

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
La Entrada Continuation High School	34-67447-3430097	6/22/23	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
Comprehensive Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. The La Entrada SPSA serves as the site plan for Continuous Support and Improvement.

Comprehensive Support and Improvement (CSI) 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.

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

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

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

Comprehensive Support and Improvement - District Level Plan

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

community work (NIC) to build internal capacity around improvement science work.

The School Site Council, English Learner Advisory Committee and Site Leadership teams played a critical role in providing input, assessing needs and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their School Plans for Student Achievement (SPSA.) Groups reviewed data, identified gaps and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was provided.

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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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	
Data Analysis	<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>

La Entrada has been identified for Comprehensive Support and Improvement. The site is working with instructional leaders and the community to address identified areas of needs and resource inequities. The site is part of the Network Improvement Cohort (NIC.)

Target groups:

Our graduation rate for the school year ending in 2022 was 51.3%. Our graduation rate is very low and this is mostly because we take kids for our comprehensive high schools who are credit deficient and are not on track to graduate. Our mission at La Entrada is to close the credit gap for students and to get them to graduate as close to their graduation date as possible.

We also struggle with our attendance rates. Our attendance rates from August 2022 through January 9, 2023 was 59.4%.

Attendance rates for our sub groups:

- AA - 54.4%
- Hispanic or Latino - 58.5%
- White - 63%
- Low SES - 60.4%
- Homeless - 51.2%

We currently don't have any students who are graduating College and/or Career ready. This is going to be a point of emphasis over the next several years.

Analysis prior to Distance Learning:

Quantitative Data Review

Grad Rate:

18/19
37.1

17/18

All Students:

*37.7% with a Cohort group of 53 students, decline of 26.4% from the previous year and increased in all sub-groups.

Homeless:

*38.5% (13 total # of H students and a decrease of 45.7% from the prior year)

Socioeconomically Disadvantaged students:

- 35.3% (34 total # of SD students)

Over the course of the last year there was a major drop in the rate of graduation by 26.4% with the largest drop with our homeless youth (45% point drop). In addition to this La Entrada has been identified as a DASS School for the last 2 years. We are still waiting for our 18/19 Grad Rate.

College/Career - All achieved through CAASPP or A-G Completion.

Prepared:

*Class of 2018:0%

*Class of 2017: 0%

Approaching:

*Class of 2018: 5.7%

*Class of 2017: 6%

There has been little improvement around this indicator for many years.

CAASPP

ELA

At or Exceed

ALL | Low Income

*2019: 27.3% | 25%

*2018: 7.7% | 3.6%

*2017: 9.4% | 2.8%

Math

At or Exceed

ALL | Low Income

*2019: 0% | 0%

*2018: 0% | 0%

*2017: 0% | 0%

There was a jump in ELA scores in the 2018/2019 school year by almost 20% points and over 20% points by our Low Income students. There has been no growth in the At/Exceed but there was a slight increase from 5% to 8% in the "Near" column for Overall Math Performance.

Behavior and School Climate

La Entrada has had a consistent history of low behavior issues with limited suspensions. Hispanic and Socioeconomically Disadvantaged students were identified as Orange on the Dashboard for a 2.8% and 2% (respectively) increase. In 2017 0.5% were suspended, in 2018 in increased to 1.9% and in 2018-2019 there were no suspensions. There has also been a total decline in enrollment for La Entrada.

Attendance:

18/19 | 17/18 | 16/17

*All: 80.2% | 72.5% | 61.2%

*A/A: 82.5% | 72.3% | 62.1%

*H/L: 81.7% | 77.9% | 60.7%

*W: 80.6% | 70.9% | 60.7%

*Low SES: 76.3% | 73.3% | 60%

*Homeless: 61.1% | 60.4% | 57.8%

There has been a consistent increase in the attendance rate over the past three years as well as a decrease in the number of students who are absent more than 10% of their enrolled periods.

Qualitative Review

Students coming to La Entrada are 16 years or older that are at risk of not graduating are are severely behind in credits usually. They have often struggled with school and this is their last option for school.

Root Cause Analysis

What did your root causes analysis reveal?

