agree or strongly agree, 49.78% of students agree or strongly agree, and 22.95% of staff agree or strongly agree.
- 2022 - The Overall percentage of students that agree/strongly agree that the school provides students opportunities for meaningful participation is 52.1%. This shows a decrease.
- 2022 - The percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” is 78.1%. This shows an increase.

#### SAFETY

- 2022 - The Overall percentage of students that agree/strongly agree that the school supports safety is 52.1%. This shows a decrease.
- 2022 - The percentage of students that agree/strongly agree that “the school is a safe place for all students” is 50.0%. There is less than 1% change in the last three school years.
- 2023 - My school is a safe place for all students - 67.31% of parents agreed or strongly agreed, 50.44% of students agreed or strongly agreed, and 60% of staff agreed or strongly agreed. There is not a significant increase in the student agreement.
- 2023 - Concerns about student safety are addressed in a timely manner at my school - 80.39% of parents agreed or strongly agreed, 55.75% of students agreed or strongly agreed, and 80.33% of staff agreed or strongly agreed.

### Student, Staff, Parent Focus Group Data

Students indicated that they would like the following:

- Increase opportunities to engage in athletics, enrichment, and extracurricular activities.
- More challenging courses.
- More electives, more languages, college prep classes.
- Career technical education courses and while they like the increased access to AP Classes they want to make sure freshman classes are more difficult so they are prepared for AP.

Parents have concerns about understanding and supporting their student's progress. They would like more opportunities to engage in their children's education and also to understand the educational system and college access. Parents and community members are interested in increasing partnerships with the school in order to better support all students.

Staff feel strongly about providing anti-racist and culturally responsive education. They are also interested in increased professional learning to support interventions, implementation of AVID strategies and deepening their understanding of differentiation. Staff would also like opportunities to improve their skills in restorative practices, classroom management, and trauma informed practices, and student engagement.

## Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
<b>Root Cause Analysis</b>	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Encina's site leadership team and the entire certificated staff engaged in visioning work during the 21-22 school year with a team from California State University Sacramento. During this process, the team reviewed both qualitative and quantitative data and engaged in dialogue and continual feedback. Students, staff, parents, and community members had an opportunity to give input into what they hope for our students and community and what they feel is needed to help all students be successful. In addition, Encina's School Site Council reviewed data regularly and ELAC engaged in a needs assessment focused around our English Language Learners. During collaborative Thursdays and staff meetings, we reviewed data and engaged in learning to meet the needs to targeted student populations, such as our English Language Learners. During the 2022-23 school year, the Site Leadership Team and all certificated staff engaged in professional learning to support Encina's new vision statement. Every professional development, collaborative Thursday, and staff meeting began with the vision statement and showed how the work aligned to the vision.

Encina's graduation rate is significantly lower than the district average, and the majority of our students are not meeting standards as measured by CAASPP assessments. ELA CAASPP performance is significantly higher than math, however, in both measured areas, Encina students are far from meeting standards. Stakeholders feel that our students perform low on standardized tests for several reasons. First, the majority of our students come into Encina far below grade level in reading and mathematics as measured by standardized tests and district benchmarks. There are also a high number of students that failed courses during grades 6-12. Second, Encina serves a very transient population. Many Encina students have moved school several times starting from their early educational years, which has resulted in holes in their foundational skills. In addition, students show a pattern of chronically absenteeism, which also leads to holes in their academic foundational skills. This makes it hard for students to decode and comprehend text, both in ELA and mathematics. Students that are far behind grade level need intense academic intervention. This is a challenge at the high school level, as intervention courses do not meet A-G graduation requirements. Over 50% of Encina students are EL, with the majority being newcomers/level 1 ELs. The language barriers make it hard for students to access content, as reading and writing is needed across all content areas. The ability to complete courses on time impacts a student's grad rate, as the first failed course means the need for credit recovery, which can then get a kid off track to graduate. This year, we continued to utilize ELO funds to provide targeted ELA and Math intervention and support, and we will continue to review our data to determine the effectiveness of these resources and make adjustments as needed. In addition to academic data, staff reviewed behavior data, and SLT reviewed school climate survey data. The Learning Support Team reviewed attendance data, behavioral data, SE data, and put supports in place accordingly. Continued



teacher training is needed to support EL students and students at various academic levels. To address the high number of students that are performing below academic standard, receiving high suspension numbers, and are chronically absent, title one, ELO, and LCFF funds must be utilized to provide supports. Student advocacy classes/7th period day is one way to address these concerns. Students receive academic intervention in Advocacy, course work and assessments are monitored, SEL lessons are implemented, attendance is monitored, and parent contact is made.

Data from the district climate survey shows that there is a significant discrepancy in the way that students feel vs parents and staff. Students responded significantly lower to questions on the climate survey. To the question, "School has a climate that is caring," 75.4% of parents agree or strongly agree, 59.21% of students agree or strongly agree, and 90.16% of staff agree or strongly agree. Although the Encina staff have engaged in professional learning around restorative and trauma informed practices, it is not reflected in the way students feel. The Site Leadership Team recognizes the need to engage in professional learning and collaboration to address the need to improve school culture and climate so that students, staff, and families feel that Encina is positive, nurturing, caring, and safe place. Our Asian subgroup has been identified as not meeting academic standards (ATSI); however, our largest Asian population are our students from Afghanistan. They are primarily newcomer students, and many had interrupted schooling and/or limited access to education. Therefore, not only is language a barrier to accessing content, but many are not literate in their own language due to interrupted schooling.

In March of 2023, Encina had our mid-cycle WASC review. Goal areas indicated a need to focus on student engagement, balanced learning (balancing tech, direct instruction, student collaboration, etc), and increasing CTE opportunities. Our 23-24 professional learning will focus on balancing instruction, student engagement, differentiation, and responding to the social-emotional needs of our students.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment this year and the previous year, our stakeholders concluded that we should continue to refine our advocacy program to increase the academic focus and A-G completion rates. Over the course of the 2022-23 school year, the Site Leadership Team continued to engage the staff in discussions and gathered input in a variety of ways regarding our Advocacy program, as a large portion of our title one dollars are used to provide Advocacy as an academic and social-emotional support for all students. After much discussion and input from students and staff, the decision was made to continue to provide Advocacy. Additional adjustments to the course are continually being made to strengthen both academics and SE support. The SLT and SSC will continue to monitor the effectiveness of the Advocacy program and make adjustments as needed. AVID was offered this school year in grade 9, and we are adding AVID 10 for the 23-24 school year. AVID strategies will continue to be infused in advocacy classes. All grade levels engaged in college field trips with their Advocacy classes.

Through the CSUS visioning process, staff identified the need to ensure an anti-racist and culturally responsive education for all of our students. They also identified the need to engage students in learning that promotes critical thinking, as they understand that with more rigorous instruction comes the opportunity and need to engage in critical thinking. While we engaged in learning around social justice standards and anti-racist/culturally responsive instruction, we did not engage in a sufficient amount of learning around critical thinking and problem solving. We will need to strengthen that work for the 23-24 school year.

Other areas of inequity noted by our stakeholders are school culture concerns, obstacles to creating a safe and positive school climate, and alternatives to suspension for historically suspendible behaviors. Our Learning Support Team and Site Leadership Team will work together to engage our staff in professional learning that will enable staff to address tier one SEL instruction and practices. In addition, we will work strategically to provide tier 2/3 SE supports for identified students within the LST model.

# Input from Educational Partners

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

## Involvement Process for the SPSA and Annual Review and Update

Over the course of the 2022-23, Site Leadership Team collaborated to engage staff in professional learning aligned to the school vision that was developed over the course of the 2021-22 school year (see below). Encina high school engaged in the WASC mid-cycle review, which required a data review and input from a variety of stakeholders. That review led to new goal areas. ELAC and SSC met regularly over the course of the 2022-23 school year, and data was reviewed at every SSC meeting.

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

Site Staff - In addition to the CSUS work, the school staff engaged in discussions around student needs and gave input as to what resources were needed to increase academic and social emotional learning for all Encina HS students. This process guided our 2022-23 work.

