



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	May 19, 2026	June 23, 2026

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

☒ Targeted 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).

Encina High met the criteria for TSI for the following indicators and/or student groups:
Homeless - Chronic Absenteeism

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.48%	0.91%	0.46%	3	7	4
African American	17.20%	14.10%	13.42%	108	108	118
Asian	26.11%	32.38%	35.95%	164	248	316
Filipino	0.64%	1.17%	0.68%	4	9	6
Hispanic/Latino	30.89%	26.63%	25.94%	194	204	228
Pacific Islander	1.59%	1.57%	1.48%	10	12	13
White	18.63%	18.93%	17.75%	117	145	156
Multiple/No Response	4.46%	4.31%	4.32%	28	33	38
Total Enrollment				628	766	879

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	148	253	263
Grade 10	157	222	219
Grade 11	150	185	192
Grade 12	173	186	205
Total Enrollment	628	846	879

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	309	431	508	40.9%	49.2%	57.8%
Fluent English Proficient (FEP)	85	104	127	14.9%	13.5%	14.4%
Reclassified Fluent English Proficient (RFEP)	12	12			2.67%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
766	88.3%	56.3%	0.7%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	431	56.3%
Foster Youth	5	0.7%
Homeless	76	9.9%
Socioeconomically Disadvantaged	676	88.3%
Students with Disabilities	79	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	108	14.1%
American Indian	7	0.9%
Asian	248	32.4%
Filipino	9	1.2%
Hispanic	204	26.6%
Two or More Races	33	4.3%
Pacific Islander	12	1.6%
White	145	18.9%

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

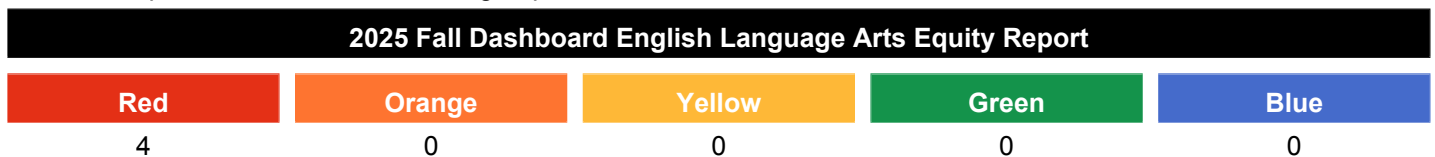
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 156 points below standard Maintained -2.8 points 139 Students	English Learners Red 181.5 points below standard Declined 4.4 points 84 Students	Long-Term English Learners No Performance Color 150.5 points below standard Maintained 1.2 points 11 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 187 points below standard Declined 15.5 points 12 Students	Socioeconomically Disadvantaged Red 158.6 points below standard Maintained -0.6 points 130 Students

Students with Disabilities  No Performance Color 130.4 points below standard Increased 52.6 points 25 Students	African American  No Performance Color 127 points below standard Maintained 1.8 points 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Red 185.8 points below standard Declined 5.8 points 43 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 149.5 points below standard Declined 27.9 points 37 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  No Performance Color 149.6 points below standard Increased 40.3 points 26 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.

Lowest Performing Student Groups (ELA – 2025 CAASPP / 2025 Dashboard)

This analysis reflects 2025 CAASPP English Language Arts results, as reported on the 2025 California Dashboard, and is used to inform priorities for the Encina 2026–27 SPSA.

Student Groups in the Lowest Performance Level (Red)

The following student groups are identified in the Red performance level, indicating the lowest level of performance based on both status (distance from standard) and change:

English Learners: 181.5 points below standard (Declined)

Asian students: 185.8 points below standard (Declined)

Socioeconomically Disadvantaged students: 158.6 points below standard (Maintained)

Hispanic students: 149.5 points below standard (Declined)

The overall All Students group is also in Red at 156 points below standard, indicating that low performance is systemic across the school.

Student Groups with the Lowest Distance from Standard (All Groups Considered)

When comparing all student groups to the schoolwide average (-156 points below standard), the following groups demonstrate the greatest academic need:

Homeless students: 187 points below standard (Declined 15.5 points) ? Lowest performing group overall
Asian students: 185.8 points below standard (Declined)
English Learners: 181.5 points below standard (Declined)

Although Homeless students do not have a Dashboard color due to small sample size, their distance from standard and declining trend indicate a critical need for targeted support.

Summary for SPSA Planning:

The data indicate that English Learners, Asian students, Socioeconomically Disadvantaged students, and Hispanic students are the lowest-performing groups based on their Red Dashboard status. Additionally, Homeless students represent the greatest area of need overall based on having the lowest Distance from Standard and a declining trend.