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

Students that come to La Entrada credit deficient or at risk of not graduating for various reasons. Students have limited school success when starting at La Entrada by the vary nature of the school. Most all students go to La Entrada because they are so credit deficient that they don't have the systems in place at the comprehensive sites for students to make up the amount of credits needed for graduation. With that being said, we are going to have a low graduation rate. That helps the comprehensive high schools have higher graduation rates. Students need help and support getting through the APEX curriculum. Many of our students have difficulties getting to school. The reasons for poor attendance ranges from mental health issues to working and provide for the family to helping raise siblings so parents can work and possibly substance abuse problems. The extra counselor support helped scratch the surface of getting kids to school but we need more.

Students access to all of their academics remotely through APEX also lends itself to students poor attendance at school. Some students feel they can do some of the work from home and their isn't a need to attend daily.

Resource Inequities

What resource inequities did you discover?

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

There was a significant amount of resources dedicated last year to help students feel connected to the school site. One to build on with the increases in graduation requirements around math and World Language. Before students would often come to La Entrada still needing to complete IM 1 and two years of math. Now with requiring success in IM 2, students have the potential to arrive at La Entrada needing 3 years of math. Along with this is the requirement for 2 years of World Language. With the current structure of La Entrada and the online nature of Apex, Language classes may have limited access.

There was additional funding spent in counseling to support students academically but for our most vulnerable students there is little to no actual socio-emotional support.

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

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

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

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

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

Access to additional CTE courses to support students being College and Career Ready.

Modification of graduation requirements. Most students arrive at La Entrada significantly credit deficient and in many cases, mathematically, they are unable to complete the required number of credits required by SJUSD by the end of their senior year.

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

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

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

Resource Inequities

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

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

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

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

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

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

Access to additional CTE courses to support students being College and Career Ready.

Modification of graduation requirements. Most students arrive at La Entrada significantly credit deficient and in many cases, mathematically, they are unable to complete the required number of credits required by SJUSD by the end of their senior year.

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	%	2.27%	1.77%		2	2
African American	15.7%	17.05%	19.47%	17	15	22
Asian	2.8%	%	0%	3		0
Filipino	%	%	0%			0
Hispanic/Latino	27.8%	28.41%	31.86%	30	25	36
Pacific Islander	%	%	2.65%			3
White	45.4%	45.45%	38.94%	49	40	44
Multiple/No Response	8.3%	6.82%	5.31%	9	6	6
	Total Enrollment			108	88	113

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	9	6	5
Grade 11	21	29	34
Grade 12	78	53	74
Total Enrollment	108	88	113