School Site Council (SSC) - Site council members participated in a discussion and root cause analysis of 2022-23 data. Members also reviewed and discussed resource inequities. These activities were used to generate feedback on the plan and make modifications to identified actions and associated budget allocations. The modified plan was presented and approved by the site council. Site council will continue to receive updates on progress towards plan implementation throughout the year and will make modifications as needed based on review of progress monitoring data.

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

## Resource Inequities

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

Through the Comprehensive Needs Assessment this year and the previous year, our stakeholders concluded that we should continue to refine our advocacy program to increase the academic focus and A-G completion rates.

Over the course of the 2022-23 school year, the Site Leadership Team continued to engage the staff in discussions and gathered input in a variety of ways regarding our Advocacy program, as a large portion of our title one dollars are used to provide Advocacy as an academic and social-emotional support for all students. After much discussion and input from students and staff, the decision was made to continue to provide Advocacy. Additional adjustments to the course are continually being made to strengthen both academics and SE support. The SLT and SSC will continue to monitor the

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Other areas of inequity noted by our stakeholders are school culture concerns, obstacles to creating a safe and positive school climate, and alternatives to suspension for historically suspendible behaviors. Our Learning Support Team and Site Leadership Team will work together to engage our staff in professional learning that will enable staff to address tier one SEL instruction and practices. In addition, we will work strategically to provide tier 2/3 SE supports for identified students within the LST model.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	1.11%	0.9%	11	8	6
African American	24.6%	24.06%	22.32%	273	173	148
Asian	16.1%	17.94%	22.47%	179	129	149
Filipino	1.2%	0.83%	0.9%	13	6	6
Hispanic/Latino	32.6%	34.49%	33.03%	362	248	219
Pacific Islander	1.4%	1.67%	1.81%	15	12	12
White	17.6%	13.77%	13.73%	196	99	91
Multiple/No Response	5.6%	6.12%	4.83%	62	44	32
<b>Total Enrollment</b>				1,112	719	663

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	142		
Grade 7	165		
Grade 8	137		
Grade 9	209	197	147
Grade 10	183	200	182
Grade 11	124	182	179
Grade 12	152	140	155
<b>Total Enrollment</b>	1,112	719	663

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	411	272	271	37.00%	37.8%	40.9%
Fluent English Proficient (FEP)	164	107	99	14.70%	14.9%	14.9%
Reclassified Fluent English Proficient (RFEP)	12			2.9%		

**Conclusions based on this data:**

1. High School Does not have K-2, iReady/text level. Below are some high school success indicators and data points. Based on this data, (NOTE SUCCESSES and /or CHALLENGES) :

Quantitative Data Review  
CAASPP data 2022:

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DFI rates for IM1, semester one, 2022

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- Percent of AA 9th grade students - 61% - this is the group with the highest D/F/I rate
- Percent of HS students receiving a D, F, or I - 44.3%
- Percent of AA HS students receiving a D, F, or I - 64.3%
- Percent of homeless HS students receiving a D, F, or I - 89.9% - this is the group with the highest D/F/I rate



**Spring 2023  
District Climate Survey Results by School**

**Encina**

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Caring Relationships</b>						
Per Strongly Agree/Agree						
A) School has a climate that is caring.	53	75.47%	228	59.21%	61	90.16%
B) There are students and staff on campus who listen to students when they have something to say.	51	78.43%	229	60.26%	61	91.80%
C) There is an adult from the school who checks on how students are doing.	51	64.71%	227	55.07%	61	95.08%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	53	75.47%	226	57.08%	61	73.77%
E) Staff feels supported to do their job well in meeting the needs of all students.					61	80.33%
F) Staff feels part of an effective team.					61	85.25%
<b>Family and Staff Engagement</b>						
Per Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	53	64.15%			61	90.16%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	53	79.25%			61	72.13%
C) The school offers families opportunities to be involved in school and classroom activities.	53	67.92%			61	73.77%
D) The school keeps families well-informed about school activities.	53	84.91%			61	77.65%
E) The staff at our school listens to family concerns about issues.	52	78.85%			61	80.33%
F) The staff at school are helpful and welcoming when families come to school or call.	53	81.13%			61	95.08%
G) The school and families are partners in promoting positive behavior for my student.	52	78.85%			61	62.30%
H) Families who speak a language other than English receive general information about our school in their home language.	53	84.91%			61	91.80%
I) Staff receive information about upcoming events and important information about the school.					61	88.52%
<b>School Decision Making</b>						
Per Strongly Agree/Agree						
A) School seeks input when making important decisions.	52	82.69%	225	56.00%	60	83.33%
B) Important school decisions reflect diverse input.	51	72.55%	226	50.44%	60	71.67%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	52	78.85%				
D) The principal and staff listen to concerns of other staff members about issues.					60	86.67%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					60	80.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					60	86.67%
G) Our school uses data from this survey to inform site decision making.					60	73.33%
H) Staff voice matters in decision making.					60	71.67%
<b>Safety</b>						
Per Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	52	86.54%	229	58.95%	61	81.97%
B) Concerns about student safety are addressed in a timely manner at my school.	51	80.39%	226	55.75%	61	80.33%
C) My school is a safe place for all students.	52	67.31%	226	50.44%	60	60.00%
D) My school is a safe place for all staff.					60	65.00%
E) Students know what staff member to go to if they have a safety concern.	53	77.36%	225	60.00%	60	78.33%
F) Students know school safety protocols.	52	84.62%	226	65.72%	60	56.67%
G) I feel safe sharing different viewpoints and perspectives at my school.	53	66.04%	225	52.00%	60	73.33%
<b>Sense of Belonging</b>						
Per Strongly Agree/Agree						
A) School staff respects student diversity.	53	83.02%	226	70.35%	61	88.52%
B) Adults at my school treat students respectfully.	53	84.91%	225	67.11%	61	90.16%
C) Students are respectful to each other at school.	52	50.00%	224	36.16%	61	32.79%
D) Students have opportunities to socialize with other students often at school.	53	79.25%	225	59.11%	61	83.61%
E) Students have an adult on campus they trust.	53	73.58%	226	58.41%	60	88.33%
F) Students trust other students at school.	51	60.78%	225	64.89%	61	45.90%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	49	73.47%	225	49.33%	60	75.00%
H) School staff reflects student diversity.	51	78.43%	225	54.67%	61	55.74%
<b>Academic Progress</b>						
Per Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	53	73.58%	227	81.06%	61	50.82%
B) Questions and concerns about schoolwork are addressed.	51	72.55%	227	71.37%	61	77.65%
C) Student grades reflect their knowledge of the material.	52	78.85%	225	61.30%	61	54.10%
D) Adults at my school believe all students can be successful.	53	84.91%	225	69.78%	61	81.97%
E) Students feel comfortable and unjudged to ask their teacher for help.	52	76.92%	226	61.95%	60	88.33%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	53	79.25%	225	67.56%	61	86.89%
G) Teachers at my school go out of their way to help all students.	53	77.36%	226	62.39%	61	81.97%
H) Students receive timely and regular feedback on their learning.	50	80.00%	224	66.07%	60	81.67%
I) Staff at my school provides resources or ideas that help families support their students at home.	52	73.08%			61	72.13%
<b>High Expectations</b>						
Per Strongly Agree/Agree						
A) Students are challenged academically at school.	50	64.00%	227	54.19%	61	55.74%
B) School recognizes and celebrates the academic success of all students.	53	83.02%	227	63.88%	60	80.00%
C) Adults on campus motivate students to do their best.	52	71.15%	227	60.35%	61	85.25%
D) School provides additional academic support when students are struggling.	53	73.58%	227	65.20%	61	93.44%

