

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
La Entrada Continuation High School	34-67447-3430097	June 18th, 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  
Comprehensive Support and Improvement

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).

Insert school name] met the criteria for [select CSI, ATSI, or TSI as applicable] for the following indicators and/or student groups:

Graduation, Suspension, and College and Career Indicator

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).

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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

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

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.

# 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	2.27%	1.77%	0.87%	2	2	1
African American	17.05%	19.47%	16.52%	15	22	19
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	28.41%	31.86%	41.74%	25	36	48
Pacific Islander	%	2.65%	1.74%		3	2
White	45.45%	38.94%	32.17%	40	44	37
Multiple/No Response	6.82%	5.31%	6.96%	6	6	8
	<b>Total Enrollment</b>			88	113	115

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	6	5	1
Grade 11	29	34	22
Grade 12	53	74	92
<b>Total Enrollment</b>	88	113	115

# 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	5	5	11	3.70%	5.7%	9.6%
Fluent English Proficient (FEP)	11	12	16	12.00%	12.5%	13.9%
Reclassified Fluent English Proficient (RFEP)				0.0%		

# 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
113	68.1	4.4	0.9
Total Number of Students enrolled in La Entrada Continuation 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
English Learners	5	4.4
Foster Youth	1	0.9
Homeless	13	11.5
Socioeconomically Disadvantaged	77	68.1
Students with Disabilities	22	19.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	19.5
American Indian	2	1.8
Hispanic	36	31.9
Two or More Races	6	5.3
Pacific Islander	3	2.7
White	44	38.9

# 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>College/Career</b> <p>Very Low</p>	<b>Graduation Rate</b> <p>Red</p>	<b>Suspension Rate</b> <p>Red</p>
	<b>Chronic Absenteeism</b> <p>No Performance Color</p>	

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance English Language Arts

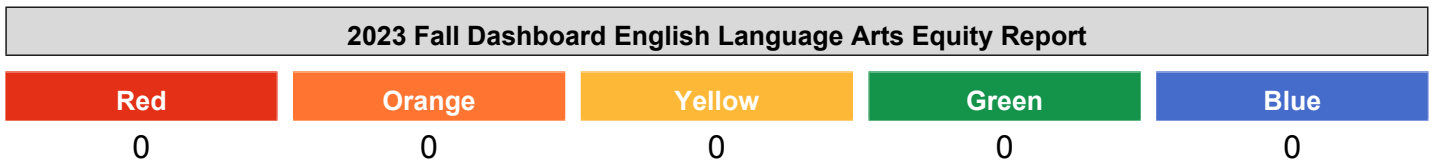
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
182.4 points below standard Increased Significantly +88.7 points  24 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  5 Students	162.9 points below standard Increased Significantly +120 points  17 Students	Less than 11 Students  5 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students  7 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	174 points below standard Increased Significantly +112.1 points 11 Students

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
Less than 11 Students  1 Student	Less than 11 Students  0 Students	191.6 points below standard Increased Significantly +67.6 points  24 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.

All students scored 182.4 points below standard which was a significant increase from the previous school year. Socioeconomically Disadvantaged students scored 162.9 points below standard which was a significant increase from the previous school year. White students scored 191.6 points below standard which was a significant increase from the previous school year.

All student groups because most all of our students to not try on the state test because it takes time away from them doing their school work. Most of them are trying to get as much of their school work done as fast as they can because they are all behind on credits and don't feel these test are necessary. Most of them are trying to get as much of their school work done as fast as they can because they are all behind on credits and don't feel these test are necessary.

We are putting these in place to gets students to school and get them to pass their classes.

# School and Student Performance Data

## Academic Performance Mathematics

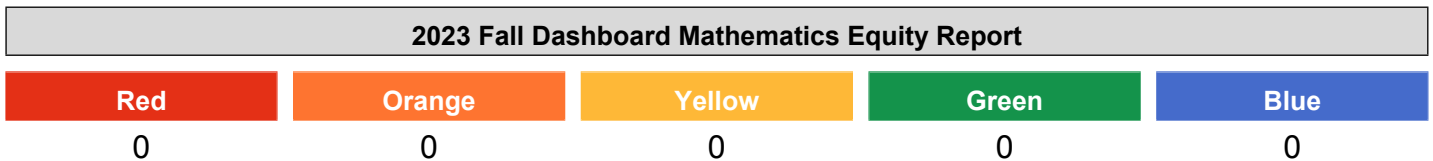
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>	<b>English Learners</b>	<b>Foster Youth</b>
264.8 points below standard	Less than 11 Students	Less than 11 Students
Increased Significantly +51.2 points	1 Student	1 Student
24 Students		
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	250.8 points below standard	Less than 11 Students
5 Students	Increased Significantly +68 points	5 Students
	17 Students	