School and Student Performance Data

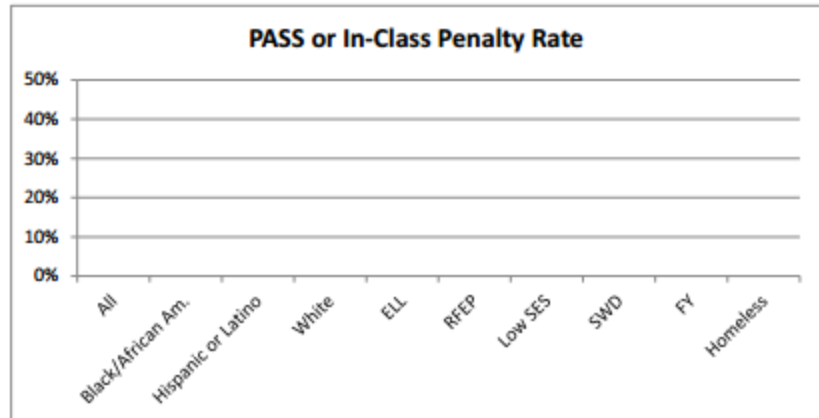
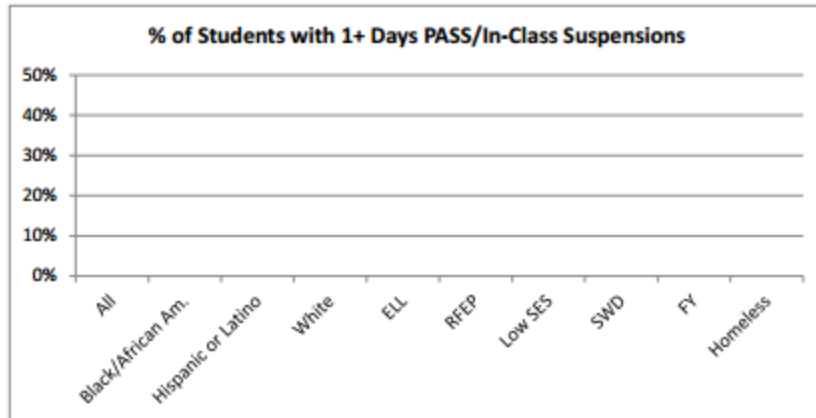
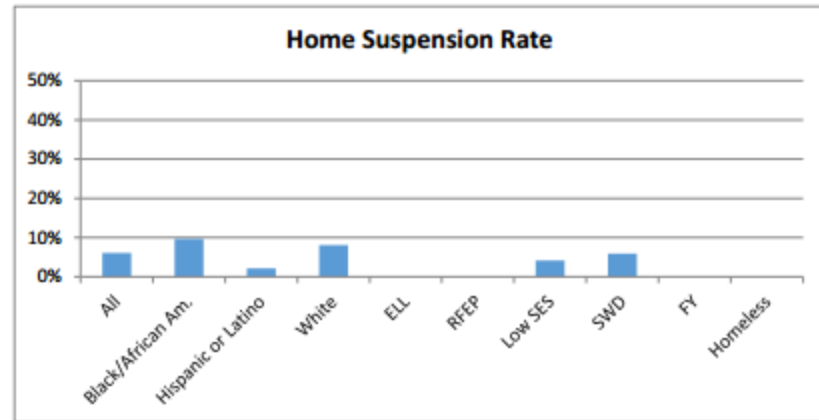
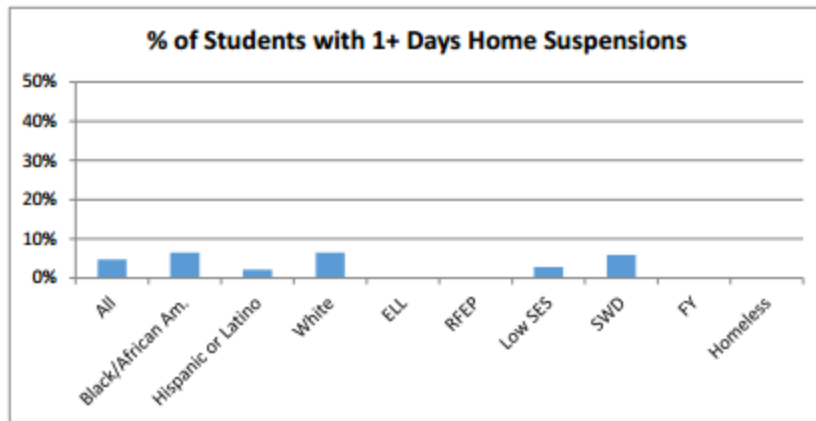
Student Enrollment English Learner (EL) Enrollment

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	4	5	5	3.70%	5.7%	4.4%
Fluent English Proficient (FEP)	13	11	12	12.00%	12.5%	10.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

La Entrada Continuation 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	148	7	4.73%	23	9	6.08%	0	0.00%	0	0.00%
Black/African Am.	31	2	6.45%	9	3	9.68%	0	0.00%	0	0.00%
Hispanic or Latino	46	1	2.17%	3	1	2.17%	0	0.00%	0	0.00%
White	62	4	6.45%	11	5	8.06%	0	0.00%	0	0.00%
ELL	11	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	12	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	72	2	2.78%	6	3	4.17%	0	0.00%	0	0.00%
SWD	34	2	5.88%	4	2	5.88%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	18	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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?

According to our attendance data students many students are not connected to La Entrada because up to January of 2023, we had a 54% attendance rate. According to the Student Engagement section in the District Climate Survey 50% of students are not engaged in school. Up to March of 2023, we had approx. 17% less dropouts than the previous year.

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

We had some success this year with our monthly incentives for students completing at least one course. We also started our groups for certain subjects for students to get through that particular course quicker and more direct instruction. Groups focused on one subject in small groups where students were able to access direct instruction for our Special Education Teacher. These groups were a mix of gen ed students and students with IEP's.

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

This was our baseline data so we will make modifications next year based on student needs.

2022-23

Identified Need

We need to increase our parent communication. We plan to hold parent conferences three times a year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Student Survey	NA	75% See themselves behind high school in a positive manner.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	PBIS Incentives <ul style="list-style-type: none"> • Completing classes • Improved Attendance • Arriving to class on time • Improved 	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	10000	School Year 2023-24

	Behav ior					
1.2		X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	LCFF Supplemen tal Site Allocation 5000-5999: Services And Other Operating Expenditur es	2000	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

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 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?

