



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 High School	34-67447-3432838	5/27/2025	June 24,2025

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).

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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

Encina engaged students, staff, and family/community in the SPSA/Annual Review and Update, including several data conversations. Staff reviewed data, engaged in discussion, and shared input during staff meetings. They also gave input via 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 and English Language Advisory Committee, where data and input were reviewed. The SSC then engaged in analysis, discussion, and goal setting.

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
Total Enrollment				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
Total Enrollment	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)			12	2.9%		2.67%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
628	79.1%	49.2%	0.8%
Total Number of Students enrolled in Encina 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	309	49.2%
Foster Youth	5	0.8%
Homeless	46	7.3%
Socioeconomically Disadvantaged	497	79.1%
Students with Disabilities	82	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	108	17.2%
American Indian	3	0.5%
Asian	164	26.1%
Filipino	4	0.6%
Hispanic	194	30.9%
Two or More Races	28	4.5%
Pacific Islander	10	1.6%
White	117	18.6%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Graduation Rate</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> Red</div>		
<div>College/Career</div> <div> Orange</div>		

School and Student Performance Data

Academic Performance English Language Arts

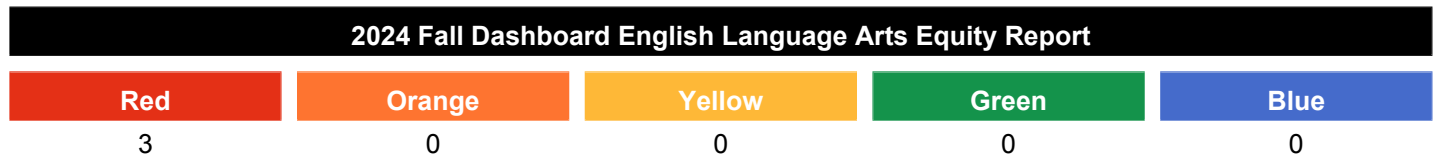
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>153.1 points below standard</div> <div>Declined 47.0 points</div> <div>120 Students</div>	<div>English Learners</div> <div> Red</div> <div>177.0 points below standard</div> <div>Declined 37.7 points</div> <div>72 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>151.8 points below standard</div> <div>Declined 30.1 points</div> <div>13 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>171.5 points below standard</div> <div>Declined 52.4 points</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>158.0 points below standard</div> <div>Declined 48.2 points</div> <div>108 Students</div>

Students with Disabilities  No Performance Color 182.9 points below standard Declined 59.9 points 16 Students	African American  No Performance Color 128.8 points below standard Declined 17.4 points 18 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 180.1 points below standard Declined 7.7 points 38 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 121.6 points below standard Declined 32.6 points 36 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 4 Students	White  No Performance Color 189.9 points below standard Declined 93.8 points 14 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 153.1 points below standard which was a significant decrease from the previous school year. Our lowest performing student groups were: English Learners, MKV, SWD, Asian, and White. English learners scored 177.0 points below standard, which was a significant decrease from the previous school year. MKV scored 171.5 below standard, which was a significant decrease from the previous year. SWD scored 182.9 points below standard, which was a significant decrease from the previous year. Asian scored 180.1 below standard, which was a significant decrease from the previous school year. White scored 189.9 points below grade level, which was a significant decrease from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There are several things that potentially contributed to the results: We have had a large increase of newcomer students, which means we have a high number of students testing at ELPAC level 1. Of the 11th graders CAASPP testing, many have been in the country for just over a year, which means that they must take the ELA portion of CAASPP. 60% of the students tested were EL. The majority of our EL students are from Afghanistan, and identify as either white or Asian. We implemented a new supplemental ELD curriculum this year, but we did not have enough training and release time for practitioners to become confident in teaching the material. We had new ELD teachers this year that did not engage in professional learning with us in previous years. We also have seen an increase in the number of students that are dual identified. With regards to our SWD, we had inconsistent staffing with Instructional Assistant support, which means that students did not have regular push-in classroom support. Our SWD students also have a high chronic absenteeism rate. While we offer after school tutoring, our MKV students had difficulty accessing after school supports and struggled with regular attendance.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources: Continued on campus support - Advocacy teachers, ELA intervention teacher, supplemental technology, diverse-leveled-high-interest books, online resources, supplemental materials, professional development, and release time for teachers to review data and plan regularly.