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

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students  7 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	<div style="background-color: #e0e0e0; padding: 2px;">232.5 points below standard</div> Increased Significantly +91.3 points  11 Students

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
Less than 11 Students  1 Student	Less than 11 Students  0 Students	<div style="background-color: #e0e0e0; padding: 2px;">271.5 points below standard</div> Increased Significantly +37.4 points  24 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.

All students scored 264.8 points below standard which was a significant increase from the previous school year. Socioeconomically Disadvantaged students scored 250.8 points below standard which was a significant increase from the previous school year. White students scored 232.5 points below standard which was a significant increase from the previous school year.

All student groups because most all of our students to not try on the state test because it takes time away from them doing their school work. Most of them are trying to get as much of their school work done as fast as they can because they are all behind on credits and don't feel these test are necessary. Most of the students are trying to get as much of their school work done as fast as they can because they are all behind on credits and don't feel these test are necessary, their goal is to graduate on time.

We are putting these in place to gets students to school and get them to pass their classes.

# School and Student Performance Data

## Academic Performance English Learner Progress

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.

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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

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 5 Students
Performance Level: No Performance Level

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
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#### Lowest Performing Group:

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

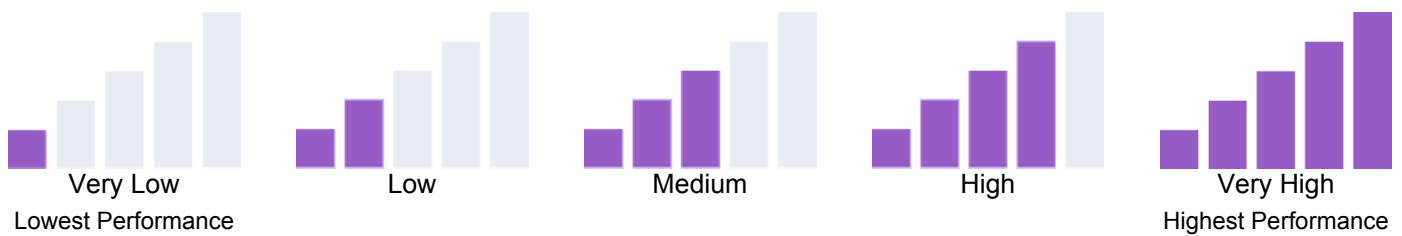
# School and Student Performance Data

## Academic Performance College/Career Report

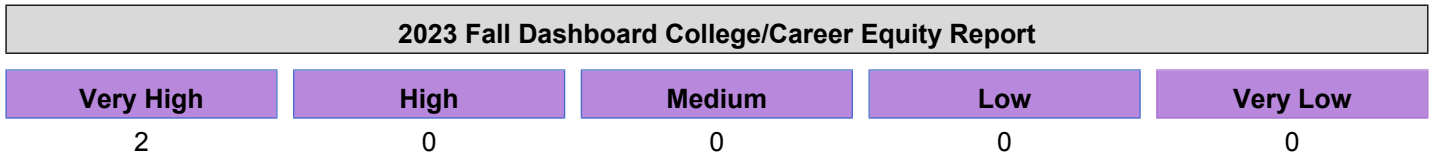
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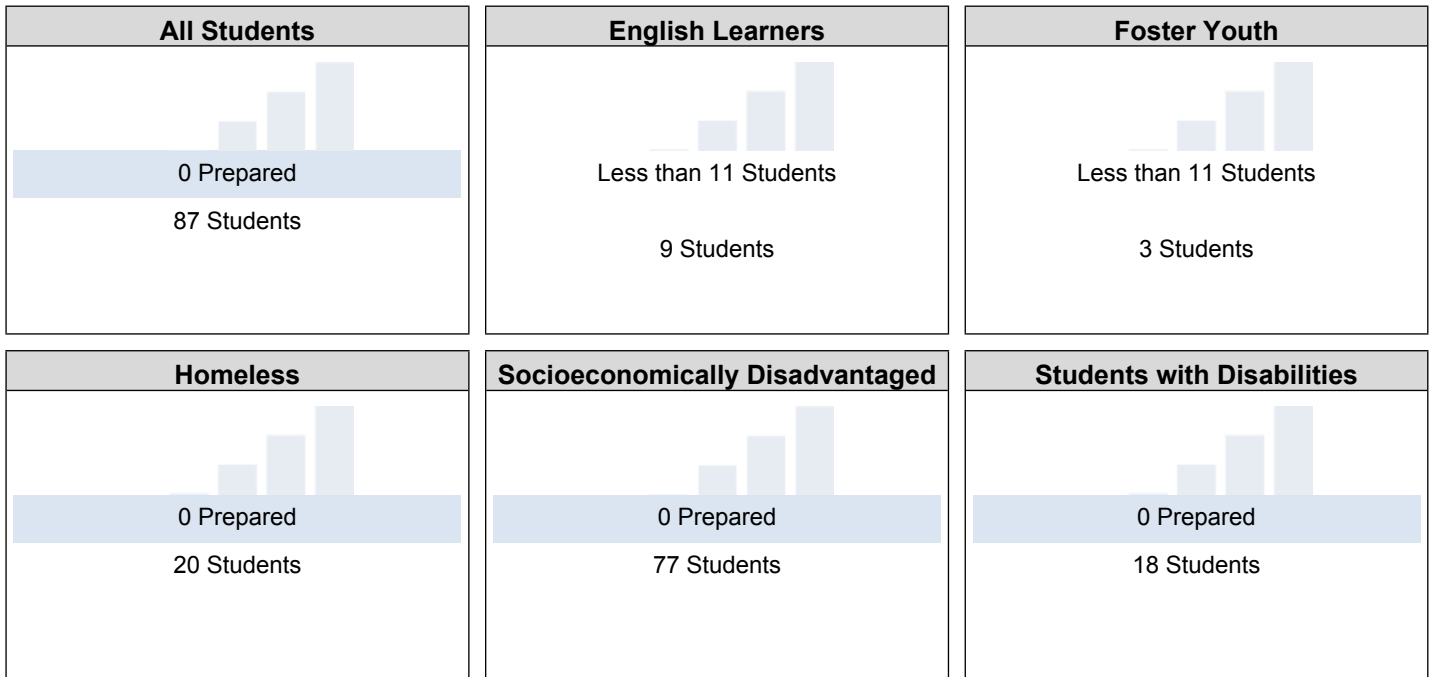


This section provides number of student groups in each level.