Course completion, attendance, teacher feedback.

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

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

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

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

2022-23

Identified Need

Increase graduation rate

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Graduation Rate	37.7%	65%
Attendance Rate	80.2%	85%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Examine best practices around model continuation high schools in the nearby region. This will include school visits, and work group time exploring student needs and options at La Entrada.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	Other 5000-5999: Services And Other Operating Expenditures	3000	School Year 2023-24
2.2	Teachers will attend the Continuation School Conference to	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	Comprehensive Support and	11421	School Year 2023-24

	build capacity to promote continuous improvement of local model.			Improvement (CSI) 5000-5999: Services And Other Operating Expenditures		
2.3	Provide a Mindfulness/Substance Prevention program for students through the Black Youth Leadership Program	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures	6000	School Year 2023-24
2.4	Development of Listening Circles for students to provide feedback of their education.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff			School Year 2023-24

2.5	Purchase supplies such as sports equipment, art materials, photography equipment and other supplies to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2023-24
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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

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?

Student participation with the Youth Employment technician, work permit access, course completion, listening circles

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

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

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

We are in the process of adding more CTE courses.

2022-23

Identified Need

Improved graduation rates and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Career/College readiness indicator	0%	5%
Graduation rate	51% 2023, 37% (2019)	60% (2024)

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Administrator to pull reports in Q, of students at comprehensive high schools one year or more behind in credits. There is no additional cost for this action.	X All Students English Learners Low-Income Students Foster Youth Other	Site administrator			School Year 2023-24
3.2	Utilize central support to increase equitable outcomes for all students with supplemental	X All Students English Learners Low-Income Students Foster Youth Other	Site administration	LCFF Supplemental Centralized Services (District Only)	639,637	School Year 2023-24

	<p>staff and resources. 2.11 FTE Tch-Academy 1.00 FTE District Resource Teacher 2.00 FTE Inst Asst Academy 0.50 FTE Sr Records & Report Clerk 0.50 FTE Registrar/Secty Academy</p>					
3.3	<p>Communication via website and social media to increase community awareness of continuation services. Staff time to work with students on communication messaging.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>La Entrada staff</p>			<p>School Year 2023-24</p>
3.4	<p>Work with Sacramento Area Speaks (SAYS) to develop a course students can</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>La Entrada Staff</p>	<p>Comprehensive Support and Improvement (CSI)</p>	<p>5000</p>	<p>School Year 2023-24</p>

	get partial English credits through for participating and regular attendance in class.					
3.5	Support the technological needs of students by purchasing necessary equipment for engagement in student learning. Support supplemental equipment needs to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other 4000-4999: Books And Supplies	1000 13000	School Year 2023-24
3.6	An academic counselor will provide academic and social-emotional support for La Entrada students.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	21054	School Year 2023-24

3.7	Coordinate employment opportunities with students. Support students with job training skills.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	Other 1000-1999: Certificated Personnel Salaries	500	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

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 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?

Course offerings

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

We are adding Robotics club, Esports (video game club), giving more students options other than being on Apex full time.

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

Added additional clubs and courses. We are also looking into modifying graduation requirements.

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Students in college and career pathway programs	N/A	Baseline

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Offer more CTE Courses	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff			School Year 2023-24
4.2	Purchase of materials, supplies, and technology to support clubs and CTE courses.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other	10000	School Year 2023-24

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$34,177
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$727,612.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$22,421.00

Subtotal of additional federal funds included for this school: \$22,421.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$660,691.00
LCFF Supplemental Site Allocation	\$18,000.00
Other	\$26,500.00

Subtotal of state or local funds included for this school: \$705,191.00

Total of federal, state, and/or local funds for this school: \$727,612.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	18000	0.00
LCFF Supplemental Centralized Services (District Only)	660691	0.00
Comprehensive Support and Improvement (CSI)	34,177	11,756.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	22,421.00
LCFF Supplemental Centralized Services (District Only)	660,691.00
LCFF Supplemental Site Allocation	18,000.00
Other	26,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,000.00
1000-1999: Certificated Personnel Salaries	21,554.00
4000-4999: Books And Supplies	19,000.00
5000-5999: Services And Other Operating Expenditures	16,421.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	5,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	11,421.00