School and Student Performance Data

Academic Performance Mathematics

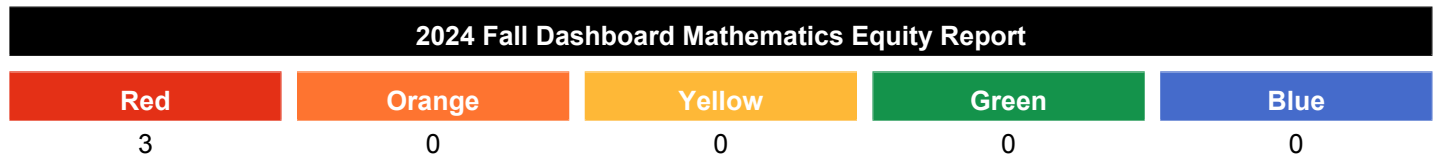
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>216.2 points below standard</div> <div>Declined 22.6 points</div> <div>137 Students</div>	<div>English Learners</div> <div> Red</div> <div>230.5 points below standard</div> <div>Declined 12.4 points</div> <div>87 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>232.2 points below standard</div> <div>Declined 28.4 points</div> <div>13 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>220.4 points below standard</div> <div>Declined 14.2 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>217.6 points below standard</div> <div>Declined 25.8 points</div> <div>125 Students</div>

Students with Disabilities  No Performance Color 228.6 points below standard Declined 39.5 points 16 Students	African American  No Performance Color 183.4 points below standard Increased 29.3 points 18 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 224.7 points below standard Increased 33.8 points 46 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 198.6 points below standard Declined 27.0 points 37 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 4 Students	White  No Performance Color 253.0 points below standard Declined 74.0 points 21 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 216.2 points below standard which was a significant decrease from the previous school year. Our lowest performing student groups were: English Learners, LTEL, MKV, SWD, and White. Although Hispanic was not one of our lowest performing groups, there was a significant decrease in their data. There was a significant increase in African American and Asian performance. Of the 11th grade students tested, 64% were English Learners, many of which were in the country less than a year. English learners scored 230.5 points below standard which was a significant decrease from the previous school year. Our MKV and SWD were scored slightly lower than all students, and our white students saw a decrease of 74.0 points below standard as compared to the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We have had a large increase of newcomer 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. 64% of the students testing in math were EL and many of those students had been in the country for less than a year. Much of the CAASPP mathematics assessment includes academic vocabulary, and all directions and word problems are in English. This makes it extremely challenging for at least 64% of our students. Our transiency rate is over 35%, and over 35% of our students have had chronic absenteeism issues. There is a need to intensify tiered supports to close the achievement gap.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed: Resources: Advocacy teachers, Math intervention teacher, after school tutoring, supplemental technology, supplemental materials, staff training, staff release time to review data and plan with standards.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Yellow
24% making progress.	43.1% making progress.
Number Students: 250 Students	Number Students: 51 Students

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.

2024 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
8.4%	67.2%	0%	24%

Lowest Performing Group:

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

24% of our EL students progressed at least one ELPI level. This was a slight increase from the previous year. 67.2% maintained ELPI level 1, 2L, 2H, 3L, or 3H. This was not a significant change from the previous year. 0% of our students maintained ELPI level 4 which was not a significant decline from the previous year, and 8.4% decreased one ELPI level, which was not a significant change from the previous year. There is a need to improve in all areas, and there was not significant growth in any areas.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

In looking at the data from the 2024 testing year, it is clear there is a need to increase training for all staff, and provide intensified training for ELD teachers. Many of our EL students are identified as SLIFE, Students with Limited and/or Interrupted Education. We have seen a large increase of EL students that are not literate in their home languages, and a large number of students from Afghanistan do not have foreign transcripts, especially our female students. There is an increased need to provide scaffolds and supports in content area courses and framework aligned instruction in our designated ELD classes.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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. Teachers need additional release time to analyze data and plan instruction that meets the needs of their students. There is also need for supplemental materials and resources, including but not limited to materials to teach foundational reading skills. Personnel is needed to reduce the teacher to student ratio and work with small groups of students. Personnel is also needed to provided support with content area courses. Continued multi-lingual after school tutoring is needed.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