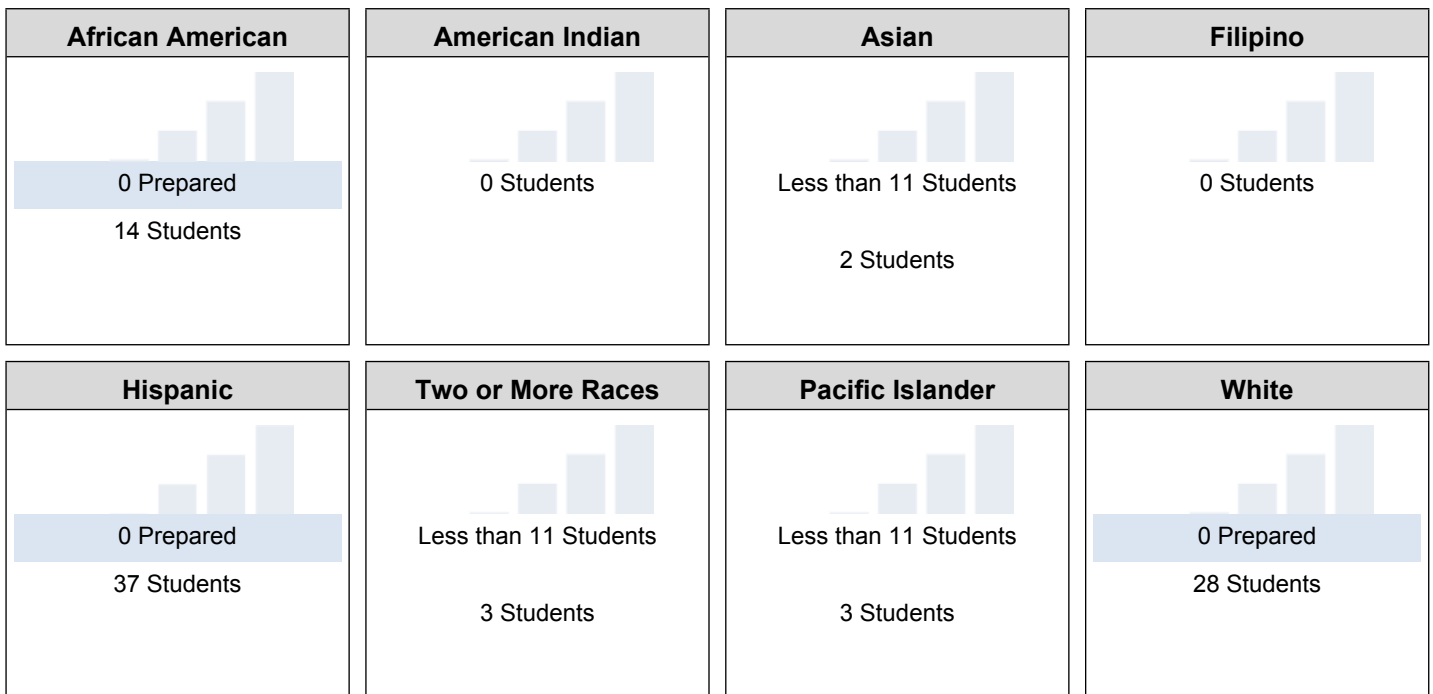


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**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.

All but two students are scoring very low. Most all students come to me because they are extremely credit deficient and/or have been administratively transferred from their high school due to behavior issues. Students are just trying to make up credits to graduate on time. Fortunately for them the district has reduced credits over the last two years so more students can graduate. Due to the lower credits required for graduation, students are not going to meet the requirements for the CCI indicator.

Most all students come to me because they are extremely credit deficient and/or have been administratively transferred from their high school due to behavior issues. Students are just trying to make up credits to graduate on time. Fortunately for them the district has reduced credits over the last two years so more students can graduate. Due to the lower credits required for graduation, students are not going to meet he requirements for the CCI indicator.

Access to more CTE programs on campus.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

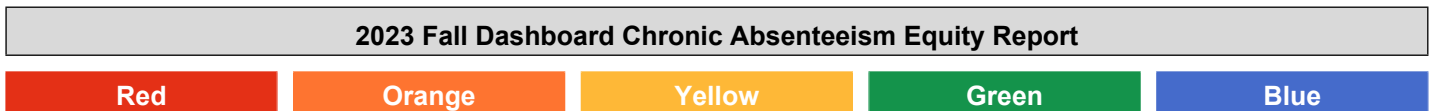
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This section provides number of student groups in each level.



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

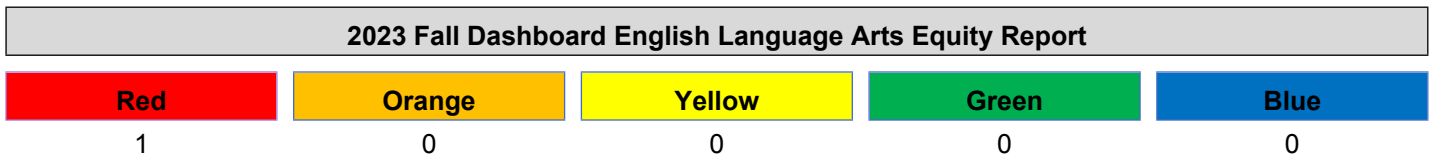
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This section provides number of student groups in each level.



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>  Red 53.4% graduated Increased 2.1 88 Students	<b>English Learners</b> Less than 11 Students 9 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 55% graduated Increased Significantly 7.4 20 Students	<b>Socioeconomically Disadvantaged</b>  Red 50% graduated Maintained 0.8 78 Students	<b>Students with Disabilities</b> 50% graduated 18 Students

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

African American	American Indian	Asian	Filipino
<p>46.7% graduated</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>48.6% graduated</p> <p>Decreased -1.4</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>64.3% graduated</p> <p>Increased Significantly 14.3</p> <p>28 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.

53.4% of all students graduated from La Entrada which was an increase from the previous school year. Our lowest performing student groups was Socioeconomically Disadvantaged. 50% of our Socioeconomically Disadvantaged students graduate from high school which was similar to the previous school year.

The reason we have such low graduation rates is because we take students from all of our high schools who are not on track to graduate. This helps their graduation rates but in turn makes La Entrada grad rate low.