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	6,000.00
	LCFF Supplemental Centralized Services (District Only)	639,637.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	21,054.00
	LCFF Supplemental Site Allocation	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Other	500.00
4000-4999: Books And Supplies	Other	13,000.00
5000-5999: Services And Other Operating Expenditures	Other	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	25,421.00
Goal 3	680,191.00
Goal 4	10,000.00

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

Name of Members	Role
Kirk Bebout	Principal
Rob Myers	Parent or Community Member
Gina Timm	Classroom Teacher
Cindy Taroune	Parent or Community Member
Cheryl Lilley	Other School Staff
Clarissa French	Parent or Community Member
Chris Watson	Parent or Community Member
Kimberly Moore	Classroom Teacher
Scott Werly	Classroom Teacher
Noah McCray	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6/6/23.

Attested:



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

Principal, Kirk Bebout on 6/6/2023

SSC Chairperson, Chris Watson on 6/6/2023

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.

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.

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.

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**easurable, **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.

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



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

La Entrada

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	Caring Relationships							
A) School has a climate that is caring.			20	75.00%	10	80.00%		
B) There are students and staff on campus who listen to students when they have something to say.			20	90.00%	10	90.00%		
C) There is an adult from the school who checks on how students are doing.			20	85.00%	10	100.00%		
D) School has the materials, staff, programs, and supports needed to help all students do their best.			20	90.00%	10	60.00%		
E) Staff feels supported to do their job well in meeting the needs of all students.					10	70.00%		
F) Staff feels part of an effective team.					10	60.00%		

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	Family and Staff Engagement							
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.					10	70.00%		
B) The school clearly outlines the family, student, and school responsibilities in educating each child.					10	40.00%		
C) The school offers families opportunities to be involved in school and classroom activities.					10	10.00%		
D) The school keeps families well-informed about school activities.					10	30.00%		
E) The staff at our school listens to family concerns about issues.					10	70.00%		
F) The staff at school are helpful and welcoming when families come to school or call.					10	80.00%		
G) The school and families are partners in promoting positive behavior for my student.					10	40.00%		
H) Families who speak a language other than English receive general information about our school in their home language.					10	70.00%		
I) Staff receive information about upcoming events and important information about the school.					10	50.00%		

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	School Decision Making							
A) School seeks input when making important decisions.			20	70.00%	10	60.00%		
B) Important school decisions reflect diverse input.			20	70.00%	10	70.00%		
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.								
D) The principal and staff listen to concerns of other staff members about issues.					10	60.00%		
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					10	70.00%		
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					10	60.00%		
G) Our school uses data from this survey to inform site decision making.					10	60.00%		
H) Staff voice matters in decision making.					10	80.00%		

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	Safety							
A) Concerns about student safety are taken seriously.			20	80.00%	10	60.00%		
B) Concerns about student safety are addressed in a timely manner at my school.			20	80.00%	10	60.00%		
C) My school is a safe place for all students.			20	75.00%	10	50.00%		
D) My school is a safe place for all staff.					10	50.00%		
E) Students know what staff member to go to if they have a safety concern.			20	75.00%	10	70.00%		
F) Students know school safety protocols.			20	75.00%	10	20.00%		
G) I feel safe sharing different viewpoints and perspectives at my school.			20	70.00%	10	90.00%		

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	Sense of Belonging							
A) School staff respects student diversity.			20	95.00%	10	90.00%		
B) Adults at my school treat students respectfully.			20	80.00%	10	80.00%		
C) Students are respectful to each other at school.			20	60.00%	10	30.00%		
D) Students have opportunities to socialize with other students often at school.			20	85.00%	10	80.00%		
E) Students have an adult on campus they trust.			19	84.21%	10	80.00%		
F) Students trust other students at school.			20	65.00%	10	60.00%		
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.			20	60.00%	10	40.00%		
H) School staff reflects student diversity.			20	60.00%	10	80.00%		

