School Year: **2025-26**

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 12th, 2025	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)

X	Schoolwide Program
X	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).

Table of Contents

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 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
Total Enrollment				88	113	115

Table header: Student Enrollment by Subgroup

Student Enrollment
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
Total Enrollment	88	113	115

Table header: Student Enrollment by Grade Level

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	0.0%		0.00%

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**
115	**60%**	**9.6%**	**1.7%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	11	9.6%
Foster Youth	2	1.7%
Homeless	19	16.5%
Socioeconomically Disadvantaged	69	60%
Students with Disabilities	17	14.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	16.5%
American Indian	1	0.9%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	48	41.7%
Two or More Races	8	7%
Pacific Islander	2	1.7%
White	37	32.2%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Orange

Mathematics
No Performance Color

English Learner Progress
No Performance Color

College/Career
Red

School and Student Performance Data

Academic Performance
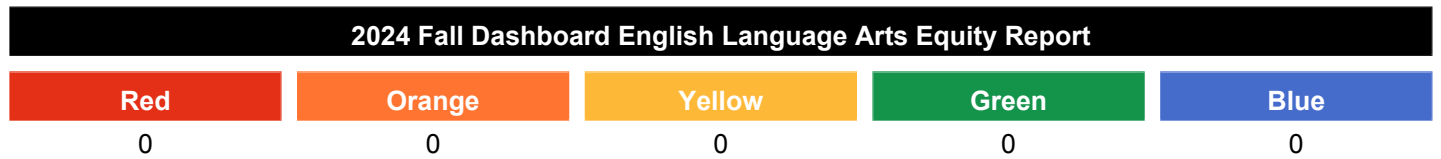## English Language Arts

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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 English Language Arts Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
192.7 points below standard	Less than 11 Students	Less than 11 Students
Declined 10.2 points	3 Students	1 Student
20 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	190.8 points below standard
2 Students	6 Students	Declined 27.9 points
		16 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	4 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students
1 Student		8 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		8 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.

These groups have either a "Red" indicator or the lowest performance relative to the school-wide average, even if not red:

Students with Disabilities

Marked in Red on multiple indicators, including Chronic Absenteeism and Graduation Rate

Particularly concerning levels that are significantly lower than schoolwide rates

African American Students

Indicated in Red for both Suspension Rate and Graduation Rate

Performance notably below schoolwide benchmarks

Socioeconomically Disadvantaged Students

Not always red, but frequently below average performance across several indicators

Performance lags behind the overall school rate, especially in Graduation and ELA

Hispanic or Latino Students

Not in red across all areas, but show low performance in key areas like ELA and Graduation Rate

Relative to other student groups, outcomes are still lower

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

1. Chronic Absenteeism and Engagement Challenges

- The report notes that many students arrive at La Entrada already significantly credit-deficient, often transferring from other schools due to previous disengagement.

- There is a recognized need for more culturally relevant pedagogy and trauma-informed practices to re-engage students who have experienced educational failure.

2. Limited Access to Mental Health and Wellness Supports

- Students face non-academic barriers such as mental health issues, unstable housing, and family responsibilities.

- The school acknowledged a lack of adequate wraparound services or on-site counseling as a barrier to student success and attendance.

3. Instructional Gaps and Inconsistent Rigor

- Staff acknowledged inconsistencies in delivering rigorous, high-interest instruction aligned to standards.

- Some classrooms struggled to differentiate instruction or create learning environments that felt relevant to students' lives and postsecondary goals.

4. Need for Relationship-Building

- Reflections indicated that the school needs to invest more in building trusting relationships with students early on to increase buy-in and motivation.

- There was a recognition that strong teacher-student connections were often the deciding factor in a student re-engaging.

5. Data Use and Intervention Timeliness

- The staff identified a delay in using data to identify and intervene with students who were falling behind in attendance or credits.

- Early warning systems and tiered supports were either underutilized or inconsistently implemented.

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

Materials and Supplies
- Flexible Learning Tools: Such as online credit recovery platforms, project-based materials, and technology for hybrid access

Programs and Services
- Mentorship Programs: Pairing students with caring adults on campus to increase connection and accountability.