We plan on looking at ways to increase A-G requirements and opportunities for graduation.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

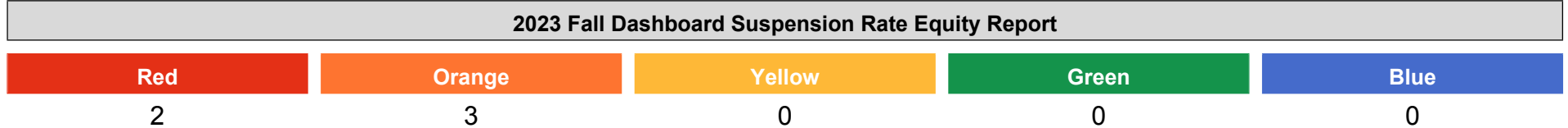
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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**

  
 Red

7.9% suspended at least one day

Increased Significantly 4.1  
189 Students

**English Learners**

0% suspended at least one day

Maintained 0  
13 Students

**Foster Youth**


Less than 11 Students  
6 Students

**Homeless**

4.2% suspended at least one day

Increased 1.1  
24 Students


**Socioeconomically Disadvantaged**

  
 Orange

6.4% suspended at least one day

Increased 2.8  
140 Students






**Students with Disabilities**

  
 Red

11.4% suspended at least one day

Increased 3.5  
35 Students

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

African American	American Indian	Asian	Filipino
 Red 11.1% suspended at least one day Increased 8.3 36 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3% suspended at least one day Increased 3 66 Students	25% suspended at least one day Increased 17.9 12 Students	Less than 11 Students 3 Students	 Orange 8.8% suspended at least one day Increased 1.6 68 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.

7.9% of all students were suspended at least one day which was a significant increase from the previous school year. Our lowest performing student groups were Students with Disabilities and African American students. 11.4% of our Students with Disabilities were suspended at least one day which was an increase from the previous school year. 11.1% of our African American students were suspended at least one day which was an increase from the previous school year.

We had a few students who were suspended for their actions on other schools campuses during the school day. Our two expulsions for students who also went to other campuses and committed acts that took them to expulsion hearings.

We need more personnel to build relationship with student on campus so they feel more connected and will refrain from doing things that will get them suspended.

# 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?

Graduation rates, drop out rates and attendance

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

We had more meetings with students about credits needed to graduate. We also implemented parent/teacher conferences. Yes I think they worked because we had more students graduate and anecdotal evidence leads me to believe we improved our attendance but will not find out until the state releases our information. We also provided more opportunities for students to earn incentives by passing classes. Using CAASPP scores to see how we are doing is not a true indicator of how students are doing. Students do not try on these test. They go through them as fast as they can so they can be done with them. They have more important classes they need to complete for gr



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

We are going to provide more opportunities for students to get on college campuses.

**2023-24**

**Identified Need**

We need a better way of tracking attendance. Right now the district doesn't have a way of accurately tracking our attendance in real time. Student get fulltime attendance for 15 hours of attendance in a week. They also can get attendance for current weeks for more than 15 hours of attendance accrued in previous weeks.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24	
<b>ELA State Assessment: Change in scale score</b>	All Students	<b>+3 scale score points</b>	
	182.4 points below standard		
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged		162.9 points below standard
	Students with Disabilities		
	African American		
	American Indian		
	Asian		
Filipino			
Hispanic			
Two or More Races			
Pacific Islander			
White	174 points below standard		
<b>Math State Assessment: Change in scale score</b>	All Students	<b>+3 scale score points</b>	
	264.8 points below standard		
	English Learners		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Foster Youth Homeless Socioeconomically Disadvantaged 250.8 points below standard Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White 232.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	0.00%	0.00%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students 0 Prepared Homeless 0 Prepared Socioeconomically Disadvantaged 0 Prepared Students with Disabilities 0 Prepared African American 0 Prepared Hispanic 0 Prepared	+2%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	White	0 Prepared	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Hire a .70 counselor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	110370	August 2024 - June 2025
1.2	Hire a .40 math teacher	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	63700	August 2024 - June 2025
1.3	Provide materials and supplies to support staff in implementing non APEX based lessons and interventions so students can	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Equity Multiplier 4000-4999: Books And Supplies	23870	August 2024 - June 2025

	have more success in finishing classes.				
1.4	Supplemental supplies and materials for core subjects.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	7,000 1,003	August 2024 - June 2025

# 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?

I interviewed multiple students attending La Entrada in the Fall and Spring of 2023. Every student said they love the APEX format which we use to deliver instruction to all of our students. However we have added a few direct instruction classes over the year. We have added 2 math classes, a Mindfulness Based Substance Abuse Training class, Sacramento Area Speaks (poetry) and some small group classes to help students navigate APEX.