These student groups are performing at or significantly below the schoolwide average and will be prioritized in the Encina 2026–27 SPSA for targeted instructional strategies, intervention, and support services to improve ELA outcomes.

Potential causes:

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

Reflecting on the data, several factors likely contributed to the continued low performance of student groups in English Language Arts as reflected in the 2025 CAASPP results and California Dashboard.

A primary contributing factor was a significant increase in newcomer English Learner students, including a high proportion of students entering at ELPAC Level 1. Many of these students, particularly in the 11th grade cohort, had been in the United States for just over one year at the time of CAASPP testing and were therefore required to participate in the ELA assessment despite limited English proficiency. As a result, approximately 60% of tested students were English Learners, which significantly impacted overall performance outcomes. Additionally, many English Learners were recent arrivals from Afghanistan and often identified as White or Asian, which also contributed to subgroup performance patterns.

While a new supplemental ELD curriculum was implemented, inconsistent professional learning, limited training time, and insufficient release time for collaboration and planning reduced staff confidence and consistency in delivering the program with fidelity. This was further compounded by the onboarding of new ELD teachers who did not participate in prior years of district/site professional learning, resulting in variability in instructional implementation across classrooms.

Another contributing factor was the increase in students who are dual-identified (English Learner and Students with Disabilities), which increased the need for highly coordinated instructional planning across programs. However, collaboration systems and integrated supports were still developing, limiting the consistency of instructional responses for these students.

In addition, high chronic absenteeism among Students with Disabilities and other high-need student groups further limited access to instruction and intervention opportunities. While after-school tutoring and support programs were offered, foster youth and McKinney-Vento (MKV) students faced barriers to consistent participation, limiting the effectiveness of extended learning opportunities.

Overall, these factors—combined with a rapidly changing student population, variability in instructional implementation, staffing instability in support roles, and inconsistent access to supplemental supports—contributed to the performance outcomes observed in ELA. These conditions disproportionately impacted English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless students, who remain the lowest-performing groups on the 2025 Dashboard.

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

Resources Needed to Improve Outcomes (ELA)

To improve outcomes for the lowest-performing student groups in English Language Arts, the following resources are needed to address identified gaps in instruction, intervention, and student support systems:

Continued on-campus academic support structures, including Advocacy teachers and targeted ELA intervention staff to provide consistent Tier 2 support aligned to CAASPP standards.

An ELD specialist/intervention teacher and strengthened ELD program supports to better serve the large population of newcomer and long-term English learner students, including those at ELPAC Level 1.

Increased instructional coaching and professional development, with dedicated release time for teachers to collaboratively review student data, plan instruction, and strengthen implementation of ELD and ELA instructional strategies.

Expanded access to supplemental technology and online learning platforms to support language acquisition, reading comprehension, writing development, and differentiated instruction.

Continued use of diverse, high-interest, and leveled texts and books to increase engagement and access to grade-level content for English Learners, Socioeconomically Disadvantaged students, and other high-need groups.

Supplemental instructional materials aligned to ELA and ELD standards, including scaffolds such as sentence frames, vocabulary supports, and structured literacy tools.

Strengthened data systems and structured collaboration time to ensure consistent use of assessment data to group students, monitor progress, and adjust instruction in real time.

Expanded student support services and coordinated intervention systems, including academic advocacy structures and support for attendance and engagement barriers impacting Homeless and Students with Disabilities.

Site leadership will monitor instructional consistency across classrooms. (Ex: walkthrough systems, instructional look-fors, Check For Understanding strategies and response to student feedback.

School and Student Performance Data

Academic Performance Mathematics

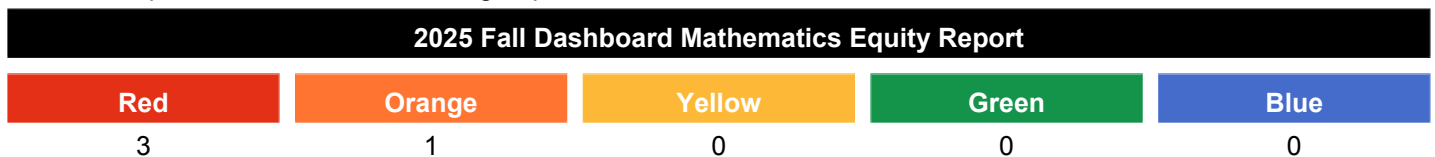
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 210.2 points below standard Increased 5.9 points 154 Students	English Learners  Red 227.7 points below standard Maintained 2.8 points 98 Students	Long-Term English Learners  No Performance Color 199.5 points below standard Increased 32.7 points 11 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 247.8 points below standard Declined 27.4 points 13 Students	Socioeconomically Disadvantaged  Orange 212.9 points below standard Increased 4.7 points 144 Students