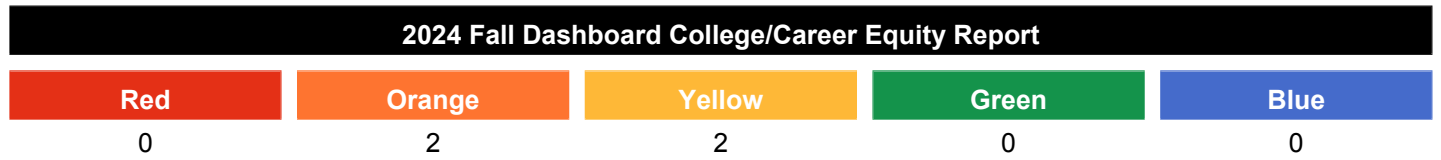
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>14.7 Prepared</div> <div>Maintained 0.3</div> <div>177 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>11 Prepared</div> <div>Increased 3.8</div> <div>100 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>13 Prepared</div> <div>Declined 2.3</div> <div>23 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>19 Prepared</div> <div>Increased 10.4</div> <div>42 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>14.7 Prepared</div> <div>Maintained 0.6</div> <div>170 Students</div>

Students with Disabilities  No Performance Color 4.3 Prepared Increased 4.3 23 Students	African American  No Performance Color 3.7 Prepared Increased 3.7 27 Students	American Indian  No Performance Color Less than 11 Students 0 1 Student
Asian  Orange 10.5 Prepared Declined 3.8 38 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 24.6 Prepared Increased 5.1 65 Students
Two or More Races  No Performance Color Less than 11 Students 0 5 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  No Performance Color 12.5 Prepared Declined 4.2 40 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.

The majority of the students maintained or increased performance in this area; however, our Asian students saw a decline of 3.8 and our white students saw a decline of 4.2. Our students from Afghanistan make up the majority of our white and Asian students. Our overall English Learners saw a slight increase from last year, but they are still far below where they should be. Our Hispanic students had a significant increase from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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 and are not literate in their home language. 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. There is a need for intensified and targeted supports to close the achievement gap.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed: Intervention teachers, bilingual support, during the day support such as Advocacy classes, after school instructional support, leveled materials, supplemental resources, parent engagement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Graduation Rate

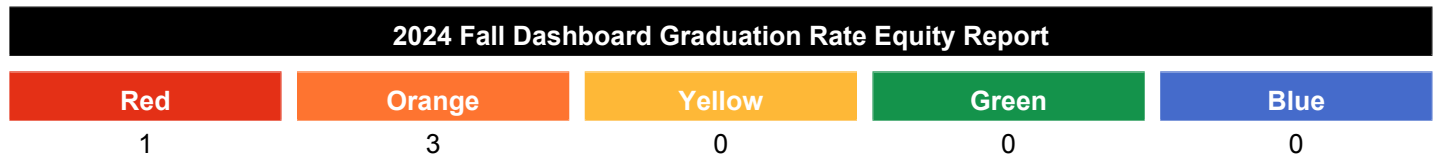
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>73.9% graduated</div> <div>Declined 3.8%</div> <div>188 Students</div>	<div>English Learners</div> <div> Orange</div> <div>69.4% graduated</div> <div>Declined 5.9%</div> <div>111 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>95.7% graduated</div> <div>Declined 4.3%</div> <div>23 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>66.7% graduated</div> <div>Increased 3.7%</div> <div>42 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>76.2% graduated</div> <div>Declined 1.9%</div> <div>181 Students</div>

Students with Disabilities  No Performance Color 56.5% graduated Increased 6.5% 23 Students	African American  No Performance Color 81.5% graduated Increased 11.9% 27 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Red 63.4% graduated Declined 21.4% 41 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 72.7% graduated Declined 10.6% 66 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 80.9% graduated Increased 16.6% 47 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.

We saw a significant decrease of 3.8% in our graduation rate. English Learners declined 5.9%. Our Hispanic population declined 10.6% and our Asian students declined 21.4% from the previous year. There was an increase in grad rate in our homeless students, SWD students, AA, and white students. The majority of our students identifying as white are from Afghanistan. In comparison, 73.9% of all students graduated which was a decrease from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Encina has continued to see growth in our EL population this year, reaching up to 73% of our student population this year. Many of our EL students from Afghanistan have come without transcripts, and many have experienced interrupted or limited educational experience. Many of our English Only students come to us far below grade level, making it difficult to be successful with on grade level content. This 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. Some teachers are working to balance instruction and provide culturally responsive instruction and resources, but some classrooms still have students on a high level of independent practice and not enough student talk time.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Increased A-G information from counselors, advocacy teachers, supplement materials, after school tutoring, School Community Intervention Assistants to guide academic conversations with students and families, staff to monitor data and student progress, increased parent engagement, and continued college field trips.