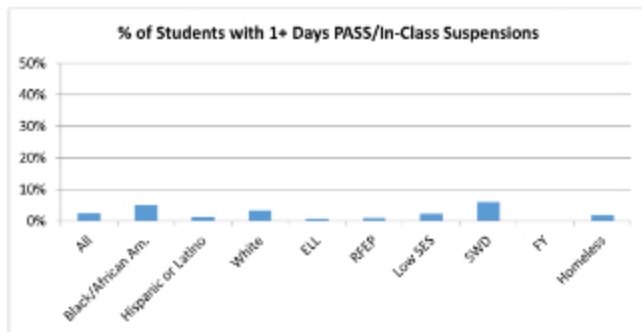
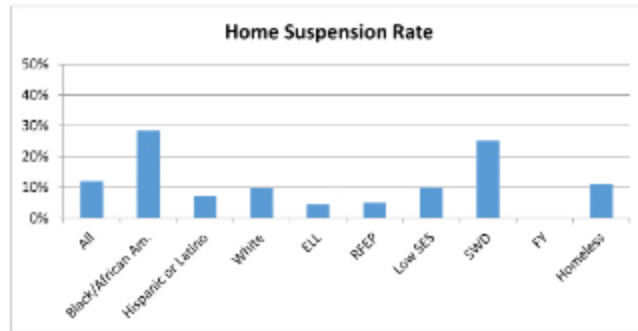
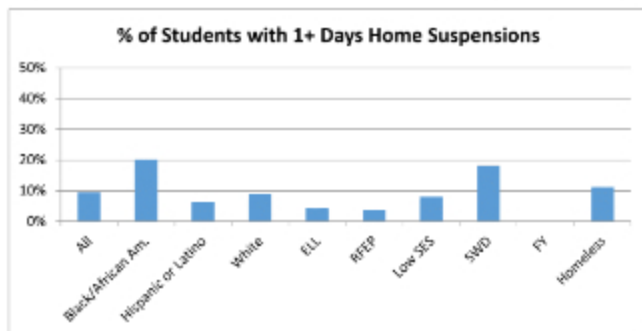
	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>							
A) Students are interested in what they are learning.		51	78.43%	227	59.91%	60	35.00%
B) Students have access to classes and activities that meet their interests and talents.		52	71.15%	227	55.51%	61	37.70%
C) Students understand how to complete their schoolwork.		52	73.08%	227	71.81%	61	54.10%
D) Students complete assignments on time.		53	67.92%	226	57.08%	61	24.59%
E) Students are motivated to do their schoolwork.		53	75.47%	227	49.78%	61	22.95%
<b>College and Career Readiness</b>							
Pct Strongly Agree/Agree							
		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		52	73.08%	223	66.82%	61	85.25%
B) Students and families know what classes they will have to take and pass to graduate from high school.		50	62.00%	225	71.56%	61	68.85%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		50	72.00%	226	57.08%	61	67.21%
D) School offers college and career programs.		52	76.92%	226	62.39%	61	85.25%
E) Students participate in programs to learn about different jobs, careers, and colleges.		52	55.77%	226	43.81%	61	55.74%
F) Students are prepared for the next step of their educational experience.		50	64.00%	226	53.10%	61	37.70%
G) Staff are optimistic about the future of their career in San Juan Unified.						61	72.13%
H) There are equitable opportunities for advancement in the district.						60	71.67%
<b>Customer Satisfaction</b>							
Pct Strongly Agree/Agree							
		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		50	66.00%	228	46.89%	61	42.62%
B) San Juan Unified School District is a district that I would recommend to other families.		50	76.00%	227	54.19%	61	73.77%



**Encina Preparatory High 2022-2023 Suspension Data**

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	762	72	9.45%	200	92	12.07%	19	2.49%	26	3.41%
Black/African Am.	194	39	20.10%	136	55	28.35%	10	5.15%	17	8.76%
Hispanic or Latino	235	15	6.38%	22	17	7.23%	3	1.28%	3	1.28%
White	123	11	8.94%	29	12	9.76%	4	3.25%	4	3.25%
ELL	313	13	4.15%	23	14	4.47%	2	0.64%	2	0.64%
RFEP	102	4	3.92%	4	5	4.90%	1	0.98%	1	0.98%
Low SES	534	43	8.05%	108	53	9.93%	12	2.25%	19	3.56%
SWD	115	21	18.26%	76	29	25.22%	7	6.09%	13	11.30%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	54	6	11.11%	13	6	11.11%	1	1.85%	1	1.85%



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

**Conclusions based on this data:**

1. High School does not have iReady data.

Quantitative Data Review  
CAASPP data 2022:

English Language Arts (ELA)  
All Students Grade11:

- 14.08% Met or exceeded standards
- This was a 1.92% decrease from 2019. (there were no scores for 2020 or 2021)

Math

- All Students Grade 11:
- 02.63% Met or exceeded standards
- This was a 2.63% increase from 2019. (there were no scores for 2020 or 2021)

ELPAC

- 41.5% of EL students are making progress towards English language proficiency, as reported on CA Dashboard 2022.

DFI rates for IM1, semester one, 2022

- Percent of 9th grade students receiving a D, F, or I - 40.4%
- Percent of AA 9th grade students - 61% - this is the group with the highest D/F/I rate
- Percent of HS students receiving a D, F, or I - 44.3%
- Percent of AA HS students receiving a D, F, or I - 64.3%
- Percent of homeless HS students receiving a D, F, or I - 89.9% - this is the group with the highest D/F/I rate

# 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: 2022-23

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

## ANALYSIS

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

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

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

Some areas of strength were: Families and students understand how assignments and tests are graded; Questions and concerns about schoolwork are addressed; The school keeps families well-informed about school activities; The staff at school are helpful and welcoming when families come to school or call; Families who speak a language other than English receive general information about our school in their home language; Concerns about student safety are taken seriously; Concerns about student safety are addressed in a timely manner at my school. These strength areas may be a result of increased staffing to address safety and school-community connectedness. Our lowest area is Students are respectful to each other at school. This is an area that we will focus on next year, as we increase our

work with our PBIS tier 1 team. We will also review our SEL whole group and small group lessons to determine a need for adjustments. Another area that was low is Students are motivated to do their schoolwork. Our Site Leadership Team will engage staff in learning around student engagement and motivation.

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

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

**2022-23**

**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 work 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 2022-23	Expected Outcome 2023-24
Student/Parent/Staff Survey	<p>Spring 2023 School Climate Survey Results:</p> <p><b>HIGH EXPECTATIONS/CARING RELATIONSHIPS:</b></p> <ul style="list-style-type: none"> <li>Adults on campus motivate students to do their best - 71.5% of parents agree or strongly agree, 60.35% of students agree or strongly agree, and 82.25% of staff agree or strongly agree.</li> </ul>	<p>In the areas of high expectations, caring relationships, sense of belonging, and safety, our goal is to increase a minimum of 5% in each area; however, in order to match district LCAP goals, we need to show significantly greater growth.</p> <p>The Site Leadership Team recognizes the need to engage in professional learning and collaboration to address the need to improve school culture and climate so that students, staff, and families feel that</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

- School has a climate that is caring. 75.4% of parents agree or strongly agree, 59.21% of students agree or strongly agree, and 90.16% of staff agree or strongly agree.
- School has the materials, staff, programs, and supports needed to help all students do their best. 75.4% of parents agree or strongly agree, 57.08% of students agree or strongly agree, and 73.77% of staff agree or strongly agree.

MEANINGFUL PARTICIPATION

- School seeks input when making important decisions - 82.69% of parents agreed or strongly agreed, 56% of students agreed or strongly agreed, and 83.33% of students agreed or strongly agreed.
- Students are interested in what they are learning - 78.43% of parents agreed or strongly agreed, 59.91% of students agreed or strongly agreed, and 35% of staff agreed or strongly agreed.
- Students are motivated to do their schoolwork - 75.4% of parents agree or strongly agree, 49.78% of students agree or strongly agree, and 22.95% of staff agree or strongly agree.

Encina is positive, nurturing, caring, and safe place. The staff recognizes the need to increase opportunities for students and families to feel connected to the school.

