

School Year: **2024-25**



# 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	05/28/2024	July 30, 2024

## 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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Plan Summary ..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 4
  - Data Analysis ..... 4
  - Root Cause Analysis ..... 4
  - Resource Inequities ..... 4
- Input from Educational Partners ..... 4
- School and Student Performance Data ..... 5
  - Student Enrollment..... 5
  - Student Population..... 7
  - Overall Performance ..... 8
  - Academic Performance ..... 10
  - Academic Engagement ..... 20
  - Conditions & Climate..... 24
- Goals, Strategies, & Proposed Expenditures..... 27
  - SPSA/Goal 1 ..... 27
  - SPSA/Goal 2 ..... 42
  - SPSA/Goal 3 ..... 49
- Centralized Services for Planned Improvements in Student Performance ..... 57
  - Budget Summary ..... 60
    - Budget Summary ..... 60
    - Other Federal, State, and Local Funds ..... 60
- Budgeted Funds and Expenditures in this Plan ..... 61
  - Funds Budgeted to the School by Funding Source..... 61
  - Expenditures by Funding Source ..... 61
  - Expenditures by Budget Reference ..... 61
  - Expenditures by Budget Reference and Funding Source ..... 61
  - Expenditures by Goal..... 62
- School Site Council Membership ..... 64
- Recommendations and Assurances ..... 65

# 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

Please refer to the School and Student Performance Data section where an analysis is provided.

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## 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

Encina engaged students, staff, and family/community in the SPSA/Annual Review and Update. Staff were engaged during staff meetings and completed surveys. The students engaged with in person meetings and surveys, and families/community were engaged with in person meetings and surveys as well. All input went to the Encina School Site Council, where data and input was reviewed. The SSC then engaged in analysis and discussion.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.11%	0.9%	0.48%	8	6	3
African American	24.06%	22.32%	17.20%	173	148	108
Asian	17.94%	22.47%	26.11%	129	149	164
Filipino	0.83%	0.9%	0.64%	6	6	4
Hispanic/Latino	34.49%	33.03%	30.89%	248	219	194
Pacific Islander	1.67%	1.81%	1.59%	12	12	10
White	13.77%	13.73%	18.63%	99	91	117
Multiple/No Response	6.12%	4.83%	4.46%	44	32	28
	<b>Total Enrollment</b>			719	663	628

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	197	147	148
Grade 10	200	182	157
Grade 11	182	179	150
Grade 12	140	155	173
<b>Total Enrollment</b>	719	663	628

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	272	271	309	37.00%	37.8%	49.2%
Fluent English Proficient (FEP)	107	99	85	14.70%	14.9%	13.5%
Reclassified Fluent English Proficient (RFEP)				2.9%		

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>663</b>	<b>85.8</b>	<b>40.9</b>	<b>0.2</b>
Total Number of Students enrolled in Encina Preparatory High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	271	40.9
<b>Foster Youth</b>	1	0.2
<b>Homeless</b>	60	9
<b>Socioeconomically Disadvantaged</b>	569	85.8
<b>Students with Disabilities</b>	94	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	148	22.3
<b>American Indian</b>	6	0.9
<b>Asian</b>	149	22.5
<b>Filipino</b>	6	0.9
<b>Hispanic</b>	219	33
<b>Two or More Races</b>	32	4.8
<b>Pacific Islander</b>	12	1.8
<b>White</b>	91	13.7

# School and Student Performance Data

## Overall Performance







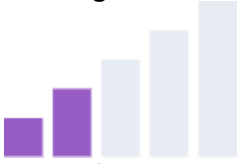
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Red		
<b>College/Career</b>  Low		



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

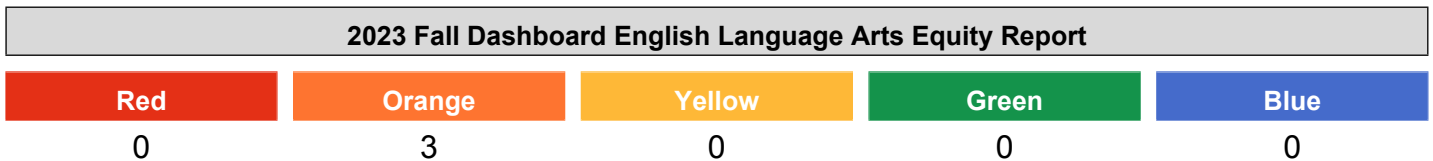
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>106.1 points below standard Increased +11.3 points</p> <p>139 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>139.3 points below standard Increased Significantly +26.7 points</p> <p>66 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>119.1 points below standard Increased Significantly +31.3 points</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>109.8 points below standard Increased +10.9 points</p> <p>133 Students</p>	<p><b>Students with Disabilities</b></p> <p>123 points below standard Increased Significantly +31.9 points</p> <p>18 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>111.4 points below standard</p> <p>Increased Significantly +32.5 points</p> <p>30 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>172.4 points below standard</p> <p>Decreased Significantly - 33.2 points</p> <p>19 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>89 points below standard</p> <p>Increased Significantly +39.5 points</p> <p>58 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>96.1 points below standard</p> <p>Decreased Significantly - 19.4 points</p> <p>25 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>162.3 points below standard</p> <p>Increased Significantly +15 points</p> <p>55 Students</p>	<p>24.3 points below standard</p> <p>11 Students</p>	<p>90.7 points below standard</p> <p>Increased +3.3 points</p> <p>52 Students</p>

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 106.1 points below standard which was an increase from the previous school year. Our lowest performing student groups were English learners and Socioeconomically Disadvantaged. English learners scored 139.3 points below standard which was a significant increase from the previous school year. Socioeconomically Disadvantaged students scored 109.8 points below standard which was an increase from the previous school year.

There are several things that potentially contributed to the results: We have continued to strengthen our Advocacy program, which provides academic support. Within the Advocacy period, there is an English intervention teacher that provides push-in academic intervention. English teachers have engaged in new curriculum training, and we have provided supplemental materials, including various levels of high interest text. Teachers have worked on balancing instruction this year by department, providing students with various opportunities to show what they know. Teachers have used various online translation tools to help kids access content. In addition, after school tutoring was provided. We have had a large increase of new comer students, which means we have a high number of students testing at ELPAC level 1. The majority of our EL students are from Afghanistan, and identify as either white or Asian.

Resources: Advocacy teachers, ELA intervention teacher, supplemental technology, diverse-leveled-high-interest books, and online resources, supplemental materials.