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	Academic Progress							
A) Families and students understand how assignments and tests are graded.			20	90.00%	10	50.00%		
B) Questions and concerns about schoolwork are addressed.			20	90.00%	10	80.00%		
C) Student grades reflect their knowledge of the material.			19	73.68%	10	40.00%		
D) Adults at my school believe all students can be successful.			19	89.47%	10	70.00%		
E) Students feel comfortable and unjudged to ask their teacher for help.			20	75.00%	10	60.00%		
F) Teachers provide opportunities for students to participate in classroom discussions or activities.			20	80.00%	10	90.00%		
G) Teachers at my school go out of their way to help all students.			20	80.00%	10	80.00%		
H) Students receive timely and regular feedback on their learning.			20	90.00%	10	60.00%		
I) Staff at my school provides resources or ideas that help families support their students at home.					10	30.00%		

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
	High Expectations							
A) Students are challenged academically at school.			20	70.00%	10	80.00%		
B) School recognizes and celebrates the academic success of all students.			20	75.00%	10	80.00%		
C) Adults on campus motivate students to do their best.			20	85.00%	10	70.00%		
D) School provides additional academic support when students are struggling.			20	70.00%	10	50.00%		

Student Engagement

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.			20	40.00%	10	10.00%		
B) Students have access to classes and activities that meet their interests and talents.			20	45.00%	10	30.00%		
C) Students understand how to complete their schoolwork.			20	90.00%	10	60.00%		
D) Students complete assignments on time.			20	40.00%	10	0.00%		
E) Students are motivated to do their schoolwork.			20	50.00%	10	0.00%		

College and Career Readiness

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.			20	85.00%	10	90.00%		
B) Students and families know what classes they will have to take and pass to graduate from high school.			20	90.00%	10	100.00%		
C) Students are interested in attending college, joining the military, or entering the workforce after high school.			20	55.00%	10	30.00%		
D) School offers college and career programs.			20	80.00%	10	80.00%		
E) Students participate in programs to learn about different jobs, careers, and colleges.			20	50.00%	10	50.00%		
F) Students are prepared for the next step of their educational experience.			20	55.00%	10	0.00%		
G) Staff are optimistic about the future of their career in San Juan Unified.					10	50.00%		
H) There are equitable opportunities for advancement in the district.					10	60.00%		

Customer Satisfaction

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.			20	60.00%	10	60.00%		
B) San Juan Unified School District is a district that I would recommend to other families.			20	55.00%	10	60.00%		

Budget By Expenditures

La Entrada Continuation High School

Funding Source: Comprehensive Support and Improvement (CSI)

\$34,177.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers will attend the Continuation School Conference to build capacity to promote continuous improvement of local model.	5000-5999: Services And Other Operating Expenditures	\$11,421.00	Healthy Environments for Socio-Emotional Growth	
Provide a Mindfulness/Substance Prevention program for students through the Black Youth Leadership Program	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
Work with Sacramento Area Speaks (SAYS) to develop a course students can get partial English credits through for participating and regular attendance in class.		\$5,000.00	Engaging Academic Programs	
Comprehensive Support and Improvement (CSI) Total Expenditures:		\$22,421.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:		\$11,756.00		

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$660,691.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize central support to increase equitable outcomes for all students with supplemental staff and resources. 2.11 FTE Tch-Academy 1.00 FTE District Resource Teacher 2.00 FTE Inst Asst Academy 0.50 FTE Sr Records & Report Clerk 0.50 FTE Registrar/Secty Academy		\$639,637.00	Engaging Academic Programs	

La Entrada Continuation High School

An academic counselor will provide academic and social-emotional support for La Entrada students.	1000-1999: Certificated Personnel Salaries	\$21,054.00	Engaging Academic Programs
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LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$660,691.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplies such as sports equipment, art materials, photography equipment and other supplies to support student learning.	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
PBIS Incentives - Completing classes - Improved Attendance - Arriving to class on time -Improved Behavior		\$10,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
Support the technological needs of students by purchasing necessary equipment for engagement in student learning. Support supplemental equipment needs to support student learning.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: \$18,000.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Entrada Continuation High School

Examine best practices around model continuation high schools in the nearby region. This will include school visits, and work group time exploring student needs and options at La Entrada.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Socio-Emotional Growth
Coordinate employment opportunities with students. Support students with job training skills.	1000-1999: Certificated Personnel Salaries	\$500.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$13,000.00	Engaging Academic Programs
Purchase of materials, supplies, and technology to support clubs and CTE courses.		\$10,000.00	Clear Pathways to Bright Futures
Other Total Expenditures:		\$26,500.00	
Other Allocation Balance:		\$0.00	
La Entrada Continuation High School Total Expenditures:		\$727,612.00	