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p><b>SAFETY</b></p> <ul style="list-style-type: none"> <li>• My school is a safe place for all students - 67.31% of parents agreed or strongly agreed, 50.44% of students agreed or strongly agreed, and 60% of staff agreed or strongly agreed. There is not a significant increase in the student agreement.</li> <li>• Concerns about student safety are addressed in a timely manner at my school - 80.39% of parents agreed or strongly agreed, 55.75% of students agreed or strongly agreed, and 80.33% of staff agreed or strongly agreed.</li> </ul>	
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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	All Students English Learners X Low-Income Students Foster Youth Other	Administration, department heads	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	10,000	School year 2023-24

	support student achievement by increasing opportunities for increased student engagement at the school.					
1.2	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]	X All Students X English Learners X Low-Income Students X Foster Youth X Other	Principal, Counselors	Cell Tower (High School ONLY) 4000-4999: Books And Supplies  Cell Tower (High School ONLY) None Specified	10,531  2,842	School year 2023-24
1.3	Provide materials and supplies to support parent-involved committees, teams and groups that further the school's work regarding its mission, SPSA	X All Students X English Learners X Low-Income Students X Foster Youth X Other	Principal, SLT	Title I Part A Parent Involvement 4000-4999: Books And Supplies	3850	School year 2023-24

	goals, and WASC areas of focus.Promote parent and engagement (e.g., SSC, ELAC, etc.) [WASC Critical Area(s) 3]					
1.4	Provide opportunities for parent home visits/connections outside of school hours.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, SLT	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2,000 1,000	School year 2023-24
1.5	Provide family engagement events to increase school connectedness  Provide staff compensation for planning	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Parent	1,000 1,000	School year 2023-24



	family engagement events.			Involvement 1000-1999: Certificated Personnel Salaries		
1.6	Hire a 6 hour SCIA to increase school connectedness , improve attendance and behavior, provide support for students and families, and increase college and career readiness. (Salary plus benefits)	X All Students X English Learners X Low-Income Students X Foster Youth X Other Asian	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	25,307  37,960	School year 2023-24
1.7	Provide support for our EL families during instructional or engagement activities. Provide compensated time for BIAs to provide	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	500	School year 2023-24

language  
support.

# 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: 2022-23

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

## ANALYSIS

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

District Climate Survey Data (students, staff, parents), attendance data, suspension data, SAEBRS and MySAEBRS data, SWIS and Q referral data. Progress was monitored by individual teams and during staff collaboration times, and the frequency of monitoring varied, depending on the availability of data.

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

We saw a decrease in suspensions in most of our groups; however, our suspension rates are still high. Our PBIS and LST teams have determined that we need to focus heavily on tier 1 supports in our classrooms and across our campus. In addition, we need to continue to utilize the SAEBRS data to start the referral process for small SEL groups and individual counseling much earlier. Our Site Leadership Team has decided to utilize the first 6 weeks of collaborative Thursdays to engage in SEL training, including but not limited to, trauma-informed practices and restorative practices.

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

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

## 2022-23

### Identified Need

There is a need to increase safety on campus, increase family engagement, provide enrichment opportunities, and provide SEL training for staff.

### Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

SJUSD Student Survey

#### HIGH EXPECTATIONS/CARING RELATIONSHIPS:

- 2023 - Adults on campus motivate students to do their best - 71.5% of parents agree or strongly agree, 60.35% of students agree or strongly agree, and 82.25% of staff agree or strongly agree.
- 2023 - School has a climate that is caring. 75.4% of parents agree or strongly agree, 59.21% of students agree or strongly agree, and 90.16% of staff agree or strongly agree.
- 2023 - School has the materials, staff, programs, and supports needed to help all students do their best. 75.4% of parents agree or strongly agree, 57.08% of students agree or strongly agree, and 73.77% of staff agree or strongly agree.

#### MEANINGFUL PARTICIPATION

#### HIGH EXPECTATIONS/CARING RELATIONSHIPS:

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

#### MEANINGFUL PARTICIPATION

- Increase the overall percentage of students that agree/strongly agree that the school provides students opportunities for

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

- 2023 - School seeks input when making important decisions - 82.69% of parents agreed or strongly agreed, 56% of students agreed or strongly agreed, and 83.33% of students agreed or strongly agreed.
- 2023 - Students are interested in what they are learning - 78.43% of parents agreed or strongly agreed, 59.91% of students agreed or strongly agreed, and 35% of staff agreed or strongly agreed.
- 2023 - Students are motivated to do their schoolwork - 75.4% of parents agree or strongly agree, 49.78% of students agree or strongly agree, and 22.95% of staff agree or strongly agree.

SAFETY

- 2023 - My school is a safe place for all students - 67.31% of parents agreed or strongly agreed, 50.44% of students agreed or strongly agreed, and 60% of staff agreed or strongly agreed. There is not a significant increase in the student agreement.
- 2023 - Concerns about student safety are addressed in a timely manner at my school - 80.39% of parents agreed or strongly agreed, 55.75% of students agreed or strongly agreed, and

- meaning participation by a minimum of 5%.
- Increase the percentage of students that agree/strongly agree that they “are motivated/engaged in what they are learning” by a minimum of 5%.

SAFETY

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

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

80.33% of staff agreed or strongly agreed.

SJUSD Staff Survey

**HIGH EXPECTATIONS/CARING RELATIONSHIPS:**

- 2023 - Adults on campus motivate students to do their best - 71.5% of parents agree or strongly agree, 60.35% of students agree or strongly agree, and 82.25% of staff agree or strongly agree.
- 2023 - School has a climate that is caring. 75.4% of parents agree or strongly agree, 59.21% of students agree or strongly agree, and 90.16% of staff agree or strongly agree.
- 2023 - School has the materials, staff, programs, and supports needed to help all students do their best. 75.4% of parents agree or strongly agree, 57.08% of students agree or strongly agree, and 73.77% of staff agree or strongly agree.

**MEANINGFUL PARTICIPATION**

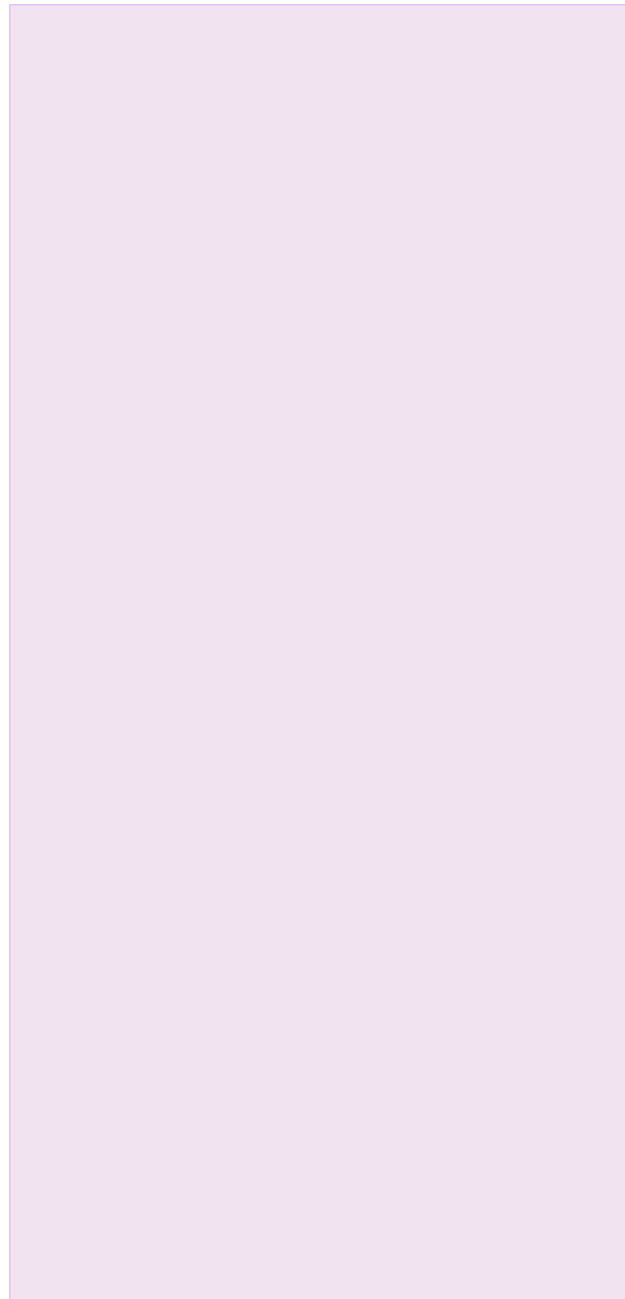
- 2023 - School seeks input when making important decisions - 82.69% of parents agreed or strongly agreed, 56% of students agreed or strongly agreed, and

- Increase the percentage of staff that agree/strongly by a minimum of 5%.