# School and Student Performance Data

## Academic Performance Mathematics

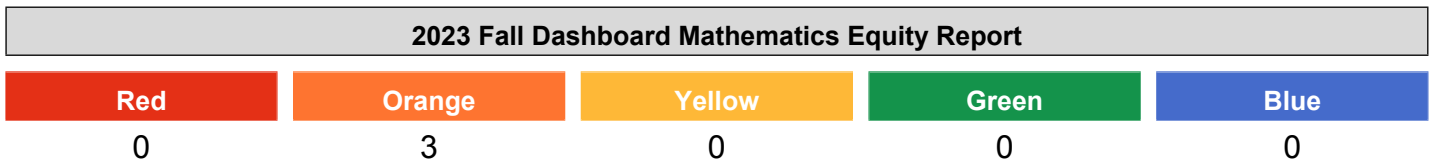
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 193.6 points below standard Increased +8.7 points 138 Students	<b>English Learners</b>  Orange 218.1 points below standard Increased +10.9 points 66 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 206.3 points below standard Increased Significantly +29.1 points 19 Students	<b>Socioeconomically Disadvantaged</b>  Orange 191.8 points below standard Increased +9.6 points 132 Students	<b>Students with Disabilities</b> 189.1 points below standard Increased Significantly +23.6 points 18 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>212.7 points below standard</p> <p>Increased Significantly +25.1 points</p> <p>29 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>258.5 points below standard</p> <p>Decreased Significantly -54 points</p> <p>19 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>171.6 points below standard</p> <p>Increased Significantly +25.1 points</p> <p>58 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>179 points below standard</p> <p>Increased Significantly +21.9 points</p> <p>25 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>240.2 points below standard</p> <p>Maintained -0.2 points</p> <p>55 Students</p>	<p>107.5 points below standard</p> <p>11 Students</p>	<p>183.8 points below standard</p> <p>Increased Significantly +19.2 points</p> <p>51 Students</p>

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 193.6 points below standard which was an increase from the previous school year. Our lowest performing student groups were English learners and Socioeconomically Disadvantaged. English learners scored 218.1 points below standard which was an increase from the previous school year. Socioeconomically Disadvantaged students scored 191.8 points below standard which was an increase from the previous school year.

There are several things that potentially contributed to the results: We have continued to strengthen our Advocacy program, which provides academic support. Within the Advocacy period, there is a math intervention teacher that provides push-in academic intervention. Math teachers have engaged in new curriculum training, and they collaborate regularly to create common assessments and supplemental curriculum. Teachers have worked on balancing instruction this year by department, providing students with various opportunities to show what they know. In addition, after school tutoring was provided.

We have had a large increase of new comer students, which means we have a high number of students testing at ELPAC level 1. The majority of our EL students are from Afghanistan, and identify as Asian or white.

Resources: Advocacy teachers, Math intervention teacher, after school tutoring, supplemental technology, supplemental materials.



# School and Student Performance Data

## Academic Performance English Learner Progress

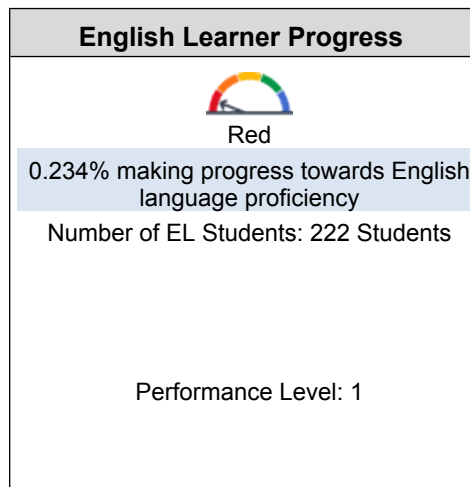
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	149	3	48

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

We had 48 students that progressed at least one ELPI level which is an area of success. Looking at our other groups of English learners, we noticed that 149 students maintained either ELPI level 1, 2L, 2H, 3L, or 3H. In addition, we had 20 students that decreased a level.

Our numbers of Level 1 English Learners continues to increase. Most of the students coming in have interrupted education and/or little to no education in their home country. Many of our newcomer students are not literate in their own language and do not come with foreign transcripts. There is a need to increase training for our teachers to provide

high-quality designated and integrated ELD, and to align resources and instruction to the ELD framework. There is also a need to continue to engage families to help them understand all aspects of the educational system.

ELD teachers, high-quality training, leveled texts, supplemental materials, online supplemental resources, supplemental technology, after school bilingual tutoring, and family resources.