- Trauma-Informed and SEL Training for Staff: To better equip teachers to support students with adverse experiences.

- Restorative Practices and Tiered Behavioral Supports: To reduce suspensions and increase inclusion, particularly for African American and Students with Disabilities groups.

Personnel
- Additional Vice Principal: To address and support students with chronic absenteeism. Who can also address the need for supporting the teachers in finding alternative curriculum to APEX.

-School Community Intervention Specialist: To help build bridges with families and re-engage chronically absent students.

Other Supports
- Incentive Systems: For attendance and academic achievement that are meaningful and motivating for students.

- Basic Needs Supports: Hygiene products, clothing, school supplies, and food to address barriers to attendance and engagement.

School and Student Performance Data
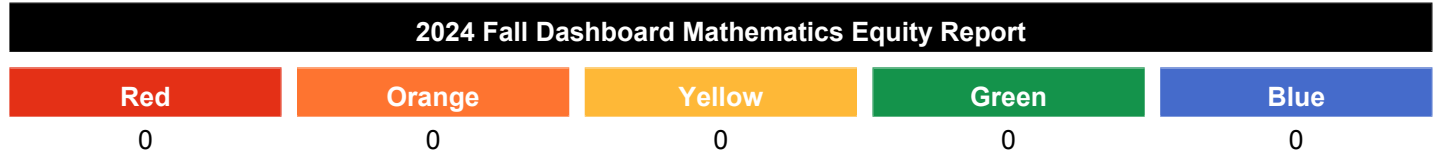
Academic Performance
Mathematics

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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 Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
243.6 points below standard	Less than 11 Students	Less than 11 Students
Increased 21.2 points		
20 Students	3 Students	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	238.9 points below standard
		Increased 11.9 points
2 Students	6 Students	16 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	4 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students
1 Student		8 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		8 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.

1. Students with Disabilities

   - Identified as performing at the lowest level with a "Red" indicator.

   - Their scores were significantly below standard, showing a need for targeted math interventions.

2. African American Students

   - Also marked with a "Red" indicator for math achievement.

   - Scores demonstrate a clear disparity compared to the schoolwide average.

3. Socioeconomically Disadvantaged Students

   - While not always red, this group performed below the schoolwide average and is considered among the lowest performing.

4. Hispanic or Latino Students

   - Performance levels are below average, indicating a need for additional support even if not flagged red.

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

1. Low Student Engagement and Math Avoidance

   - Many students expressed a lack of confidence in math and actively avoided engaging with the content.

   - Staff observed that math was not seen as relevant or accessible, particularly for students with credit deficiencies or learning gaps.

2. Limited Differentiation and Scaffolded Support

   - Teachers noted the difficulty in meeting the wide range of skill levels within classrooms.

   - Some lessons did not provide enough scaffolding for students far below grade level, especially students with disabilities or English learners.

3. Inconsistent Use of Formative Data

   - There was limited use of real-time assessment data to adjust instruction or group students for targeted support.

   - Teachers reflected that they needed more support in identifying actionable data points and using them to intervene effectively.

4. Lack of Real-World Relevance and Engagement

   - Math instruction was often detached from real-life application, contributing to disengagement among students.

   - Teachers acknowledged a need to revise curriculum and projects to include culturally relevant and career-connected math experiences.

5. Professional Learning Gaps

   - Some staff expressed a need for deeper training in effective math pedagogy, including trauma-informed practices and strategies for re-engaging discouraged learners.

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

1. Math Intervention Specialist or Academic Tutor

   - To provide small-group and individualized support, particularly for Students with Disabilities and African American students.

2. After-School or Extended Learning Opportunities

   - Including math bootcamps or workshops for credit-deficient students.

3. Materials and Supplies

   - Culturally Relevant and Real-Life Math Curriculum

   - Engaging resources that connect math to students' lives, interests, and future careers.

   - Technology Tools

   - Access to math-specific platforms (e.g., IXL, Khan Academy, Desmos) for personalized learning.