School and Student Performance Data

Conditions & Climate Suspension Rate

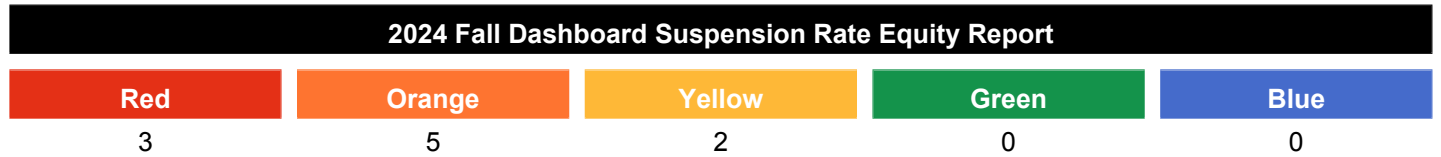
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>13.3% suspended at least one day</div> <div>Declined 0.8%</div> <div>848 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>10.6% suspended at least one day</div> <div>Increased 0.3%</div> <div>434 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>6.7% suspended at least one day</div> <div>Declined 4.7%</div> <div>75 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>18.5% suspended at least one day</div> <div>Increased 6.2%</div> <div>119 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>13.9% suspended at least one day</div> <div>Declined 0.7%</div> <div>775 Students</div>

Students with Disabilities  Orange 17% suspended at least one day Declined 5.6% 106 Students	African American  Orange 21.8% suspended at least one day Declined 2.3% 147 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Red 16.1% suspended at least one day Increased 7.5% 223 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Orange 10.7% suspended at least one day Declined 0.8% 242 Students
Two or More Races  Orange 13% suspended at least one day Declined 12.7% 46 Students	Pacific Islander  No Performance Color 7.7% suspended at least one day Declined 6.6% 13 Students	White  Yellow 7.1% suspended at least one day Declined 4.1% 169 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.

The overall suspension rate is in the orange, and the amount it has declined is not significant (0.8% decline). English Learners are in the red, with a 0.3% increase. LTEL suspensions is in the yellow and decreased by 4.7%. Our homeless (MKV) population is in the red and had a significant increase from the previous year. Our Asian population had the greatest increase in suspensions, and that is primarily made up of our students from Afghanistan. Our greatest decline is our students with two or more races.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We saw an increase in vaping and substance abuse, particularly in our Afghan male students. We also saw a significant increase in fighting between our male Afghan students. There was fighting between our Pashto and Dari speakers. Students that may not have attended the same schools in Afghanistan now attend school together. Students that did not attend school at all and have high trauma are now on a campus with many students in need of trauma-informed practices and Social-emotional supports.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We need to provide training on restorative practices and increase staff that can provide conflict mediation and small group supports that focus on strategies for students when they are feeling escalated. There is a need to continue to strengthen our PBIS program so that we can teach, model, and positively reinforce positive behavior. We also need to

focus on healthy alternatives to substance use and support with addiction. We need to provide alternatives to suspension, such as restorative practices and online SE lessons.

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: 2024-25

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, 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 a decline as measured by the CAASPP assessment and are now in the red in both subject areas as represented on the CA Dashboard.

Although we continue to provide Advocacy courses for a large number of our students, using title one funding, last year, we did not make forward growth. In advocacy, students receive teacher support in all content areas. We have an ELA and math intervention teacher that push into the advocacy classes to provide identified student support; however, we have not had stability in our ELA intervention position. There is a need to strengthen tier one instruction and ensure it is aligned to standards. 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. We are seeing a higher number of students with limited or interrupted education in their home country. 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 2025-26 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.