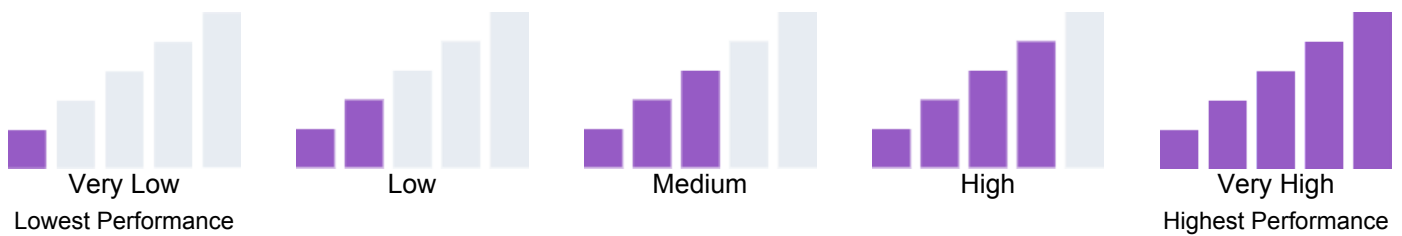
# School and Student Performance Data

## Academic Performance College/Career Report

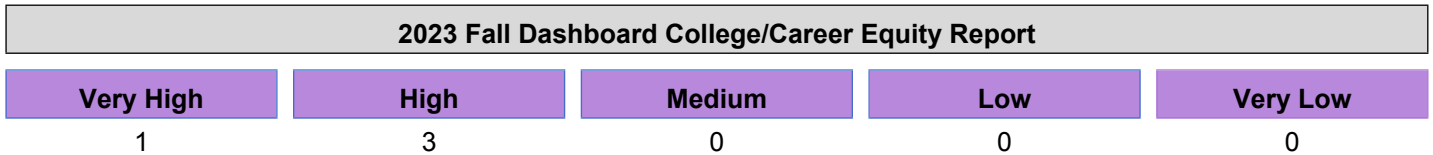
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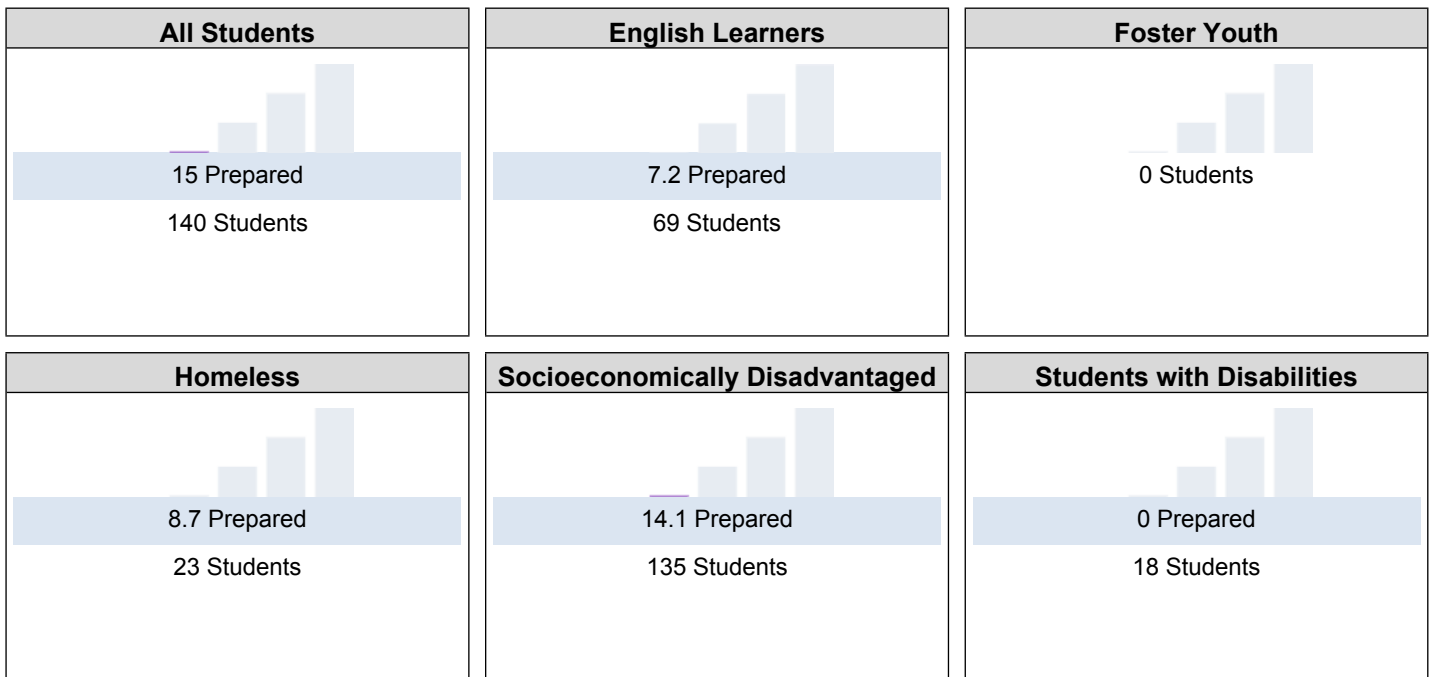


This section provides number of student groups in each level.

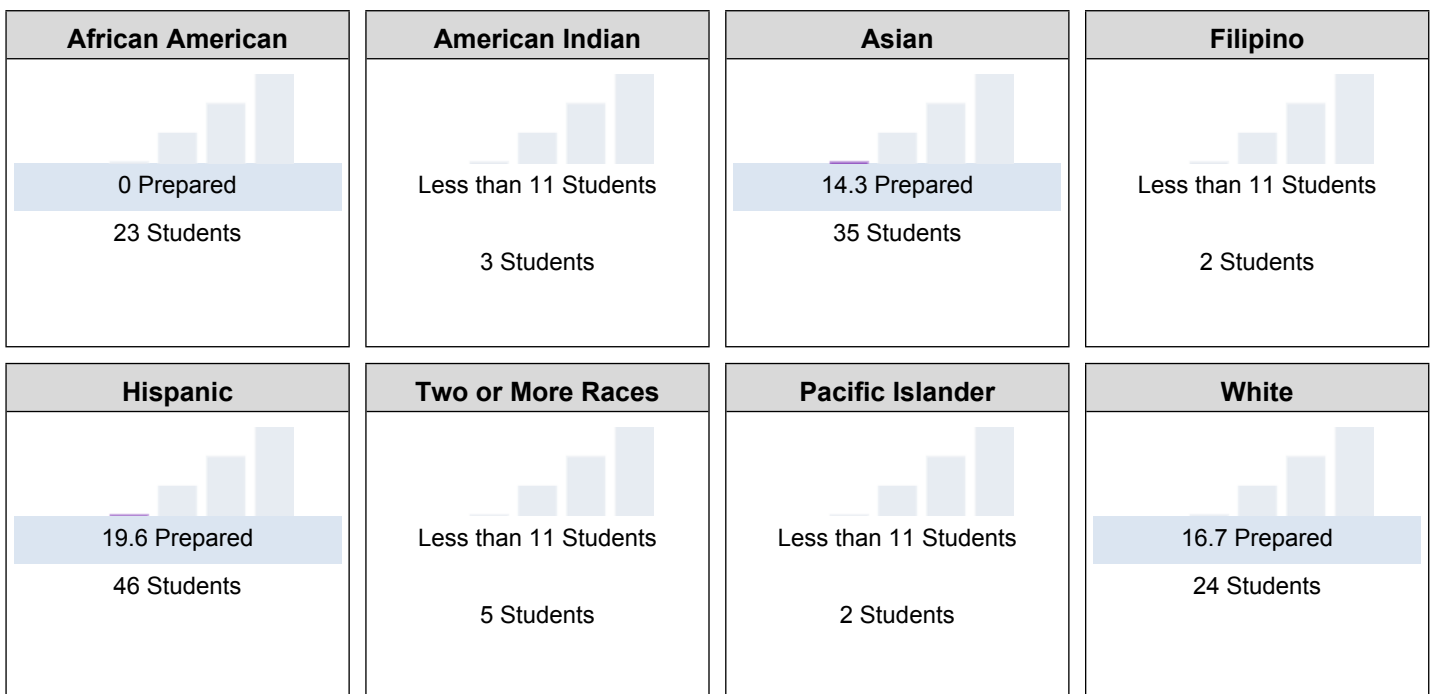


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data shows that all students are low in the area of being prepared for college/career. Our lowest performing student group was English learners. This subgroup scored very low as only 7.2 students showed prepared for college/career.

Encina continues to have a large EL population that are new to the country and new to the language. Many of the students have experienced interrupted education. Many of our English Only students have experienced transiency, poverty, and extreme absences in their earlier educational years. They come to Encina reading far below grade level

and struggling in mathematics. Teachers report that students lack foundational skills in reading and mathematics, which contributes to having difficulty with on grade level materials. Scaffolding and differentiation is needed for a large number of students, both EL and native English speakers.