4. Hands-On Learning Materials

- Manipulatives and project-based kits to support conceptual understanding.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 8 Students	Number Students: 6 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**

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

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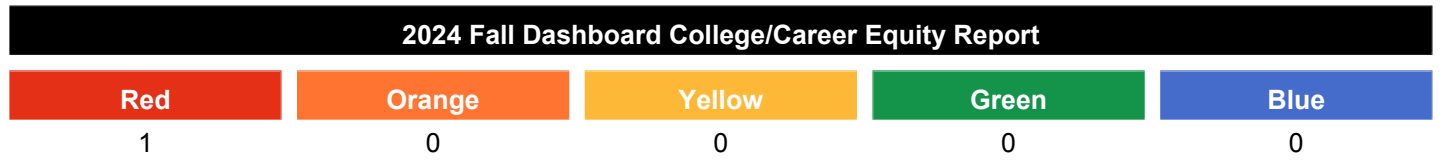
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0		
78 Students	9 Students	8 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students 0	0 Prepared	0 Prepared
	Maintained 0	Maintained 0
2 Students	24 Students	70 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	0 Students
10 Students	10 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Prepared
		Maintained 0
		27 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	0 Prepared
6 Students	1 Student	Maintained 0
		34 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.

1. Students with Disabilities

- Scored at the lowest level on the College/Career indicator.

- Demonstrated significantly limited access to A-G completion, CTE pathways, and dual enrollment opportunities.

2. African American Students

- Identified with a low performance level, not necessarily red, but below the schoolwide average.

- Limited demonstration of college/career readiness across recognized indicators.

3. Socioeconomically Disadvantaged Students

- Also performed below the schoolwide average and show limited participation in qualifying CCI measures such as AP courses, CTE pathways, or college credit.

4. Hispanic or Latino Students

- Lower than average performance on CCI compared to other student groups at the school.

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

1. Limited Student Awareness and Motivation

- Many students were unfamiliar with what qualifies as "college or career ready" under the state indicator.

- Students often did not see college or technical training as attainable or relevant, which led to minimal buy-in for CCI-aligned activities.

2. Inconsistent Access to CCI Pathways

- The school acknowledged gaps in course offerings and structured pathways (e.g., CTE, dual enrollment, or UC/CSU A-G coursework).

- Opportunities existed but were not consistently promoted or accessed, particularly by African American, Hispanic, and low-income students.

3. Staff Capacity and Program Development

- Limited staff capacity and time made it difficult to expand or sustain college/career readiness programs.

- There was no dedicated staff member responsible for tracking or coaching students on progress toward CCI readiness.

4. System Navigation Barriers

- Families and students faced barriers understanding and navigating postsecondary systems, such as financial aid, community college enrollment, or CTE certifications.

- These barriers disproportionately affected first-generation and socioeconomically disadvantaged students.

5. Short-Term Focus on Credit Recovery

- Because students often enter La Entrada far behind on credits, the immediate focus is credit recovery, not long-term planning for college or career readiness.

- This unintentionally deprioritized exposure to CCI-aligned experiences like work-based learning or college courses.

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

1. Work-Based Learning Programs
Internships, job shadowing, and partnerships with local businesses to provide real-world career exposure.

2. College Field Trips & Postsecondary Workshops
Structured activities to increase awareness and aspiration, especially for first-generation college students.

3. Academic Mentorship and Peer Coaching
To guide students in course planning and connect them with CCI-aligned opportunities.

4. College Application, SAT/ACT, and FAFSA Resources
Access to guides, computers for online applications, and support with test prep and financial aid paperwork.

5. CTE and Dual Enrollment Instructional Materials
Equipment, textbooks, and technology needed to support hands-on and college-level learning.

6. Recognition and Incentive Systems
To celebrate milestones such as completing a CTE course, enrolling in a college class, or submitting college applications.
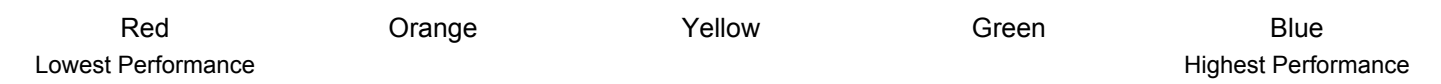
School and Student Performance Data

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.