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

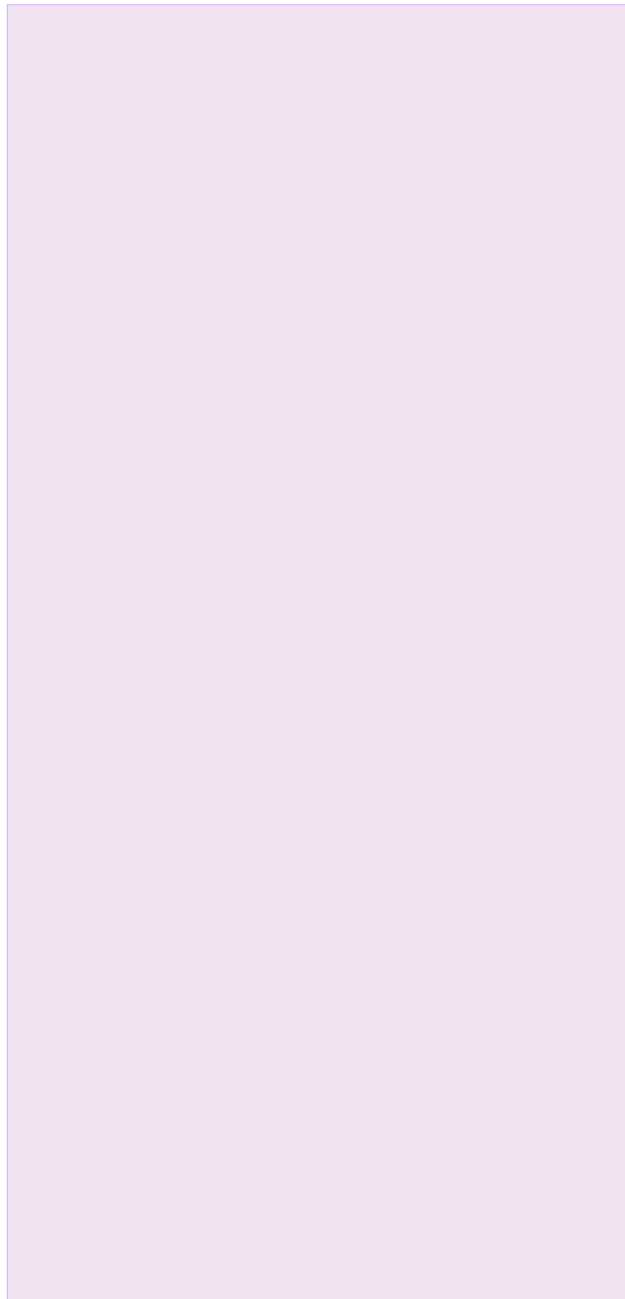


83.33% of students agreed or strongly agreed.

- 2023 - Students are interested in what they are learning - 78.43% of parents agreed or strongly agreed, 59.91% of students agreed or strongly agreed, and 35% of staff agreed or strongly agreed.
- 2023 - Students are motivated to do their schoolwork - 75.4% of parents agree or strongly agree, 49.78% of students agree or strongly agree, and 22.95% of staff agree or strongly agree.

**SAFETY**

- 2023 - My school is a safe place for all students - 67.31% of parents agreed or strongly agreed, 50.44% of students agreed or strongly agreed, and 60% of staff agreed or strongly agreed. There is not a significant increase in the student agreement.
- 2023 - Concerns about student safety are addressed in a timely manner at my school - 80.39% of parents agreed or strongly agreed, 55.75% of students agreed or strongly agreed, and 80.33% of staff agreed or strongly agreed.



SJUSD Parent Survey

PARENT INVOLVEMENT

PARENT INVOLVEMENT

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

- The overall percentage of parents that agree/strongly agree that the school supports parental involvement is 67.92%.
- The percentage of parents that agree/strongly agree that “the school keeps parents well-informed about school activities” is 84.91%.
- 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 81.13%.

- Increase the overall percentage of parents that agree/strongly agree that the school supports parental involvement by a minimum of 5%.
- Increase the percentage of parents that agree/strongly agree that “the school keeps parents well-informed about school activities” by a minimum of 5%.
- Increase the percentage of parents that agree/strongly agree that “the staff at my school are helpful and welcoming when I come to school or call” will increase by a minimum of 5%.

Attendance

Attendance (as of January 2023)

- The overall Attendance rate increased by 2.4%, to 88.6%, as compared to semester one, 2022.
- The attendance rate for AA students increased by 1.5%, to 83.5%, as compared to semester one, 2022.
- The attendance rate for HL students by 2.3%, to 87.5%, as compared to semester one, 2022.
- The attendance rate for white students increased by 0.9%, as compared to semester one, 2022.
- The attendance rate of EL students increased by 3.7%, to

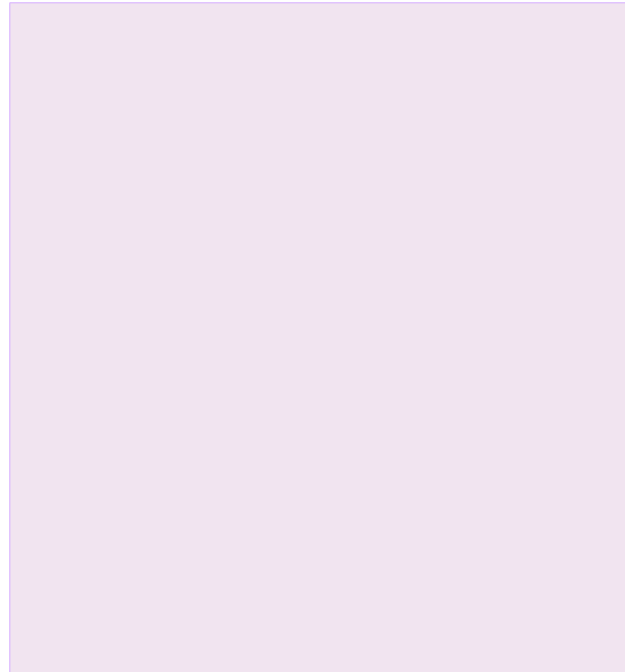
- Increase the attendance rate by a minimum of 5%.
- Decrease the chronically absent rate by a minimum of 5%.



Metric/Indicator

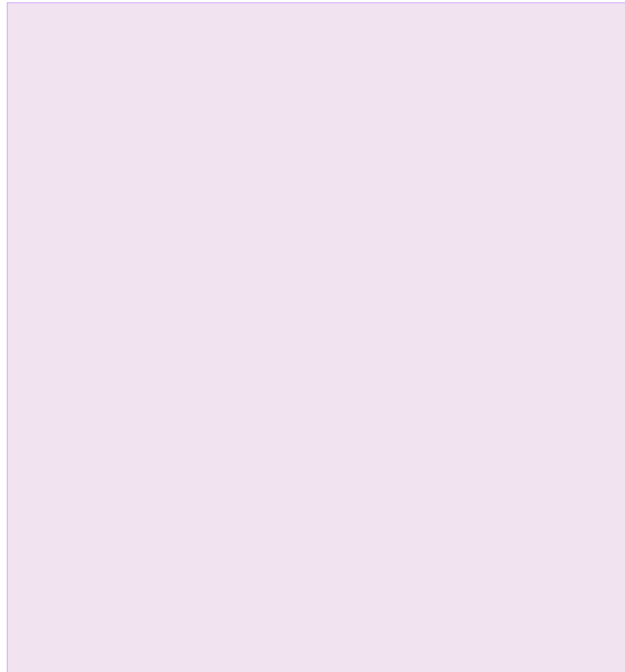
Baseline 2022-23

Expected Outcome 2023-24



93.1%, as compared to semester one 2022.

- The attendance rate for SWD increased by 2%, to 84.6%, as compared to semester one 2022.
- The chronically absent rate decreased for all students by 3.3%, to 39.5%, as compared to semester one 2022.
- The chronically absent rate decreased for SWD decreased by 1.8%, to 53.4%, as compared to semester one 2022.
- The chronically absent rate increased for AA students by 2.3%, to 57.8%, as compared to semester one 2022.