Staff training, collaboration/planning time, supplemental resources, intervention teachers (math and ELA), supplemental technology, parent engagement, attendance improvement monitoring/communication/reinforcement, leveled texts, college and career planning, field trips to colleges and community opportunities.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

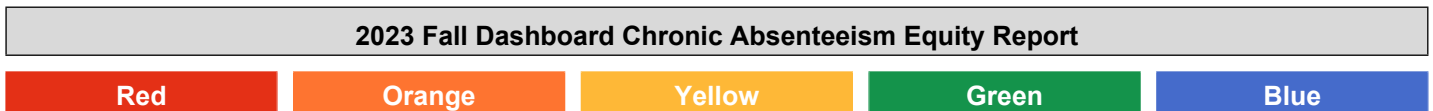
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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# School and Student Performance Data

## Academic Engagement Graduation Rate

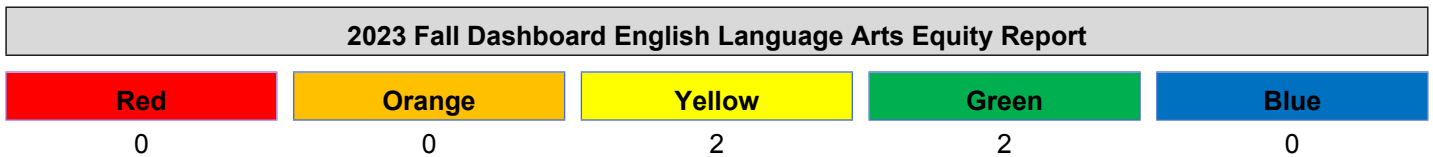
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Yellow 77.7% graduated Increased Significantly 8.7 157 Students	<b>English Learners</b>  Yellow 75.3% graduated Increased Significantly 8.6 85 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 63% graduated Increased 1.1 27 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 78.1% graduated Increased Significantly 6.8 151 Students	<b>Students with Disabilities</b> 50% graduated Decreased Significantly -16.7 18 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
69.6% graduated Increased 1.4 23 Students	Less than 11 Students 3 Students	 Green 84.8% graduated Increased Significantly 24.2 46 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 83.3% graduated Increased Significantly 5.6 48 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	64.3% graduated Decreased -3.7 28 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

77.7% of all students graduated from Encina High School which was a significant increase from the previous school year. Our lowest performing student groups were English learners and Socioeconomically Disadvantaged. 75.3% of English learners graduated from high school which was a significant increase from the previous school year. 78.1% of Socioeconomically Disadvantaged students graduated which was a significant increase from the previous school year.

We have continued to strengthen our Advocacy program, which provides academic intervention, SEL, and college and career planning. Students are monitored closely for work completion in other courses and teachers connect with families and other staff members regarding students academic and social-emotional needs. Encina has a college and career technician that works closely with students to generate interest in college and post secondary careers, and helps students apply for college and financial aid. Counselors monitor students, provide tier 1 high school information (grad requirements, etc.) and connect with students and families with concerns. Teachers are working to balance instruction and provide culturally responsive instruction and resources. College field trips are planned and implemented.

College and Career Technician (central funded), increase school counseling (equity multiplier), ongoing teacher training, Advocacy teachers and intervention teachers, supplemental materials, supplemental technology, family engagement.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

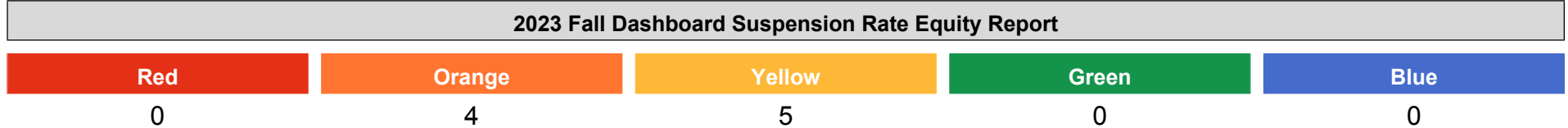
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.




This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Yellow

14.1% suspended at least one day

Declined Significantly -6.7  
843 Students

**English Learners**

  
 Yellow


10.3% suspended at least one day

Declined Significantly -3  
359 Students

**Foster Youth**

Less than 11 Students  
10 Students


**Homeless**

  
 Orange

12.2% suspended at least one day

Declined -15.4  
98 Students


**Socioeconomically Disadvantaged**

  
 Yellow

14.6% suspended at least one day

Declined Significantly -7.2  
795 Students






**Students with Disabilities**

  
 Orange

22.6% suspended at least one day

Declined -11.5  
124 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 24.1% suspended at least one day Declined Significantly -10.2 191 Students	Less than 11 Students 7 Students	 Yellow 8.7% suspended at least one day Declined -1.3 196 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.5% suspended at least one day Declined Significantly -6 260 Students	 Orange 25.7% suspended at least one day Declined -9.6 35 Students	14.3% suspended at least one day Maintained 0 14 Students	 Orange 11.2% suspended at least one day Declined -5.9 134 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

14.1% of all students were suspended at least one day which was significant decrease from the previous school year. Our lowest performing student groups were students with disabilities and white students. 22.6% of our Students with disabilities were suspended at least one day which was a decrease from the previous school year. 11.2% of our white students were suspended at least one day which was a decrease from the previous school year.

Staff has been working on building positive relationships with students and being present at passing periods to support safety; PBIS has strengthened on campus; recognition for positive behavior has increased; Restorative Practices have increased; School Community Intervention Assistants (SCIA) and School Community Specialist (SCS) are working closely with students' attendance, behavior, and support; Learning Support Team identifies need for tier 2/3 supports and designates supports for specific students; SEL lessons and tier 1 counseling lesson in Advocacy classes.

SCIA's, SCS, PBIS and Restorative Practice staff training/planning, PBIS incentives and positive behavior events, parent engagement, bilingual supports, supplemental SEL lessons/materials.

# 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

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# Annual Review

## SPSA Year Reviewed: 2023-24

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?

To progress monitor for ELA/ELD, we used English department created common assessments and assessments from the district adopted ELD curriculum and supplemental curriculum. To progress monitor Math, we used common assessments created by the math department which are aligned to standards. The math department inputs all assessments into Illuminate and then uses that platform to analyze student progress.

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

In ELA and Math, we saw growth on the CAASPP assessment and are now in the yellow in both subject areas as represented on the CA Dashboard. One of the things that contributed to this is providing an Advocacy course for a large number of our students, using title one funding. In advocacy, students receive teacher support in all content areas. In addition, we have an ELA and math

intervention teacher that push into the advocacy classes to provide identified student support. Our English Learners are not making enough progress as measured by ELPAC and CAASPP. We have a high non-stability rate, with many of our students coming to Encina throughout the year, including new to the country students. We are seeing students coming in that are not literate in their native language, which makes developing language and literacy in another language difficult. In addition, teachers may be supplementing curriculum that is not aligned to the ELA/ELD framework and standards.