1. Students with Disabilities

   - Marked in Red on the Dashboard for chronic absenteeism.

   - Significantly higher absentee rates than the schoolwide average, indicating deep disengagement and access barriers.

2. African American Students

   - Also flagged with a Red indicator.

   - Consistently high levels of chronic absenteeism, above both the school and district averages.

3. Socioeconomically Disadvantaged Students

- Scored below the schoolwide average, even if not red, and represent a large portion of the chronically absent population.

4. Hispanic or Latino Students

- Have elevated chronic absenteeism rates, performing below average compared to other subgroups.

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

1. Students Enter with Existing Attendance Issues

- Many students come to La Entrada already chronically absent from previous schools.

- Staff noted that habits of disengagement and detachment are often well-established before enrollment.

2. Limited Relationships and Connection to School

- There was acknowledgment that some students lacked a strong personal connection to any adult on campus.

- The absence of early relationship-building contributed to students not feeling seen, valued, or accountable.

3. Barriers Outside of School

- Many students face compounding life challenges—including unstable housing, food insecurity, transportation issues, and mental health concerns.

- These issues disproportionately affected Students with Disabilities, African American, and socioeconomically disadvantaged students.

4. Lack of Personalized Attendance Interventions

- The site did not consistently implement early intervention systems or case management for at-risk students.

- Follow-up was often reactive rather than proactive.

5. School Experience Not Seen as Relevant or Empowering

- Students expressed that school did not feel engaging or worth attending, particularly for those far behind in credits or who had experienced academic failure.

6. Cultural and Linguistic Disconnects

- Communication with families—particularly Spanish-speaking or underserved households—was not always clear, consistent, or culturally responsive.

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

Personnel
- School Intervention Specialist

- To conduct home visits, build relationships with families, and support re-engagement efforts for students with high absence rates.

- School Social Worker or Case Manager

- To support students with mental health needs, housing instability, and other barriers to attendance.

Programs and Services
- Tiered Attendance Intervention System

- With real-time tracking, individualized plans, and incentives for improvement.

- On-Campus Wellness Center

- Providing access to basic needs, emotional support, and a safe space to de-escalate or reset.

- Restorative Practices & Peer Circles

- To repair harm and rebuild community when absences lead to disconnection.

Materials and Supplies
- Transportation Support

- bus passes, or other logistical help for students with transportation challenges.

- Communication Tools

- Continue using Talking Points which translates, family newsletters, and other materials to ensure clear, ongoing dialogue.

- Attendance Incentive Supplies

- Certificates, snacks, school swag, or privileges that acknowledge consistent attendance improvements.

Other Supports
- Family Resource Nights

- Providing community support connections, tech training, and attendance awareness sessions.

- Staff Training on Trauma-Informed and Culturally Responsive Attendance Strategies

- To better support students with high ACEs (Adverse Childhood Experiences) scores.

School and Student Performance Data

Academic Engagement
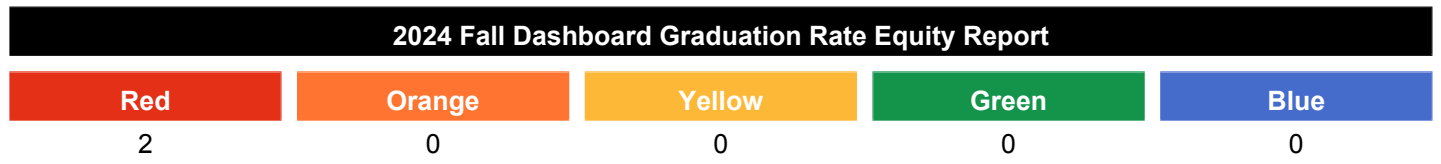## Graduation Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	No Performance Color	No Performance Color
44% graduated	63.6% graduated	Fewer than 11 students - data not displayed for privacy
Declined 9.5%	11 Students	8 Students
91 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	25.9% graduated	47% graduated
2 Students	Declined 29.1%	Declined 3%
	27 Students	83 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
46.2% graduated	41.7% graduated	0 Students
Declined 3.8%	Declined 5%	
13 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
0 Students	0 Students	50% graduated
		Increased 1.4%
		32 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	36.8% graduated
6 Students	2 Students	Declined 27.4%
		38 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.