Suspensions

Suspensions (as of January 2023 - semester one 22-23)

- The suspension rate for all students decreased by 8.62%, to 12.07%, as compared to semester one, 2021-22.
- The suspension rate for African-American students decreased by 11.74% to 28.35%, as compared to semester one, 2021-22.
- The suspension rate for Hispanic or Latino students decreased by 10.33%, to 7.23%, as compared to semester one, 2021-22.
- The suspension rate of our EL students decreased by 6.57%, to 4.47%, compared to semester one, 2021-22.

- Suspension rates will decrease by a minimum of 5%.
- Suspension rate for African-American students will decrease by minimum of 5%.
- Suspension rate for our Hispanic or Latino student will decrease by a minimum of 5%.

All other groups, including EL and SpEd, will have a decrease in suspension rates by a minimum of 5%.

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<ul style="list-style-type: none"> <li>• The suspension rate for our SWD decreased by 21.29%, to 25.22%, as compared to semester one, 2021-22.</li> <li>• There was not a significant change in the category of white students (0.74% increase).</li> </ul>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Establish and sustain an equity team focused on culturally responsive practices and access for all students. Provide compensated time for planning, collaboration, and professional learning. [WASC Critical Area(s) 3]	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal			School year 2023-24

2.2	Increase campus safety: Purchase communication devices to increase school-wide campus safety [WASC Critical Area(s) 3	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	692 2,808	School year 2023-24
2.3	Provide a counselor to support Tier II and Tier III social-emotional and academic support	X 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 2023-24
2.4	Provide partial funding for two School Community Intervention Assistants to cultivate inclusive,	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	15,640 10,515 2,199	School year 2023-24

	emotionally safe, equitable, culturally responsive and healthy environments. These positions will work to increase college and career readiness.			Title I Part A Site Allocation 3000-3999: Employee Benefits Title I Part A 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.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	School year 2023-24
2.6	Provide after school enrichment opportunities, including but not limited to music, dance, art, theater, etc.	All Students X English Learners X Low-Income Students X Foster Youth X Other Asian, African American	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,500.00	School year 2023-24

2.7	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]	X All Students English Learners Low-Income Students Foster Youth Other	Principal,	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7000	School year 2023-24
2.8	Provide materials and supplies to promote positive social interaction. Purchase equipment for structured social time and activities during lunch.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2023-24
2.9		X All Students English Learners Low-Income Students Foster Youth Other	LST Coordinator, Principal			School year 2023-24
2.10	Provide materials, supplies and	X All Students English Learners Low-Income Students	Principal		7,000	School year 2023-24

	<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 &amp; 3]</p>	<p>Foster Youth Other</p>		<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>		
2.11	<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>School year 2023-24</p>

	[WASC Critical Area(s) 2 & 3]					
2.12	Provide increased campus safety for targeted groups and all students. Continue to fund a campus monitor to provide additional safety and build a positive culture and climate.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, LST Coordinator	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	28,526  20,415	School year 2023-24
2.13	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	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 2023-24

	intervention system. [WASC Critical Area(s) 2 & 3] 1.75 FTE					
2.14		X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		School year 2023-24
2.15	Provide support for increased student attendance. Provide additional clerical support for attendance improvement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7000	School year 2023-24



# 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: 2022-23

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

## ANALYSIS

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

SBAC- Spring data  
GPA - every quarter  
D/F/I reports/course completion  
On-track to graduate - once a year  
AP/EOS - once a year

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

We engaged in a visioning process during the 2021-22 school year, and during the 2022-23 school year, we engaged in professional learning aligned to our vision. Our staff have communicated that student engagement is low, and students have articulated that learning needs to be more engaging and balanced (instruction).

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

Given student and staff feedback, we will engage in professional learning to provide more balanced instruction and increase critical thinking across content areas. We will provide supplemental materials and resources to better engage students in content areas, and we will increase differentiation in all classrooms.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
CAASPP - Math and ELA	<p>CAASPP data 2022:</p> <p>English Language Arts (ELA) All Students Grade11:</p> <ul style="list-style-type: none"> <li>• 14.08% Met or exceeded standards</li> <li>• This was a 1.92% decrease from 2019. (there were no scores for 2020 or 2021)</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• All Students Grade 11:</li> <li>• 02.63% Met or exceeded standards</li> <li>• This was a 2.63% increase from 2019. (there were no scores for 2020 or 2021)</li> </ul>	<p>.- The percentage of students at or exceeding standards in ELA will increase by a minimum of 3%.</p> <ul style="list-style-type: none"> <li>• The percentage of students at or exceeding standards in math will increase by a minimum of 3%.</li> <li>• The percentage of Asian students at or exceeding standards in ELA will increase by a minimum of 5%.</li> </ul>
GPA	<p>GPA (As of Spring 2023)</p> <ul style="list-style-type: none"> <li>• 20.46% of ALL 9-12 students have a GPA of 2.00 or higher (Q SIS)</li> </ul>	<p>The percentage of students with 2.00 GPA or higher will increase by at least 3% for all students and by at least 5% for the identified subgroups:</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

- 12.40% of African-American 9-12 students have a GPA of 2.00 or higher (Q SIS)
  - 19.06% of Hispanic or Latino 9-12 students have a GPA of 2.00 or higher (Q SIS)
  - 22.43%% of EL 9-12 students have a GPA of 2.00 or higher (Q SIS)
  - 11.76% of SWD have a GPA of 2.0 or higher (Q SIS)
- DFI rates for IM1, semester one, 2022
- Percent of 9th grade students receiving a D, F, or I - 40.4%
  - Percent of AA 9th grade students - 61% - this is the group with the highest D/F/I rate
  - Percent of HS students receiving a D, F, or I - 44.3%
  - Percent of AA HS students receiving a D, F, or I - 64.3%
  - Percent of homeless HS students receiving a D, F, or I - 89.9% - this is the group with the highest D/F/I rate

Asian, SpEd, African-American and EL students.

On-Track to Graduate

- Graduation rate 2022 - According to the California Dashboard
- The 2022 graduation rate for all students was 69%.
  - The 2022 graduation rate for EL students was 66.7%.
  - The 2022 graduation rate for African American students was 68.2%.

The graduation rate for all students will increase by a minimum of 5%.  
The graduation rate for EL students will increase by a minimum of 8%.  
The graduation rate for AA students will increase by a minimum of 6%.  
The graduation rate for SWD will increase by a minimum of 8%.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<ul style="list-style-type: none"> <li>The 2022 graduation rate for Hispanic or Latino students was 77.8%.</li> <li>The 2022 graduation rate for SWD was 66.7%.</li> <li>The 2022 graduation rate for SED was 71.3%.</li> <li>The 2022 graduation rate for white students was 68%.</li> <li>The 2022 graduation rate for homeless students was 61.9%.</li> </ul>	<p>The graduation rate for homeless students will increase by a minimum of 8%. The graduation rate for Asian students will increase by a minimum of 8%.</p>
Advanced Placement/EOS data		The percentage of all students in grades 10-12 taking at least one AP course will increase by 5%
ELPAC	<p>ELPAC</p> <ul style="list-style-type: none"> <li>41.5% of EL students are making progress towards English language proficiency, as reported on CA Dashboard 2022.</li> </ul>	The percentage of students making progress towards English Language Proficiency will increase by a minimum of 5%.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide compensated time to support family engagement and community school work.	<input checked="" type="checkbox"/> 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 1000-1999: Certificated Personnel Salaries	2,000	School year 2023-24

				Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries		
3.2	Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas, including CTE. [WASC Critical Area(s) 1]	X All Students X English Learners X Low-Income Students X Foster Youth Other	DC, Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	27,829	School year 2023-24
3.3	Provide instructional support across content areas. Continue to provide an IA to support with classroom instruction.	X All Students X English Learners X Low-Income Students X Foster Youth Other	ELA teachers, ELA DC, Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	23,236 10,369	School year 2023-24

3.4	Provide instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum [WASC Critical Area(s) 4 & 5]	<input checked="" type="checkbox"/> 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, instructional staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	School year 2023-24
3.5	Provide enrichment opportunities to support all content areas, including but not limited to B Street Theater.	<input checked="" type="checkbox"/> 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, Instructional staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2023-24
3.6	Ensure all English Learners receive designated and Integrated English Language	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated	328,767	School year 2023-24