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

The data informed our Site Leadership Team's discussions and decisions for professional learning and additional resources, such as adding leveled text. For the 2024-25 school year, our Site Leadership Team will be scheduling time for trainings to increase teacher knowledge in implementing high-quality instruction aligned to standards. We will also be engaging in training for integrated and designated ELD, as well as effective English Learner strategies. We will continue to provide ELA/Math intervention for a high number of our students.

**2023-24**

**Identified Need**

There is a continued need to provide Advocacy classes and ELA/Math intervention for a large portion of our students. For the 2024-25 school year, our Site Leadership Team will be scheduling time for trainings to increase teacher knowledge in implementing high-quality instruction aligned to standards. We will also be engaging in training for integrated and designated ELD, as well as effective English Learner strategies. We will continue to provide ELA/Math intervention for a high number of our students that will push in to our Advocacy classrooms as well as after school tutoring.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	<p>All Students 106.1 points below standard</p> <p>English Learners 139.3 points below standard</p> <p>Foster Youth</p> <p>Homeless 119.1 points below standard</p> <p>Socioeconomically Disadvantaged 109.8 points below standard</p> <p>Students with Disabilities 123 points below standard</p> <p>African American 111.4 points below standard</p>	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	American Indian Asian 172.4 points below standard Filipino Hispanic 89 points below standard Two or More Races Pacific Islander White 96.1 points below standard	
Math State Assessment: Change in scale score	All Students 193.6 points below standard English Learners 218.1 points below standard Foster Youth Homeless 206.3 points below standard Socioeconomically Disadvantaged 191.8 points below standard Students with Disabilities 189.1 points below standard African American 212.7 points below standard American Indian Asian 258.5 points below standard Filipino Hispanic 171.6 points below standard Two or More Races Pacific Islander White 179 points below standard	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.234%	+2%																		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.18%	+2%																		
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	<table border="1"> <tbody> <tr> <td>All Students</td> <td>15 Prepared</td> </tr> <tr> <td>English Learners</td> <td>7.2 Prepared</td> </tr> <tr> <td>Homeless</td> <td>8.7 Prepared</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>14.1 Prepared</td> </tr> <tr> <td>Students with Disabilities</td> <td>0 Prepared</td> </tr> <tr> <td>African American</td> <td>0 Prepared</td> </tr> <tr> <td>Asian</td> <td>14.3 Prepared</td> </tr> <tr> <td>Hispanic</td> <td>19.6 Prepared</td> </tr> <tr> <td>White</td> <td>16.7 Prepared</td> </tr> </tbody> </table>	All Students	15 Prepared	English Learners	7.2 Prepared	Homeless	8.7 Prepared	Socioeconomically Disadvantaged	14.1 Prepared	Students with Disabilities	0 Prepared	African American	0 Prepared	Asian	14.3 Prepared	Hispanic	19.6 Prepared	White	16.7 Prepared	+2%
All Students	15 Prepared																			
English Learners	7.2 Prepared																			
Homeless	8.7 Prepared																			
Socioeconomically Disadvantaged	14.1 Prepared																			
Students with Disabilities	0 Prepared																			
African American	0 Prepared																			
Asian	14.3 Prepared																			
Hispanic	19.6 Prepared																			
White	16.7 Prepared																			

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide additional teaching staff to provide grades 9-12 students enrollment in the Advocacy program and a 7-	All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	327,348 113,723	2024-25 School Year

	<p>period day, allowing for increased instructional time, and academic intervention.  3.0 FTE  PC 36594/36598  PC 36595  PC 36597  PC 36599  PC 36601</p>		<p>Title I Part A Site Allocation  3000-3999:  Employee Benefits</p>		
1.2	<p>Provide personnel for after-school academic support for all students in core subject areas.</p>	<p>All Students  X English Learners  X Low-Income Students  Foster Youth  Lowest Performing</p>	<p>Title I Part A Site Allocation  1000-1999:  Certificated Personnel Salaries</p>	10,000	2024-25 School Year
1.3	<p>Provide supplemental equipment, materials and supplies for the Advocacy program at all grade levels, and for related projects</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  Lowest Performing</p>	<p>Title I Part A Site Allocation  4000-4999:  Books And Supplies</p>	9,000	2024-25 School Year
1.4	<p>Provide resources and supplemental materials and</p>	<p>All Students  X English Learners  X Low-Income Students</p>	<p>Title I Part A Site Allocation</p>	25,000	2024-25 School Year

	supplies to support instruction and differentiation of instruction in all subject areas.	X Foster Youth Lowest Performing	4000-4999: Books And Supplies		
1.5	Provide instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	2024-25 School Year
1.6	Provide equipment, materials, and supplies to support EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	8,000	2024-25 School Year
1.7	Provide educational and enrichment field trips and school visits, acculturation programs at colleges, universities,	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	30,000	2024-25 School Year



	enrichment events, and other post-graduate/college and career-preparedness opportunities for all students.				
1.8	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).	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2,000	2024-25 School Year
1.9	Provide library with supplementary materials/supplies/equipment for instructional and extra-curricular support, including but not limited to STEAM and Makerspace supplies.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	2024-25 School Year

1.10	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.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000 10,000	2024-25 School Year
1.11	Provide release/compensated time for the Site Leadership Team to execute planning, monitoring, and adjusting of professional	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,755	2024-25 School Year

	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.				
1.12	Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000	2024-25 School Year
1.13	Fund Refugees Empowering Peers (REP) through The International Rescue Committee in Sacramento (IRC) The REP program provides the	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	25,000	2024-25 School Year

following services:  
Mentoring  
Workshops will include evidence-based practices and lessons in the following four areas:

- Education support: academic support and resources available at school, extracurricular opportunities, and college/post-secondary preparation and options.

- Life skills education: team building, communication skills, civic engagement,

	<p>diversity and inclusion, and relationship building.</p> <ul style="list-style-type: none"> <li>• Employment information: resume building, job search, and career opportunities.</li> </ul>				
1.14	<p>Provide support for the expansion of AP courses to increase the enrollment and achievement of under-represented groups in college-level coursework (EOS)</p>	<p>All Students  X English Learners  X Low-Income Students  Foster Youth  Lowest Performing</p>	<p>Title I Part A Site Allocation  1000-1999: Certificated Personnel Salaries</p>	2,000	2024-25 School Year
1.15	<p>Provide compensated time, outside of the workday, for staff to collaborate with International Refugee</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  Lowest Performing</p>	<p>Title I Part A Site Allocation  2000-2999: Classified Personnel Salaries</p>	2,000	2024-25 School Year