1. Students with Disabilities

- Identified with a "Red" indicator and the lowest graduation rate among all student groups.

- Their graduation rate is significantly below the schoolwide average.

2. African American Students

- Also scoring in the "Red" or lowest level, indicating severe underperformance relative to both school and district averages.

2. Socioeconomically Disadvantaged Students

- While not always marked red, their graduation rate is consistently below the overall school rate, making them one of the lowest performing subgroups.

3. Hispanic or Latino Students

- Graduation rates for this group are notably lower than the schoolwide average, even if not coded red, signaling a performance gap that needs attention.

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

1. Students Entered Severely Credit Deficient

- Many students enrolled in 11th or 12th grade already far behind in credits, making on-time graduation extremely difficult.

- This was especially true for Students with Disabilities and Socioeconomically Disadvantaged students.

2. Inconsistent Credit Recovery Opportunities

- Limited access to flexible and individualized credit recovery pathways made it hard for students to catch up.

- Students reported that options sometimes felt confusing or unattainable due to schedule constraints or learning style mismatches.

3. Lack of Clear Graduation Planning

- Students and families were not always aware of graduation requirements or progress.

- There was a need for stronger advisory support, especially for African American and Hispanic students, to track progress and create recovery plans.

4. Low Student Motivation and Hope

- Students often felt discouraged or disengaged, especially when graduation seemed out of reach.

- Staff observed that students with compounding stressors (mental health, financial pressure, legal issues) were more likely to give up.

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

Personnel
1. Counselor

- To create personalized graduation plans, monitor credit progress, and meet regularly with off-track students.

- Academic Intervention Teacher (math)

- To provide targeted support in high-failure rate math.

2. Programs and Services

- Advisory or Mentorship Program run by the School Community Intervention Specialist

- Regular check-ins with an adult advocate to ensure accountability, build trust, and maintain focus on graduation goals.

- Postsecondary Transition Program

- To help students connect their graduation with future plans (college, career, military), increasing motivation.

- Tiered Intervention System

- Targeted supports for students most at risk of not graduating, including attendance, behavior, and academic triggers.

3. Materials and Supplies

- Graduation Planning Tools

- Trackers, folders, and digital dashboards to help students understand and visualize their progress.

- Engaging Curriculum and Project-Based Learning

- Materials that support re-engagement, relevance, and deeper learning for disengaged youth.

- Incentives and Recognition Supplies

- Certificates, cords, events, or merchandise that celebrate progress and graduation milestones.

4. Other Supports

- Mental Health and Wellness Services

- Access to therapists, support groups, or mindfulness programs to reduce dropout risk due to life stressors.

- Community Partnerships

- With job training programs, college access groups, and local nonprofits to create support networks beyond school.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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		

All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
8.1% suspended at least one day	17.6% suspended at least one day	18.2% suspended at least one day
Maintained 0.2%	Increased 17.6%	11 Students
173 Students	17 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	8.3% suspended at least one day	9.3% suspended at least one day
3 Students	Increased 4.2%	Increased 2.9%
	36 Students	118 Students

Students with Disabilities	African American	American Indian
No Performance Color	Yellow	No Performance Color
11.5% suspended at least one day	10% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.1%	Declined 1.1%	1 Student
26 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	6.3% suspended at least one day
3 Students	1 Student	Increased 3.2%
		64 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	11.9% suspended at least one day
Declined 25%	2 Students	Increased 3%
13 Students		59 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.

1. African American Students

- Identified with a "Red" indicator, reflecting a significantly higher suspension rate than other groups and the schoolwide average.