2025-26
Identified Need

There is a need to provide time for training and planning aligned to standards. There is a need to strengthen tier 1 instruction and intensify tier 2 instruction. Encina will continue to strengthen their advocacy program and provide time for after school learning opportunities. There is also a need to continue to provide supplemental materials and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	153.1 points below standard	+3 scale score points
	English Learners	177.0 points below standard	
	Foster Youth		
	Homeless	171.5 points below standard	
	Socioeconomically Disadvantaged	158.0 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Students with Disabilities	182.9 points below standard	
	African American	128.8 points below standard	
	American Indian		
	Asian	180.1 points below standard	
	Filipino		
	Hispanic	121.6 points below standard	
	Two or More Races		
	Pacific Islander		
	White	189.9 points below standard	
Math State Assessment: Change in scale score	All Students	216.2 points below standard	+3 scale score points
	English Learners	230.5 points below standard	
	Foster Youth		
	Homeless	220.4 points below standard	
	Socioeconomically Disadvantaged	217.6 points below standard	
	Students with Disabilities	228.6 points below standard	
	African American	183.4 points below standard	
	American Indian		
	Asian	224.7 points below standard	
	Filipino		
	Hispanic	198.6 points below standard	
	Two or More Races		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Pacific Islander White	253.0 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	24%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	2.67%		+2%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students English Learners Homeless Socioeconomically Disadvantaged Students with Disabilities African American Asian Hispanic White	14.7 Prepared 11 Prepared 19 Prepared 14.7 Prepared 4.3 Prepared 3.7 Prepared 10.5 Prepared 24.6 Prepared 12.5 Prepared	+2%

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-	All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	308,090 117,215	2025-26 School Year

	<p>12 students enrollment in the Advocacy program and a 7-period day, allowing for increased instructional time, and academic intervention.</p> <p>3.2 FTE PC 36594 PC 36598 PC 36595 PC 36597 PC 36599 PC 36601</p>	<p>Foster Youth X Lowest Performing Hispanic</p>	<p>1000-1999: Certificated Personnel Salaries 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>	7,000	2025-26 School Year
1.3	<p>Provide supplemental equipment, materials and supplies for the Advocacy program at all grade levels, and</p>	<p>All Students X English Learners X Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	7,008	2025-26 School Year

	for related projects				
1.4	Provide supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas.	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	2025-26 School Year
1.5	Provide instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core	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	15,000	2025-26 School Year
1.6	Provide supplemental equipment, materials, and supplies to support students including but not limited to English learners.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,000	2025-26 School Year
1.7	Provide educational and enrichment field trips and school visits,	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And	20,000	2025-26 School Year

	acculturation programs at colleges, universities, enrichment events, and other post-graduate/college and career-preparedness opportunities for all students.		Other Operating Expenditures		
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 Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	2025-26 School Year
1.9	Provide library with supplementary materials/supplies /equipment for instructional and extra- curricular support, including but not limited to	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	2025-26 School Year

	STEAM and Makerspace supplies.				
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 9,000	2025-26 School Year
1.11	Provide release/compensated time for the Site Leadership Team to execute planning,	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	2,755	2025-26 School Year

	monitoring, and adjusting of professional development to ensure all PD is aligned to the vision, LCAP & SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity & responsive instruction, and building/supporting school climate and culture.		Personnel Salaries		
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	3,000	2025-26 School Year
1.13	Provide supplemental materials and supplies to support CTE programs on site.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,500	2025-26 School Year

1.14	<p>Provide compensated time, outside of the workday, for classified staff to collaborate with community partners to improve outcomes for identified student groups. Community partners include but are not limited to: IYT, SAYS, International Refugee Committee (IRC), EAOP, ETS.</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	2025-26 School Year

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: 2024-25

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. Staff prioritized parent connection and individual student conferencing as needed. Opportunities for celebration were provided to recognize improved and good attendance.

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

Encina has continued to coordinate a strong Learning Support Team. Staff provided regular check-ins to identified students 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.

**2025-26
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. Designated Encina staff need to closely monitor students starting their freshman year. We must first began with educating students and parents of A-G and high school graduation requirements. We then need to work on connecting students to the campus and providing supports and intervention as needed. The next step is monitoring student progress and adjusting supports as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	NA
Attendance:	87.8%	90%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Percentage of the school year attended for students in TK-12			
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	9.6%		-3%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 73.9% graduated English Learners 69.4% graduated Foster Youth Homeless 66.7% graduated Socioeconomically Disadvantaged 76.2% graduated Students with Disabilities 56.5% graduated African American 81.5% graduated American Indian Asian 63.4% graduated Filipino Hispanic 72.7% graduated Two or More Races Pacific Islander White 80.9% graduated		+1%

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
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2.1	Provide funding for two School Community Intervention Assistants to increase academic success and college and career readiness; cultivate inclusive, emotionally safe, equitable, culturally responsive and healthy environments. 2.0 FTE PC 36745 PC 36744	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	77,765 51,963	2025-26 School Year
2.2	Provide support for increased student attendance. Provide additional classified hours to support attendance improvement, parent connection, and home visits as needed.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	2025-26 School Year
2.3	Provide after school	All Students X English Learners	LCFF Supplemental	5,000	2025-26 School Year

	enrichment opportunities, including but not limited to music, dance, art, theater, etc.	X Low-Income Students X Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5,000 2,000	
2.4	Provide materials, supplies, and other ancillary needs to promote positive attendance and to support interventions with truancy and excessive absences.	All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2025-26 School Year

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: 2024-25

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.