	Committee and other community partners to improve outcomes for identified student groups.				
1.16	Provide language support across content areas. Hire one, 8-hour BIA and three, 7-hour BIAs	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 2000-2999: Classified Personnel Salaries	66,752  175,224	2024-25 School Year
1.17	Hire Instructional Assistants to provide support in ELD classes (3.0 FTE - 6 hour)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	148,077	2024-25 School Year
1.18	Provide Professional Learning and collaborative planning time focused on	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	56,185	2024-25 School Year

	integrating the ELD framework, content standards, and GLAD or similar strategies - including service agreements, certificated salaries, books, and supplies.				
1.19	Hire a .20 English Language Instructional Specialist: Conduct formative assessments, student progress monitoring, push-in/pull-out support as needed, data analysis, and parent connection.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	28,813	2024-25 School Year
1.20	Hire an bilingual EL Counselor: Provide post-secondary planning and SEL support, and monitor A-G completion for EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	157,671	2024-25 School Year

1.21	Provide technology to Support differentiation: Provide technology devices, translation devices, and site licenses to support language development and accessibility to content areas.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	4,000	2024-25 School Year
1.22	Provide 1 section (.20) of AVID Emerge: Staff, training, and supplies to support implementation of the program.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries Equity Multiplier 4000-4999: Books And Supplies	31,850  2,000	2024-25 School Year
1.23	Provide Administrative Instructional Support (VP) - focus on removing barriers to student learning.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	190,726	2024-25 School Year



1.24	Hire a .4688 IA (3.75 hours) to provide academic support across content areas.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	13,318 5,625	2024-25 School Year
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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

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# Annual Review

## SPSA Year Reviewed: 2023-24

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?

To monitor progress for course completion, Encina regularly utilized the D/F/I report. To monitor student engagement, Encina used attendance data and district survey data. Encina utilized input from Student government and Student Senate as well as student SSC members to inform decisions on course offerings, and before/during/after school activities.

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

The attendance team met regularly to discuss students in need of attendance improvement and supports.

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

This year, Encina participated in the district attendance academy. Specific staff were assigned students with attendance concerns to regularly check in with. Staff provided regular check-ins and referred to our Learning Support Team as needed. We partnered with

Equal Opportunity Schools (EOS) to increase access to AP courses. We also increased AVID course offerings. Counselors and classroom teachers worked with Advocacy teachers to increase student support as needed, and counselors provided tier 1 classroom lessons to support with course access and high school success.

**2023-24**

**Identified Need**

There is a need to increase access to higher level courses and courses/activities of interest.; There is a need to provide community partnerships that help students with academics and school connectedness. There is a need to focus on improving student attendance and provide enrichment opportunities.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.
Attendance: Percentage of the school year attended for students in TK-12	88.15%	90%
High School Dropout Rate:	14.30%	12%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
Percentage of high school students who dropout (based on the 4-year cohort outcomes)																														
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.																													
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<table border="1"> <tbody> <tr> <td>All Students</td> <td>77.7% graduated</td> </tr> <tr> <td>English Learners</td> <td>75.3% graduated</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td>63% graduated</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>78.1% graduated</td> </tr> <tr> <td>Students with Disabilities</td> <td>50% graduated</td> </tr> <tr> <td>African American</td> <td>69.6% graduated</td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td>84.8% graduated</td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>83.3% graduated</td> </tr> <tr> <td>Two or More Races</td> <td></td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>64.3% graduated</td> </tr> </tbody> </table>	All Students	77.7% graduated	English Learners	75.3% graduated	Foster Youth		Homeless	63% graduated	Socioeconomically Disadvantaged	78.1% graduated	Students with Disabilities	50% graduated	African American	69.6% graduated	American Indian		Asian	84.8% graduated	Filipino		Hispanic	83.3% graduated	Two or More Races		Pacific Islander		White	64.3% graduated	+1%
All Students	77.7% graduated																													
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Two or More Races																														
Pacific Islander																														
White	64.3% graduated																													

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	Source(s)	Proposed Allocation	Implementation Timeline								
2.1	Provide partial funding for two School	<table border="1"> <tbody> <tr> <td>All Students</td> <td></td> </tr> <tr> <td>X English Learners</td> <td></td> </tr> <tr> <td>X Low-Income Students</td> <td></td> </tr> </tbody> </table>	All Students		X English Learners		X Low-Income Students		Title I Part A Site Allocation	<table border="1"> <tbody> <tr> <td>14,571</td> </tr> <tr> <td>9,900</td> </tr> </tbody> </table>	14,571	9,900	2024-25 School Year
All Students													
X English Learners													
X Low-Income Students													
14,571													
9,900													

	<p>Community Intervention Assistants to cultivate inclusive, emotionally safe, equitable, culturally responsive and healthy environments. These positions will work to increase college and career readiness. 0.417% FTE PC 36745 PC 36744</p>	<p>X Foster Youth Lowest Performing</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>		
2.2	<p>Provide academic support, college preparation, workforce development, and mentorship for young men of color. Fund Improve Your Tomorrow (IYT).  Fund Early Academic Outreach Program (EAOP): to help students prepare for</p>	<p>All Students English Learners X Low-Income Students X Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	15,000	2024-25 School Year

	<p>college and the work force, complete all UC and California State University (CSU) admissions requirements, and apply for college and financial aid. EAOP also guides families by showing them how to navigate complex college preparation, college application, and financial aid processes.</p> <p>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).</p>				
2.3	Provide support for increased	All Students English Learners	LCFF Supplemental	10,000	2024-25 School Year

	student attendance. Provide additional clerical support for attendance improvement.	X Low-Income Students Foster Youth Lowest Performing	Site Allocation 2000-2999: Classified Personnel Salaries		
2.4	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 Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	10,000 2,000	2024-25 School Year
2.5	Provide materials, supplies, and other ancillary needs to promote positive attendance and to support interventions with	All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024-25 School Year

truancy and  
excessive  
absences.



# 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

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# Annual Review

## SPSA Year Reviewed: 2023-24

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?

Encina utilized the district climate survey to monitor progress on school conditions, climate, and family engagement. Encina utilized Q behavioral data to monitor progress on school conditions and climate and to make adjustments with the PBIS team. Encina had a decrease in office referrals, and suspension and expulsion rates and an increase in students feeling safe and connected as measured by data.

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

Encina increased school safety positions and increased training and communication around safety. Encina increased educational family events in languages specific to our community. We increased participation at ELAC meetings and family events. We strengthened our PBIS team and focused on alternatives to suspension, such as Restorative Practices and our Peer Mentor program. Our SCIA, SCRA, and SCS positions helped to connect students to academic supports, SEL, and community resources.

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

We will continue to focus on safety, communication, and training for all staff. We will continue to provide high-interest enrichment opportunities for students.