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

All of our data shows these are working. Our graduation numbers improved, classes passed increase, and attendance has improved.

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

Right now we are going to continue with what we have implemented.

**2023-24**

**Identified Need**

We are going to continue our partnership with Black Youth Leadership Project to continue with the MBSAT class. More support for students who are struggling getting to school, many times it's transportation.

**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	less than 80%
Attendance: Percentage of the school year attended for students in TK-12	59.41%	Better than 70%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	24.10%	less than 20%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
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="0"> <tr> <td>All Students</td> <td>53.4% graduated</td> </tr> <tr> <td>English Learners</td> <td></td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td>55% graduated</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>50% graduated</td> </tr> <tr> <td>Students with Disabilities</td> <td>50% graduated</td> </tr> <tr> <td>African American</td> <td>46.7% graduated</td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>48.6% 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> </table>	All Students	53.4% graduated	English Learners		Foster Youth		Homeless	55% graduated	Socioeconomically Disadvantaged	50% graduated	Students with Disabilities	50% graduated	African American	46.7% graduated	American Indian		Asian		Filipino		Hispanic	48.6% graduated	Two or More Races		Pacific Islander		White	64.3% graduated	+1%
All Students	53.4% graduated																													
English Learners																														
Foster Youth																														
Homeless	55% graduated																													
Socioeconomically Disadvantaged	50% graduated																													
Students with Disabilities	50% graduated																													
African American	46.7% graduated																													
American Indian																														
Asian																														
Filipino																														
Hispanic	48.6% graduated																													
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	Hire a School Community Intervention Specialist	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified	77000 9000	August 2024-May 2025

			Personnel Salaries Other 2000-2999: Classified Personnel Salaries		
2.2	Provide students an opportunity to visit and tour college campuses and visit different trade schools.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures	7837 5000	August 2024-May 2025
2.3	Provide Transportation to students who do not have transportation to school	All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI)	7500	August 2024-May 2025



			5000-5999: Services And Other Operating Expenditures		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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?

We used student and parent surveys but this is really very accurate because we only get a handful of surveys back. We use suspension and expulsions rates.

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

We implemented parent-teacher conferences. Early results of indicate these conferences worked because we had 90% of families attend the conferences either in-person, Zoom or on the phone. Grad rates and attendance improved. We added in home visits for kids that weren't attending or wanted to dropout. These worked because we only had 1 student dropout after the home visit. In the past we would have just dropped the student after 10 days of no attendance and no communication. We also added in incentives for student who had good attendance and those who past classes.

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

Add more incentives for students who pass classes.

**2023-24**

**Identified Need**

We need more personnel to build relationship with student on campus so they feel more connected and will refrain from doing things that will get them suspended.

**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	7.9% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	4.2% suspended at least one day
	Socioeconomically Disadvantaged	6.4% suspended at least one day
	Students with Disabilities	11.4% suspended at least one day
	African American	11.1% suspended at least one day
	American Indian	
	Asian	
	Filipino	
	Hispanic	3% suspended at least one day
	Two or More Races	25% suspended at least one day
	Pacific Islander	
White	8.8% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	1.06%	-0.5%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	73.7%	75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	75.8%	76%
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%	5%

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	PBIS incentives for students who are passing classes and improve attendance.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Comprehensive Support and	10000 5000 5800	August 2024-May 2025

			Improvement (CSI) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.2	Continue parent teacher conferences.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	962	August 2024-May 2025
3.3	Utilize MTSS Social Worker to increase student connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			August 2024-May 2025
3.4	Provide tiered interventions to support students' social, emotional, behavioral, and academic needs.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American and Students with Disabilities			August 2024-May 2025



# 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

<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
Create individualized plans for students who are most in need of academic and socioemotional connection.	August 2024 - June 2025	MTSS Social Worker			

# 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	\$77,762.00
Total Federal Funds Provided to the School from the LEA for CSI	\$35,337.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$334,042.00