	Development daily (ELD). [WASC Critical Area(s) 1] 2.8 FTE			Personnel Salaries		
3.7	Provide equipment, materials, and supplies to support EL students, including but not limited to translation devices such as Pocket Talk Language Translator [WASC Critical Area(s) 1]	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Lead, ELD Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2023-24
3.8	Provide personnel in primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to	All Students X 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 2023-24

	<p>support core and elective content instruction in collaboration with the classroom teacher  [WASC Critical Area(s) 1] BIA  4.0 FTE</p>					
3.9	<p>Provide additional high school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS.  [WASC Critical Area(s) 3]</p>	<p>X All Students  X English Learners  X Low-Income Students  X Foster Youth  Other</p>	Principal, Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	57,313	School year 2023-24



3.10	Provide supplemental resources to support enrichment and student interests.	X All Students English Learners Low-Income Students Foster Youth Other	Selected teachers, Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2023-24
3.11	Provide personnel for after-school academic support for all students in core subject areas [WASC Critical Area(s) 1]	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6,000	School year 2023-24
3.12	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 -	X All Students X English Learners X Low-Income Students X Foster Youth Other	SLT, Principal, Advocacy DC,	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	289,998 110,704	School year 2023-24

	academically - for success in A-G requirements and pre-requisites at every grade level. [WASC Critical Area(s) 1 & 6]					
3.13	Provide, equipment, materials and supplies for the Advocacy program at all grade levels, and for related projects [WASC Critical Area(s) 6]	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Advocacy Coordinator	Title I Part A Site Allocation 4000-4999: Books And Supplies	9,000	School year 2023-24
3.14	Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels. [WASC Critical Area(s) 6]	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Advocacy Department Chair, AVID teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000	School year 2023-24

3.15	Provide educational and enrichment field trips and school visits, 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]	<input checked="" type="checkbox"/> 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, Advocacy Coordinator, ALT	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	25,000	School year 2023-24
3.16	Provide support for the expansion of AP courses to increase the enrollment and achievement of under-represented groups in college-level coursework (EOS) [WASC Critical Area(s) 1, 5, & 6]	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal, DCs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School year 2023-24

3.17	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]	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	166,818	School year 2023-24
3.18	Provide VAPA faculty with supplementary classroom materials/supplies/equipment for instruction to support	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, VAPA DC	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,000	School year 2023-24

	implementation and alignment of instruction focused on visual and performing arts development )A-G requirements). [WASC Critical Area(s) 1]					
3.19	Provide library with supplementary materials/supplies/equipment for instructional and extra-curricular support [WASC Critical Area(s) 1]	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Librarian	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	School year 2023-24
3.20	Provide professional development and collaboration opportunities (including release time, compensation, conferences and workshops) to plan and	X All Students X English Learners X Low-Income Students X Foster Youth Other	SLT, Principal, DCs	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation	10,000 5,000	School year 2023-24

	<p>execute high-quality, differentiated instruction, engage in data driven instructional planning, increase knowledge of integrated and designated ELD, and increase the capacity of staff to use research-based instructional practices. Learning may also include PLC training. [WASC Critical Area(s) 1, 4 &amp; 5]</p>			1000-1999: Certificated Personnel Salaries		
3.21	<p>Provide release/compensated time for the Site Leadership Team to execute planning, monitoring, and adjusting of professional</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	SLT, Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School year 2023-24

development to ensure all PD is aligned to the vision, LCAP & SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity & responsive instruction, and building/supporting school climate and culture.  
[WASC Critical Area(s) 4 & 5]

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

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: 2022-23

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

## ANALYSIS

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

We utilized survey data (see below), A-G completion data, graduation rate data, and CTE completion rates.

### College and Career Readiness

- A) Students are encouraged to take the required courses needed to be prepared for college and career. parent 73.08% student 66.82% staff 85.25%
- B) Students and families know what classes they will have to take and pass to graduate from high school. parent. 62.00% student 71.56% staff 68.85%
- C) Students are interested in attending college, joining the military, or entering the workforce after high school. parent 72.00% student 57.08% staff 67.21%
- D) School offers college and career programs. parent 76.92% student 62.39% staff 85.25%
- E) Students participate in programs to learn about different jobs, careers, and colleges. parent 55.77% student 43.81% staff 55.74%



F) Students are prepared for the next step of their educational experience. parent 64.00% student 53.10% staff 37.70%

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

We increased Naviance usage this year to support A-G course selection and college and career planning.

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

Counselors will closely monitor students on their caseload for course completion.  
 Our college and career technician is planning a career day.  
 We will increase the usage of Naviance for college and career planning.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
College Career Indicator - Percent Prepared		
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 added a Construction CTE pathway in the fall of 2022.	Increase enrollment in CTE Construction pathway as well as dental pathway by 5%.
Graduation Rate	Graduation rate 2022 - According to the California Dashboard <ul style="list-style-type: none"> <li>The 2022 graduation rate for all students was 69%.</li> <li>The 2022 graduation rate for EL students was 66.7%.</li> </ul>	Increase GR by at least 5% to be at least 73.2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<ul style="list-style-type: none"> <li>The 2022 graduation rate for African American students was 68.2%.</li> <li>The 2022 graduation rate for Hispanic or Latino students was 77.8%.</li> <li>The 2022 graduation rate for SWD was 66.7%.</li> <li>The 2022 graduation rate for SED was 71.3%.</li> <li>The 2022 graduation rate for white students was 68%.</li> <li>The 2022 graduation rate for homeless students was 61.9%.</li> <li>The 2022 graduation rate for Asian students was 60.6%.</li> </ul>	
On track to graduate	On track to graduate 68%.	Increase OTG rate by at least 5% to be at least 73%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide additional counseling services for parents and students in the areas of education and career	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Asian Students	Counselors	LCFF Supplemental Centralized Services (District Only) 1000-1999:	57,313 74,650	School year 2023-24

	<p>planning, student performance, personal and social relations, and parent and family relations. [WASC Critical Area(s) 2 &amp; 3] Fund 2 - .50 FTE</p>			<p>Certificate d Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificate d Personnel Salaries</p>		
4.2	<p>Provide expanded learning opportunities to support college and career readiness, such as Challenge Day Point Break, etc. opportunities.</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other Asian Students</p>	Principal	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	10,000	School year 2023-24
4.3	<p>Provide academic support, college preparation, workforce development, and</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other African American Students; Asian Students</p>	Principal	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating</p>	15,000	School year 2023-24

mentorship for young men of color. Fund Improve Your Tomorrow (IYT). Provides leadership services and college preparation assistance to students desiring to enroll in four-year postsecondary colleges, with a focus on admissions to Nation's over 100 Historically Black Colleges and Universities (HBCUs). Fund United College Action Network (UCAN). Empower youth and transform education by creating platforms for critical literacy, access to higher

Expenditures

education,  
youth voice  
and civic  
engagement.  
Fund  
Sacramento  
Area Youth  
Speaks  
(SAYS).

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Services

<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse			
		endcollapse			
endcollapse					

**SCHOOL GOAL #2:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #4:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$717,458.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,893,596.00

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Cell Tower (High School ONLY)	\$26,181.00
LCFF Supplemental Centralized Services (District Only)	\$495,825.00
LCFF Supplemental English Learner Central	\$508,700.00
LCFF Supplemental Site Allocation	\$101,440.00
Title I Part A Parent Involvement	\$7,850.00
Title I Part A Site Allocation	\$753,600.00

Subtotal of state or local funds included for this school: \$1,893,596.00

Total of federal, state, and/or local funds for this school: \$1,893,596.00

# 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	101,440	0.00
LCFF Supplemental English Learner Central	508,700	0.00
LCFF Supplemental Centralized Services (District Only)	495,825.00	0.00
Title I Part A Site Allocation	753,600	0.00
Title I Part A Parent Involvement	7,850	0.00
Cell Tower (High School ONLY)	26,181.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	26,181.00
LCFF Supplemental Centralized Services (District Only)	495,825.00
LCFF Supplemental English Learner Central	508,700.00
LCFF Supplemental Site Allocation	101,440.00
Title I Part A Parent Involvement	7,850.00
Title I Part A Site Allocation	753,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,808.00
1000-1999: Certificated Personnel Salaries	1,119,489.00
2000-2999: Classified Personnel Salaries	425,552.00
3000-3999: Employee Benefits	152,003.00
4000-4999: Books And Supplies	110,902.00
5000-5999: Services And Other Operating Expenditures	80,000.00
None Specified	2,842.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Cell Tower (High School ONLY)	2,808.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	20,531.00
None Specified	Cell Tower (High School ONLY)	2,842.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	389,074.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	106,751.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	328,767.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	179,933.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	58,333.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	20,415.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,692.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,850.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	391,648.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	79,535.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	131,588.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	70,829.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	80,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,990.00

Goal 2	321,676.00
Goal 3	1,318,967.00
Goal 4	156,963.00

# 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
Ruby Chacon	Classroom Teacher
Lawrence Doney	Classroom Teacher
Shelby Bumgarner	Classroom Teacher
Mohammad Sharif	Other School Staff
Pauline Kirkendoll	Parent or Community Member
Anthony Brooks	Parent or Community Member
Kalimullah Hamdard	Parent or Community Member
12th grade student	Secondary Student
9th grade student	Secondary Student
10th grade student	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/23/2023.