**2023-24**

**Identified Need**

During the 2024-25 school year, we will continue to work on safety and training/communication around safety. We will continue to build capacity in our support staff team, and provide opportunities for enrichment and engagement to connect students to school.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	14.1% suspended at least one day
	English Learners	10.3% suspended at least one day
	Foster Youth	
	Homeless	12.2% suspended at least one day
	Socioeconomically Disadvantaged	14.6% suspended at least one day
	Students with Disabilities	22.6% suspended at least one day
	African American	24.1% suspended at least one day
	American Indian	
	Asian	8.7% suspended at least one day
	Filipino	
	Hispanic	11.5% suspended at least one day
	Two or More Races	25.7% suspended at least one day
Pacific Islander	14.3% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	11.2% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.47%		0.2%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	56.8%		60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	57.5%		60%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Increase campus safety - continue to fund a campus monitor.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	28,444 23,525	2024-25 School Year

			Site Allocation 3000-3999: Employee Benefits		
3.2	Provide family engagement events and increased communication to increase school connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	3,724	2024-25 School Year
3.3	Provide support for our EL families during educational and/or engagement activities. Provide compensated time for BIAs to provide language support.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	700	2024-25 School Year
3.4	Provide staff compensation for planning and	All Students X English Learners X Low-Income Students	Title I Part A Parent Involvement	2,000 500	2024-25 School Year

	implementing family learning and engagement events.	X Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	4,000	
3.5	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 Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	2024-25 School Year
3.6	Provide materials, supplies and other assorted resources to support the implementation of PBIS in order to ensure the school's implementation of	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,000	2024-25 School Year

	a positive, supportive, and caring environment.				
3.7	Provide professional development around student engagement, school connectedness, SEL, and increased school culture and climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,500	2024-25 School Year
3.8	Provide students with engaging and high interest lunchtime activities to increase school connectedness.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2,231	2024-25 School Year
3.9	Provide access to student-involvement in the areas of athletics, the arts, and related extra-curricular programs and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	11,325	2024-25 School Year

	events to support student achievement by increasing opportunities for increased student engagement.				
3.10	Provide equipment, materials and supplies to execute extra-curricular and enrichment activities supplemental to classroom instruction.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	11,325	2024-25 School Year
3.11	Purchase materials for lunchtime activities to support social emotional learning and school connectedness.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1,000	2024-25 School Year
3.12	Provide Link Crew Mentors with compensated time to connect 9th grade students and families with school.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	500	2024-25 School Year





# 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>
Student Achievement and Implementation of Standards

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
Provide a counselor to support Tier II and Tier III social- emotional and academic support	2024-25 School Year	Provide a school counselor to support A-G course completion and social-emotional well being.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
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. 1.75 FTE	2024-24 School Year		2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	
Ensure all English Learners receive designated and Integrated English Language Development ELD daily.	2024-24 School Year	Provide ELD Teachers to support the development of English Language aquisition.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
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.	2024-24 School Year	Provide BIAs to support access to content area classes.	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	

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
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.	2024-24 School Year	Provide an additional counselor to provide services under the MTSS framework (academic, SEL, family).	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
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. This position will support overall student achievement in academics, social-emotional achievement, and family engagement. They will work to remove barriers to learning.	2024-24 School Year	Provide Administrative Instructional Specialist	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
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.	2024-24 School Year	Provide .50 school counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

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

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

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
Provide School Community Specialist to: 1. Improve safety, security, supervision, relationships, and connections with priority student groups. 2. Reduce incidents of fighting, bullying, racism, harassment, drug use, and discrimination on campus. 3. Increase inclusion, belonging, and wellbeing of students and staff on school campuses.	2024-25 School Year	School Community Specialist	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	

# 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	\$653,164.00
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	\$1,657,312.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Cell Tower (High School ONLY)	\$22,650.00
Equity Multiplier	\$886,298.00
LCFF Supplemental Site Allocation	\$95,200.00
Title I Part A Parent Involvement	\$6,924.00
Title I Part A Site Allocation	\$646,240.00

Subtotal of state or local funds included for this school: \$1,657,312.00

Total of federal, state, and/or local funds for this school: \$1,657,312.00

# 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	95,200	0.00
Title I Part A Site Allocation	646,240	0.00
Title I Part A Parent Involvement	6,924	0.00
Equity Multiplier	886,298.00	0.00
Cell Tower (High School ONLY)	22,650	0.00

## Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	22,650.00
Equity Multiplier	886,298.00
LCFF Supplemental Site Allocation	95,200.00
Title I Part A Parent Involvement	6,924.00
Title I Part A Site Allocation	646,240.00

## Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00
1000-1999: Certificated Personnel Salaries	821,579.00
2000-2999: Classified Personnel Salaries	463,586.00
3000-3999: Employee Benefits	152,773.00
4000-4999: Books And Supplies	120,374.00
5000-5999: Services And Other Operating Expenditures	91,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	22,650.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	465,245.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	390,053.00
4000-4999: Books And Supplies	Equity Multiplier	6,000.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	25,000.00
	LCFF Supplemental Site Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,231.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	42,444.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	23,525.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	11,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,200.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,724.00
	Title I Part A Site Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	352,103.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	29,889.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	129,248.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	76,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	55,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,491,067.00
Goal 2	66,471.00
Goal 3	99,774.00



# 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
Mary Reardon	Classroom Teacher
Lawrence Doney	Classroom Teacher
Shelby Bumgarner	Classroom Teacher
Rafi Khalil Naasar	Other School Staff
Johnette Yoshizumi	Parent or Community Member
Anthony Brooks	Parent or Community Member
Joslyn Pettus	Parent or Community Member
Alain Rodriguez	Secondary Student
Zamzama Talash	Secondary Student
Marcus Moreno	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 05/28/2024.

Attested:



Principal, Greta Scholtes on 05/28/2024

on file

SSC Chairperson, Antonio Contreras on 05/28/2024

# Budget By Expenditures

## Encina High School

**Funding Source: Cell Tower (High School ONLY) \$22,650.00 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.	4000-4999: Books And Supplies	\$11,325.00	Engaging Academic Programs	
Provide equipment, materials and supplies to execute extra- curricular and enrichment activities supplemental to classroom instruction.	4000-4999: Books And Supplies	\$11,325.00	Engaging Academic Programs	

Cell Tower (High School ONLY) Total Expenditures: \$22,650.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

**Funding Source: Equity Multiplier \$886,298.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide language support across content areas. Hire one, 8-hour BIA and three, 7-hour BIAs	2000-2999: Classified Personnel Salaries	\$66,752.00	Connected School Communities	
Hire Instructional Assistants to provide support in ELD classes (3.0 FTE - 6 hour)	2000-2999: Classified Personnel Salaries	\$148,077.00	Connected School Communities	
Provide Professional Learning and collaborative planning time focused on integrating the ELD framework, content standards, and GLAD or similar strategies - including service agreements, certificated salaries, books, and supplies.	1000-1999: Certificated Personnel Salaries	\$56,185.00	Connected School Communities	