## 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)	\$35,337.00

Subtotal of additional federal funds included for this school: **\$35,337.00**

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 (\$)
Equity Multiplier	\$198,943.00
LCFF Supplemental Site Allocation	\$12,800.00
Other	\$9,000.00
Title I Part A Parent Involvement	\$962.00
Title I Part A Site Allocation	\$77,000.00

Subtotal of state or local funds included for this school: **\$298,705.00**

Total of federal, state, and/or local funds for this school: **\$334,042.00**



# 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	12,800	0.00
Title I Part A Site Allocation	77,000	0.00
Title I Part A Parent Involvement	962	0.00
Equity Multiplier	198,943	0.00
Comprehensive Support and Improvement (CSI)	35337	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	35,337.00
Equity Multiplier	198,943.00
LCFF Supplemental Site Allocation	12,800.00
Other	9,000.00
Title I Part A Parent Involvement	962.00
Title I Part A Site Allocation	77,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	174,070.00
2000-2999: Classified Personnel Salaries	91,000.00
4000-4999: Books And Supplies	38,635.00
5000-5999: Services And Other Operating Expenditures	30,337.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	5,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	30,337.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	174,070.00
4000-4999: Books And Supplies	Equity Multiplier	24,873.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,800.00
2000-2999: Classified Personnel Salaries	Other	9,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	962.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	77,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	205,943.00
Goal 2	106,337.00
Goal 3	21,762.00

# 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
- 2 Secondary Students

Name of Members	Role
Kirk Bebout	Principal
Rob Myers	Parent or Community Member
Gina Timm	Classroom Teacher
Cheryl Lilly	Classroom Teacher
Marti Velasco	Classroom Teacher
Janelle Broussard-Soriano	Secondary Student
Carletta Broussard	Parent or Community Member
Glen Odabashian	Parent or Community Member
Alex Bruno	Secondary Student
Patrick Larkins	Parent or Community Member

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 06/18/24.

Attested:


Principal, Kirk Bebout on 06/18/24

SSC Chairperson, Cheryl Lilley on 06/18/24

# Budget By Expenditures

## La Entrada Continuation High School

**Funding Source: Comprehensive Support and Improvement (CSI)**

**\$35,337.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide students an opportunity to visit and tour college campuses and visit different trade schools.	5000-5999: Services And Other Operating Expenditures	\$7,837.00	Healthy Environments for Socio-Emotional Growth	
Provide Transportation to students who do not have transportation to school	5000-5999: Services And Other Operating Expenditures	\$7,500.00	Healthy Environments for Socio-Emotional Growth	
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Socio-Emotional Growth	
PBIS incentives for students who are passing classes and improve attendance.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs	
Field trips to community colleges, Universities and trade schools/events		\$5,000.00	Clear Pathways to Bright Futures	

Comprehensive Support and Improvement (CSI) Total Expenditures: \$40,337.00

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

**Funding Source: Equity Multiplier**

**\$198,943.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$1,003.00	Connected School Communities	

## La Entrada Continuation High School

Hire a .70 counselor	1000-1999: Certificated Personnel Salaries	\$110,370.00	Connected School Communities
Hire a .40 math teacher	1000-1999: Certificated Personnel Salaries	\$63,700.00	Connected School Communities
Provide materials and supplies to support staff in implementing non APEX based lessons and interventions so students can have more success in finishing classes.	4000-4999: Books And Supplies	\$23,870.00	Connected School Communities

Equity Multiplier Total Expenditures: \$198,943.00

Equity Multiplier Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Site Allocation **\$12,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental supplies and materials for core subjects.	4000-4999: Books And Supplies	\$7,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$5,800.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: \$12,800.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase of materials, supplies, and technology to support clubs and CTE courses.		\$10,000.00	Clear Pathways to Bright Futures	

## La Entrada Continuation High School

2000-2999: Classified Personnel Salaries \$9,000.00 Healthy Environments for Socio-Emotional Growth

Other Total Expenditures: \$19,000.00

Other Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$962.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue parent teacher conferences.	4000-4999: Books And Supplies	\$962.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$962.00

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

### Funding Source: Title I Part A Site Allocation \$77,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a School Community Intervention Specialist	2000-2999: Classified Personnel Salaries	\$77,000.00	Healthy Environments for Socio-Emotional Growth	

Title I Part A Site Allocation Total Expenditures: \$77,000.00

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

La Entrada Continuation High School Total Expenditures: \$349,042.00