2025-26

Identified Need

During the 2025-26 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 2024-25		Expected Outcome 2025-26
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	13.3% suspended at least one day	-0.3%
	English Learners	10.6% suspended at least one day	
	Foster Youth		
	Homeless	18.5% suspended at least one day	
	Socioeconomically Disadvantaged	13.9% suspended at least one day	
	Students with Disabilities	17% suspended at least one day	
	African American	21.8% suspended at least one day	
	American Indian		
	Asian	16.1% suspended at least one day	
	Filipino		
	Hispanic	10.7% suspended at least one day	
	Two or More Races	13% suspended at least one day	
	Pacific Islander	7.7% suspended at least one day	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	7.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	57.1%		60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	56.5%		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).	8%		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 to increase school-wide safety and promote a positive school culture. PC 36822	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	31,711 31,137	2025-26 School Year

			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	4,000	2025-26 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	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500	2025-26 School Year
3.4	Provide staff compensation for planning and implementing family learning and engagement events.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement	2,720 1,000	2025-25 School Year

			2000-2999: Classified Personnel Salaries		
3.5	Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events and hire outside safety as needed.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	2025-26 School Year
3.6	Provide materials, supplies and other assorted resources to support the implementation of PBIS and restorative practices in order to ensure the school's implementation of a positive, supportive, and caring environment.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Asian, Homeless	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,000	2025-26 School Year
3.7	Provide access to student-involvement in the	X All Students English Learners Low-Income Students	Cell Tower (High School ONLY)		2025-26 School Year

	areas of athletics, the arts, and related extra-curricular programs and events to support student achievement by increasing opportunities for increased student engagement.	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
3.8	Provide funding for professional learning opportunities that are related to increasing positive school connectedness, engagement, culture and climate inside and outside of the classroom, and SEL.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4,000	2025-26 School Year
3.9	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		2025-26 School Year

3.10	Purchase materials for Physical Education and lunchtime activities to support social emotional learning, increase a positive school culture and climate, and increase school connectedness.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,432	2025-26 School Year
3.11	Purchase student and staff spirit wear to increase school pride and culture and climate.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2025-26 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

SCHOOL GOAL #1:					
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	2025-26 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	2025-26 School Year		2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	
Ensure all English Learners receive designated and Integrated English Language Development ELD daily.	2025-26 School Year	Provide ELD Teachers to support the development of English Language acquisition.	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.	2025-26 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.	2025-26 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.	2025-26 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.	2025-26 School Year	Provide .50 school counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

SCHOOL GOAL #2:

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

SCHOOL GOAL #3:

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.	2025-26 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$787,796.00

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 (\$)
LCFF Supplemental Site Allocation	\$117,280.00
Title I Part A Parent Involvement	\$7,720.00
Title I Part A Site Allocation	\$662,796.00

Subtotal of state or local funds included for this school: \$787,796.00

Total of federal, state, and/or local funds for this school: \$787,796.00

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	117,280	0.00
Title I Part A Site Allocation	662,796	0.00
Title I Part A Parent Involvement	7,720	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	117,280.00
Title I Part A Parent Involvement	7,720.00
Title I Part A Site Allocation	662,796.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	334,565.00
2000-2999: Classified Personnel Salaries	118,976.00
3000-3999: Employee Benefits	200,315.00
4000-4999: Books And Supplies	94,940.00
5000-5999: Services And Other Operating Expenditures	39,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	38,211.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	31,137.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	33,932.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	9,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	2,720.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	326,845.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	79,765.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	169,178.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	57,008.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	545,568.00
Goal 2	148,728.00
Goal 3	93,500.00

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
Maren Elliott	Classroom Teacher
Mary Reardon	Classroom Teacher
Lawrence Doney	Classroom Teacher
Shelby Bumgarner	Classroom Teacher
Rafi Khalil Naasar	Other School Staff
Sandra Adams	Parent or Community Member
Anthony Brooks	Parent or Community Member
Robyn Cabrejas	Secondary Student
Fariha Amiri	Secondary Student
Bidaa Saleh	Secondary Student
Abdullah Fahim	Secondary Student

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/26/2025.