## Encina High School

Hire a .20 English Language Instructional Specialist: Conduct formative assessments, student progress monitoring, push-in/pull-out support as needed, data analysis, and parent connection.	1000-1999: Certificated Personnel Salaries	\$28,813.00	Connected School Communities
Hire an bilingual EL Counselor: Provide post-secondary planning and SEL support, and monitor A-G completion for EL students.	1000-1999: Certificated Personnel Salaries	\$157,671.00	Connected School Communities
Provide technology to Support differentiation: Provide technology devices, translation devices, and site licenses to support language development and accessibility to content areas.	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
Provide 1 section (.20) of AVID Emerge: Staff, training, and supplies to support implementation of the program.	1000-1999: Certificated Personnel Salaries	\$31,850.00	Connected School Communities
Provide Administrative Instructional Support (VP) - focus on removing barriers to student learning.	1000-1999: Certificated Personnel Salaries	\$190,726.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$175,224.00	Connected School Communities
	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities

## Encina High School

<p>Fund Refugees Empowering Peers (REP) through The International Rescue Committee in Sacramento (IRC)          The REP program provides the following services: Mentoring Workshops will include evidence-based practices and lessons in the following four areas:</p> <ul style="list-style-type: none"> <li>• Education support: academic support and resources available at school, extracurricular opportunities, and college/post-secondary preparation and options.</li> <li>• Life skills education: team building, communication skills, civic engagement, diversity and inclusion, and relationship building.</li> <li>• Employment information: resume building, job search, and career opportunities.</li> </ul>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$25,000.00</p>	<p>Connected School Communities</p>
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Equity Multiplier Total Expenditures: \$886,298.00

Equity Multiplier Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$95,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials for lunchtime activities to support social emotional learning and school connectedness.		\$1,000.00	Engaging Academic Programs	
Provide Link Crew Mentors with compensated time to connect 9th grade students and families with school.		\$500.00	Engaging Academic Programs	
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	Engaging Academic Programs	

## Encina High School

Provide materials, supplies and other assorted resources to support the implementation of PBIS in order to ensure the school's implementation of a positive, supportive, and caring environment.	4000-4999: Books And Supplies	\$7,000.00	Engaging Academic Programs
Provide professional development around student engagement, school connectedness, SEL, and increased school culture and climate.	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Engaging Academic Programs
Provide students with engaging and high interest lunchtime activities to increase school connectedness.	1000-1999: Certificated Personnel Salaries	\$2,231.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$23,525.00	Engaging Academic Programs
Provide VAPA faculty with supplementary classroom materials/supplies/equipment for instruction to support implementation and alignment of instruction focused on visual and performing arts development (A-G requirements).		\$2,000.00	Connected School Communities
Provide support for increased student attendance. Provide additional clerical support for attendance improvement.	2000-2999: Classified Personnel Salaries	\$10,000.00	Healthy Environments for Socio-Emotional Growth
Provide materials, supplies, and other ancillary needs to promote positive attendance and to support interventions with truancy and excessive absences.	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Socio-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Healthy Environments for Socio-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Increase campus safety - continue to fund a campus monitor.	2000-2999: Classified Personnel Salaries	\$28,444.00	Engaging Academic Programs

# Encina High School

LCFF Supplemental Site Allocation Total Expenditures: \$95,200.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

## Funding Source: Title I Part A Parent Involvement \$6,924.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement events and increased communication to increase school connectedness.	4000-4999: Books And Supplies	\$3,724.00	Engaging Academic Programs	
Provide support for our EL families during educational and/or engagement activities. Provide compensated time for BIAs to provide language support.	2000-2999: Classified Personnel Salaries	\$700.00	Engaging Academic Programs	
Provide staff compensation for planning and implementing family learning and engagement events.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$500.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$6,924.00

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

## Funding Source: Title I Part A Site Allocation \$646,240.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00	Engaging Academic Programs	
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
<p>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 &amp; SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity &amp; responsive instruction, and building/supporting school climate and culture.</p>	1000-1999: Certificated Personnel Salaries	\$2,755.00	Connected School Communities
<p>Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels.</p>	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$9,900.00	Healthy Environments for Socio-Emotional Growth
<p>Provide library with supplementary materials/supplies/equipment for instructional and extra-curricular support, including but not limited to STEAM and Makerspace supplies.</p>	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities

## Encina High School

<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.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$10,000.00</p>	<p>Connected School Communities</p>
<p>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. 0.417% FTE PC 36745 PC 36744</p>	<p>3000-3999: Employee Benefits</p>	<p>\$5,625.00</p>	<p>Connected School Communities</p>
	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$14,571.00</p>	<p>Healthy Environments for Socio-Emotional Growth</p>



## Encina High School

Provide academic support, college preparation, workforce development, and mentorship for young men of color. Fund Improve Your Tomorrow (IYT).

5000-5999: Services And Other Operating Expenditures

\$15,000.00

Healthy Environments for Socio-Emotional Growth

Fund Early Academic Outreach Program (EAOP): to help students prepare for college and the work force, complete all UC and California State University (CSU) admissions requirements, and apply for college and financial aid. EAOP also guides families by showing them how to navigate complex college preparation, college application, and financial aid processes.

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).

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 academic intervention.

1000-1999: Certificated Personnel Salaries

\$327,348.00

Connected School Communities

3.0 FTE  
PC 36594/36598  
PC 36595  
PC 36597  
PC 36599  
PC 36601

Provide personnel for after-school academic support for all students in core subject areas.

1000-1999: Certificated Personnel Salaries

\$10,000.00

Connected School Communities

Provide supplemental equipment, materials and supplies for the Advocacy program at all grade levels, and for related projects

4000-4999: Books And Supplies

\$9,000.00

Connected School Communities

Provide resources and supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas.

4000-4999: Books And Supplies

\$25,000.00

Connected School Communities

## Encina High School

Provide instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum.	4000-4999: Books And Supplies	\$20,000.00	Connected School Communities
Provide equipment, materials, and supplies to support EL students.	4000-4999: Books And Supplies	\$8,000.00	Connected School Communities
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.	5000-5999: Services And Other Operating Expenditures	\$30,000.00	Connected School Communities
Hire a .4688 IA (3.75 hours) to provide academic support across content areas.	2000-2999: Classified Personnel Salaries	\$13,318.00	Connected School Communities
	3000-3999: Employee Benefits	\$113,723.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities
Provide support for the expansion of AP courses to increase the enrollment and achievement of under- represented groups in college-level coursework (EOS)	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities
Provide compensated time, outside of the workday, for staff to collaborate with International Refugee Committee and other community partners to improve outcomes for identified student groups.	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities

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Title I Part A Site Allocation Total Expenditures: \$671,240.00

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

Encina High School Total Expenditures: \$1,682,312.00