2. Students with Disabilities

- Also performed at a very low level, either flagged red or scoring well above the school's average suspension rate.

3. Socioeconomically Disadvantaged Students

- While not always in red, this group's suspension rate is consistently above the average, indicating disproportionate discipline outcomes.

4. Hispanic or Latino Students

- Show elevated suspension rates relative to other student groups, though may not be flagged red.

Potential causes:

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

1. Inconsistent Implementation of Restorative Practices

- Although the school has begun using restorative approaches, they were not consistently applied across all classrooms or situations, especially when discipline incidents involved repeat offenses or higher-needs students.

2. Lack of Tiered Behavioral Supports

- The absence of a fully developed multi-tiered system of supports (MTSS) meant students struggling with behavior or emotional regulation were not receiving early interventions.

3. High Student Trauma and Mental Health Needs

- Many students face ongoing trauma, instability, or mental health challenges, which contribute to dysregulation and conflict.

- Without consistent access to mental health services or proactive behavioral support, these needs often manifested as discipline issues.

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

1. Personnel

- School Social Worker

- To provide therapeutic support for students in crisis and those with emotional or behavioral challenges.

2. Programs and Services

- Tiered Behavioral Support System (MTSS)

- Proactive, structured supports at Tier 1 (schoolwide), Tier 2 (small group), and Tier 3 (individualized intervention) levels.

- Trauma-Informed Practice Training

- Ongoing staff development focused on how trauma affects behavior and how to respond with empathy and structure.

3. Other Supports

- Family Engagement and Education

- Workshops that explain school expectations and equip caregivers with strategies to support positive behavior at home.

- Incentive Systems for Positive Behavior

- Recognition and rewards for students demonstrating conflict resolution, peer leadership, and personal growth.

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?

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.

2025-26
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 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	192.7 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	190.8 points below standard	
	Students with Disabilities		
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic		
	Two or More Races		
	Pacific Islander		
Math State Assessment: Change in scale score	All Students	243.6 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Socioeconomically Disadvantaged	238.9 points below standard	
	Students with Disabilities		
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic		
	Two or More Races		
	Pacific Islander		
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	+2%
	Homeless	0 Prepared	
	Socioeconomically Disadvantaged	0 Prepared	
	Hispanic	0 Prepared	
	White	0 Prepared	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline

1.1	Hire a .5 Vice Principal	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
			Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
				75739
				
				32783
					August 2025 - June 2026

1.2	Hire a .40 math teacher	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
			Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
				42400
				
				10611
					August 2025 - June 2026

1.3	Provide materials and supplies to support staff in implementing non APEX based lessons and interventions so students can have more success in finishing classes. Including but not limited to the purchase of new Chromebooks.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	12766 2800	August 2025 - June 2026
1.4	Provide Staff Development and or site visits to other schools to look at alternative curriculums and CTE classes to best support our students in leaving College or Career Ready.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 5000-5999: Services And	2000 2000 15000	August 2025 - June 2026

			Other Operating Expenditures		

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?

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.

2025-26
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 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	
Attendance: Percentage of the school year attended for students in TK-12	58.7%	Better than 70%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	17.9%	less than 20%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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 44% graduated English Learners 63.6% graduated Foster Youth Homeless 25.9% graduated Socioeconomically Disadvantaged 47% graduated Students with Disabilities 46.2% graduated African American 41.7% graduated American Indian Asian Filipino Hispanic 50% graduated Two or More Races Pacific Islander White 36.8% 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
2.1	Hire a School Community Intervention Specialist	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI)	45082 36517	August 2025 - June 2026

			2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits			
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	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	15000 5000		August 2025 - June 2026
2.3	Provide support from outside partners to support students	All Students English Learners X Low-Income Students X Foster Youth				August 2025 - June 2026

	social/emotional needs ie: Mindfullness Subtance Abuse Training.	Lowest Performing			

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?

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.