Attested:

	Principal, Greta Scholtes on 05/26/2025
	SSC Chairperson, Lawrence Doney on 05/26/2025

Budget By Expenditures

Encina High School

Funding Source: LCFF Supplemental Site Allocation

\$117,280.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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).	4000-4999: Books And Supplies	\$8,000.00	Connected School Communities	
Provide support for increased student attendance. Provide additional classified hours to support attendance improvement, parent connection, and home visits as needed.	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth	
Provide after school enrichment opportunities, including but not limited to music, dance, art, theater, etc.	1000-1999: Certificated Personnel Salaries	\$5,000.00	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	\$5,000.00	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 to increase school-wide safety and promote a positive school culture. PC 36822	2000-2999: Classified Personnel Salaries	\$31,711.00	Engaging Academic Programs	

Encina High School

Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events and hire outside safety as needed.	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs
Provide materials, supplies and other assorted resources to support the implementation of PBIS and restorative practices 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 funding for professional learning opportunities that are related to increasing positive school connectedness, engagement, culture and climate inside and outside of the classroom, and SEL.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$31,137.00	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	\$500.00	Engaging Academic Programs
Provide supplemental materials and supplies to support CTE programs on site.	4000-4999: Books And Supplies	\$4,500.00	Connected School Communities
Purchase materials for Physical Education and lunchtime activities to support social emotional learning, increase a positive school culture and climate, and increase school connectedness.	4000-4999: Books And Supplies	\$4,432.00	Engaging Academic Programs
Purchase student and staff spirit wear to increase school pride and culture and climate.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$117,280.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Encina High School

Funding Source: Title I Part A Parent Involvement

\$7,720.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide staff compensation for planning and implementing family learning and engagement events.	1000-1999: Certificated Personnel Salaries	\$2,720.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs	
Provide family engagement events and increased communication to increase school connectedness.	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$7,720.00

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

Funding Source: Title I Part A Site Allocation

\$662,796.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide library with supplementary materials/supplies/equipment for instructional and extra- curricular support, including but not limited to STEAM and Makerspace supplies.	3000-3999: Employee Benefits	\$51,963.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	

Encina High School

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.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$117,215.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$9,000.00	Connected School Communities
Provide funding for two School Community Intervention Assistants to increase academic success and college and career readiness; cultivate inclusive, emotionally safe, equitable, culturally responsive and healthy environments. 2.0 FTE PC 36745 PC 36744	2000-2999: Classified Personnel Salaries	\$77,765.00	Healthy Environments for Socio-Emotional Growth
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. 3.2 FTE PC 36594 PC 36598 PC 36595 PC 36597 PC 36599 PC 36601	1000-1999: Certificated Personnel Salaries	\$308,090.00	Connected School Communities
Provide personnel for after-school academic support for all students in core subject areas.	1000-1999: Certificated Personnel Salaries	\$7,000.00	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	\$7,008.00	Connected School Communities

Encina High School

Provide supplemental materials and supplies to support instruction and differentiation of instruction in all subject areas.	4000-4999: Books And Supplies	\$20,000.00	Connected School Communities
Provide instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core	4000-4999: Books And Supplies	\$15,000.00	Connected School Communities
Provide supplemental equipment, materials, and supplies to support students including but not limited to English learners.	4000-4999: Books And Supplies	\$7,000.00	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	\$20,000.00	Connected School Communities
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
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).	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Clear Pathways to Bright Futures

Encina High School

Provide release/compensated time for the Site Leadership Team to execute planning, monitoring, and adjusting of professional development to ensure all PD is aligned to the vision, LCAP & SPSA goals and objectives, WASC critical areas, common core standards, ELD support, cultural diversity & responsive instruction, and building/supporting school climate and culture.	1000-1999: Certificated Personnel Salaries	\$2,755.00	Connected School Communities
Provide, equipment, materials and supplies to support implementation of AVID strategies at all grade levels.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
Provide compensated time, outside of the workday, for classified staff to collaborate with community partners to improve outcomes for identified student groups. Community partners include but are not limited to: IYT, SAYS, International Refugee Committee (IRC), EAOP, ETS.	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$687,796.00

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

Encina High School Total Expenditures: \$812,796.00