Attested:



Principal, Greta Scholtes on 05/23/2023

on file

SSC Chairperson, Antonio Contreras on 05/23/2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 Educational Partner 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](mailto: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 (Educational Partner 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 (Educational Partner 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 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.	4000-4999: Books And Supplies	\$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]	4000-4999: Books And Supplies	\$10,531.00	Connected School Communities	
	None Specified	\$2,842.00	Connected School Communities	
		\$2,808.00	Healthy Environments for Socio-Emotional Growth	
Cell Tower (High School ONLY) Total Expenditures:		\$26,181.00		
Cell Tower (High School ONLY) Allocation Balance:		\$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Encina High School

Provide personnel to support, in coordination with the school's Administration, PBIS and LST teams, the socio-emotional development and behavioral interventions of students in accordance with the PBIS tiered intervention system. [WASC Critical Area(s) 2 & 3] 1.75 FTE	2000-2999: Classified Personnel Salaries	\$106,751.00	Healthy Environments for Socio-Emotional Growth
Provide additional 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] Fund 2 - .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 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
Provide additional high 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

# Encina High School

**Funding Source: LCFF Supplemental English Learner Central**      **\$508,700.00 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] 2.8 FTE	1000-1999: Certificated Personnel Salaries	\$328,767.00	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:      \$508,700.00

LCFF Supplemental English Learner Central Allocation Balance:      \$0.00

**Funding Source: LCFF Supplemental Site Allocation**      **\$101,440.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide support for increased student attendance. Provide additional clerical support for attendance improvement.	1000-1999: Certificated Personnel Salaries	\$7,000.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	\$7,000.00	Healthy Environments for Socio-Emotional Growth	
	3000-3999: Employee Benefits	\$20,415.00	Healthy Environments for Socio-Emotional Growth	

## Encina High School

Increase campus safety: Purchase communication devices to increase school-wide campus safety [WASC Critical Area(s) 3	4000-4999: Books And Supplies	\$692.00	Healthy Environments for Socio-Emotional Growth
Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events.	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide after school enrichment opportunities, including but not limited to music, dance, art, theater, etc.	2000-2999: Classified Personnel Salaries	\$2,500.00	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 and activities during lunch.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Provide increased campus safety for targeted groups and all students. Continue to fund a campus monitor to provide additional safety and build a positive culture and climate.	2000-2999: Classified Personnel Salaries	\$28,526.00	Healthy Environments for Socio-Emotional Growth
Hire a 6 hour SCIA to increase school connectedness, improve attendance and behavior, provide support for students and families, and increase college and career readiness. (Salary plus benefits)	2000-2999: Classified Personnel Salaries	\$25,307.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$101,440.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

**Funding Source: Title I Part A Parent Involvement \$7,850.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Encina High School

	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities
Provide materials and supplies to support parent-involved committees, teams and groups that further the school's work regarding its mission, SPSA goals, and WASC areas of focus. Promote parent and engagement (e.g., SSC, ELAC, etc.) [WASC Critical Area(s) 3]	4000-4999: Books And Supplies	\$3,850.00	Connected School Communities
Provide opportunities for parent home visits/connections outside of school hours.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities
Title I Part A Parent Involvement Total Expenditures:		\$7,850.00	
Title I Part A Parent Involvement Allocation Balance:		\$0.00	

### Funding Source: Title I Part A Site Allocation

**\$753,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement events to increase school connectedness. Provide staff compensation for planning family engagement events.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$37,960.00	Connected School Communities	
Provide support for our EL families during instructional or engagement activities. Provide compensated time for BIAs to provide language support.	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities	

## Encina High School

Provide partial funding for two School Community Intervention Assistants to cultivate inclusive, emotionally safe, equitable, culturally responsive and healthy environments. These positions will work to increase college and career readiness.	2000-2999: Classified Personnel Salaries	\$15,640.00	Healthy Environments for Socio-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$2,199.00	Healthy Environments for Socio-Emotional Growth
Provide compensated time to support family engagement and community school work.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas, including CTE. [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$27,829.00	Engaging Academic Programs
Provide instructional support across content areas. Continue to provide an IA to support with classroom instruction.	2000-2999: Classified Personnel Salaries	\$23,236.00	Engaging Academic Programs
Provide instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum [WASC Critical Area(s) 4 & 5]	5000-5999: Services And Other Operating Expenditures	\$20,000.00	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 resources to support enrichment and student interests.	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	\$6,000.00	Engaging Academic Programs

## Encina 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 - for success in A-G requirements and pre-requisites at every grade level. [WASC Critical Area(s) 1 & 6]	1000-1999: Certificated Personnel Salaries	\$289,998.00	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	\$9,000.00	Engaging Academic Programs
Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels. [WASC Critical Area(s) 6]	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs
Provide educational and enrichment field trips and school visits, acculturation programs at colleges, universities, enrichment events, and other post-graduate/college and career-preparedness opportunities for all students. [WASC Critical Area(s) 1, 5, & 6]	5000-5999: Services And Other Operating Expenditures	\$25,000.00	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 (EOS) [WASC Critical Area(s) 1, 5, & 6]	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$10,515.00	Healthy Environments for Socio-Emotional Growth
Provide expanded learning opportunities to support college and career readiness, such as Challenge Day Point Break, etc. opportunities.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Clear Pathways to Bright Futures

## Encina High School

<p>Provide academic support, college preparation, workforce development, and mentorship for young men of color. Fund Improve Your Tomorrow (IYT). Provides leadership services and college preparation assistance to students desiring to enroll in four-year postsecondary colleges, with a focus on admissions to Nation's over 100 Historically Black Colleges and Universities (HBCUs). Fund United College Action Network (UCAN). Empower youth and transform education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. Fund Sacramento Area Youth Speaks (SAYS).</p>	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Clear Pathways to Bright Futures
	1000-1999: Certificated Personnel Salaries	\$74,650.00	Clear Pathways to Bright Futures
<p>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 )A-G requirements). [WASC Critical Area(s) 1]</p>	4000-4999: Books And Supplies	\$7,000.00	Engaging Academic Programs
<p>Provide library with supplementary materials/supplies/equipment for instructional and extra-curricular support [WASC Critical Area(s) 1]</p>	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
<p>Provide professional development and collaboration opportunities (including release time, compensation, conferences and workshops) to plan and execute high-quality, differentiated instruction, engage in data driven instructional planning, increase knowledge of integrated and designated ELD, and increase the capacity of staff to use research-based instructional practices. Learning may also include PLC training. [WASC Critical Area(s) 1, 4 &amp; 5]</p>	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs



## Encina High School

Provide release/compensated time for the Site Leadership Team to execute planning, monitoring, and adjusting of professional development to ensure all PD is aligned to the vision, LCAP & SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity & responsive instruction, and building/supporting school climate and culture. [WASC Critical Area(s) 4 & 5]	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$10,369.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$110,704.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
Provide equipment, materials, and supplies to support EL students, including but not limited to translation devices such as Pocket Talk Language Translator [WASC Critical Area(s) 1]	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$753,600.00

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

Encina High School Total Expenditures: \$1,893,596.00