2025-26
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 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	8.1% suspended at least one day	-0.3%
	English Learners	17.6% suspended at least one day	
	Foster Youth		
	Homeless	8.3% suspended at least one day	
	Socioeconomically Disadvantaged	9.3% suspended at least one day	
	Students with Disabilities	11.5% suspended at least one day	
	African American	10% suspended at least one day	
	American Indian		
	Asian		
	Filipino		
	Hispanic	6.3% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	11.9% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging 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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	August 2025-May 2026
3.2	Continue parent teacher conferences.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement	670	August 2025-May 2026

			4000-4999: Books And Supplies		

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

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
Create individualized plans for students who are most in need of academic and socioemotional connection.	August 2025 - June 2026	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	$
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	$301,368.00

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)	$243,132.00

Subtotal of additional federal funds included for this school: $243,132.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental Site Allocation	$10,800.00
Title I Part A Parent Involvement	$670.00
Title I Part A Site Allocation	$46,766.00

Subtotal of state or local funds included for this school: $58,236.00

Total of federal, state, and/or local funds for this school: $301,368.00

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	10,800	0.00
Title I Part A Site Allocation	46,766	0.00
Title I Part A Parent Involvement	670	0.00
Comprehensive Support and Improvement (CSI)	243,132	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	243,132.00
LCFF Supplemental Site Allocation	10,800.00
Title I Part A Parent Involvement	670.00
Title I Part A Site Allocation	46,766.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	118,139.00
2000-2999: Classified Personnel Salaries	47,082.00
3000-3999: Employee Benefits	79,911.00
4000-4999: Books And Supplies	16,436.00
5000-5999: Services And Other Operating Expenditures	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	118,139.00

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	45,082.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	79,911.00
	LCFF Supplemental Site Allocation	2,800.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	670.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	12,766.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,099.00
Goal 2	101,599.00
Goal 3	3,670.00

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
JBS	Secondary Student
Carletta Broussard	Parent or Community Member
Glen Odabashian	Parent or Community Member
AB	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 June 12th, 2025.

Attested:

Principal, Kirk Bebout on June 12th, 2025

SSC Chairperson, Cheryl Lilley on June 12th, 2025

Budget By Expenditures

La Entrada Continuation High School

Funding Source: Comprehensive Support and Improvement (CSI)   **$243,132.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a .5 Vice Principal	1000-1999: Certificated Personnel Salaries	$75,739.00	Connected School Communities	
Hire a .40 math teacher	1000-1999: Certificated Personnel Salaries	$42,400.00	Connected School Communities	
	3000-3999: Employee Benefits	$32,783.00	Connected School Communities	
	3000-3999: Employee Benefits	$10,611.00	Connected School Communities	
	3000-3999: Employee Benefits	$36,517.00	Healthy Environments for Socio-Emotional Growth	
Hire a School Community Intervention Specialist	2000-2999: Classified Personnel Salaries	$45,082.00	Healthy Environments for Socio-Emotional Growth	
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:	$248,132.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$10,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

La Entrada Continuation High School

Proposed Expenditure	Object Code	Amount	Goal	Action
	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.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	
		$2,800.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures:	$10,800.00
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	

Other Total Expenditures:	$10,000.00
Other Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement $670.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue parent teacher conferences.	4000-4999: Books And Supplies	$670.00	Engaging Academic Programs	

La Entrada Continuation High School

Title I Part A Parent Involvement Total Expenditures:	$670.00	
Title I Part A Parent Involvement Allocation Balance:	$0.00	

Funding Source: Title I Part A Site Allocation **$46,766.00 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	$15,000.00	Healthy Environments for Socio-Emotional Growth	
	2000-2999: Classified Personnel Salaries	$2,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$15,000.00	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. Including but not limited to the purchase of new Chromebooks.	4000-4999: Books And Supplies	$12,766.00	Connected School Communities	
Provide Staff Development and or site visits to other schools to look at alternative curriculums and CTE classes to best support our students in leaving College or Career Ready.	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Connected School Communities	

Title I Part A Site Allocation Total Expenditures:	$46,766.00	
Title I Part A Site Allocation Allocation Balance:	$0.00	
La Entrada Continuation High School Total Expenditures:	$316,368.00	