Students with Disabilities  No Performance Color 212.8 points below standard Increased 15.8 points 26 Students	African American  No Performance Color 192.4 points below standard Declined 9 points 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Red 243 points below standard Declined 18.3 points 51 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 203.9 points below standard Declined 5.3 points 40 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  No Performance Color 177.7 points below standard Increased 75.3 points 30 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. Student Groups in the Red Performance Level (Lowest Indicator Level)

The following groups are identified in the Red performance level or equivalent lowest indicator range, indicating the greatest need for academic support:

All Students – Red performance level (overall schoolwide low performance)

English Learners – lowest performance level among all subgroups

Socioeconomically Disadvantaged students – significantly below standard, Red-level performance

Hispanic students – Red-level performance with large achievement gap

Students with Disabilities – Red-level performance with persistent access gaps

These groups represent the core lowest-performing populations in mathematics based on Dashboard indicator status and Distance from Standard comparisons.

2. Lowest Performing Groups Compared to Overall School Performance

When comparing subgroup performance to the already low schoolwide average, the following groups demonstrate the greatest academic need (largest negative Distance from Standard / widest gaps):

English Learners – lowest-performing group overall; largest gap from standard

Students with Disabilities – significantly below both schoolwide and proficiency expectations

Socioeconomically Disadvantaged students – consistently below school average performance

Hispanic students – below schoolwide average and aligned with systemic gaps
Homeless students – extremely low performance where data is available, indicating highest need within small population groups
Long-Term English Learners – also performing well below standard, though slightly higher than newcomer ELs in some cases
3. Key Equity Pattern Across Groups

The data show a consistent pattern across mathematics performance:

English Learners (especially newcomers) have the greatest unmet need in accessing grade-level math due to language barriers and conceptual gaps.
Students with Disabilities face persistent challenges accessing instruction due to inconsistent support structures.
Socioeconomically Disadvantaged and Homeless students experience compounding barriers including attendance instability and limited access to intervention supports.
Achievement gaps are systemic across all subgroups, not isolated to a single population.
Summary Statement for SPSA

The 2025 California Dashboard Mathematics results indicate that All Students are in the Red performance level, with English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities representing the lowest-performing student groups. English Learners and Students with Disabilities demonstrate the greatest gaps relative to the schoolwide average. These findings indicate widespread underperformance in mathematics, with particularly acute needs among student groups facing language acquisition barriers, learning disabilities, and socioeconomic instability.

Potential causes:

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

Potential Causes / Root Cause Analysis (Mathematics Achievement)

Reflecting on implementation during the 2024–25 school year, several factors contributed to the low performance in Mathematics as reflected in the 2025 California Dashboard results.

A primary contributing factor was a significant increase in newcomer English Learner students, resulting in a high proportion of students entering at ELPAC Level 1. The majority of English Learner students are recent arrivals from Afghanistan and identify as Asian or White. Approximately 64% of students assessed in mathematics were English Learners, and many had been in the United States for less than one year at the time of testing. This substantially impacted overall mathematics performance, as students were simultaneously developing both foundational academic English and grade-level math concepts.

In addition, the language demands of the CAASPP Mathematics assessment present a significant barrier for this population. The assessment requires comprehension of academic vocabulary, word problems, and multi-step directions presented entirely in English, which limits access to the content for a large portion of the student population.

The school also experienced a high transiency rate (over 35%), which disrupted continuity of instruction and limited sustained progress in mathematics skill development. Frequent student mobility made it challenging to maintain consistent instructional pacing, long-term skill building, and stable intervention groupings.

Additionally, over 35% of students experienced chronic absenteeism, further reducing instructional time and limiting exposure to core mathematics instruction and intervention supports. These attendance patterns disproportionately impacted English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Finally, there is a clear need to intensify and systematize tiered academic supports (Tier 1, Tier 2, and Tier 3) to more effectively close persistent achievement gaps. While supports exist, the current level of intervention is not yet sufficient to meet the magnitude of student need in mathematics.

Overall, these factors—rapid demographic shifts, language acquisition barriers, high mobility, chronic absenteeism, and the need for more robust tiered supports—collectively contributed to the low mathematics performance outcomes across student groups.

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

Resources Needed to Improve Outcomes (Mathematics)

To improve outcomes for the lowest-performing student groups in Mathematics, particularly English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students, the following resources are needed:

Continued and expanded on-campus academic support systems, including Advocacy teachers and structured student monitoring to support attendance, engagement, and academic progress.

A dedicated Mathematics intervention teacher or intervention team to provide targeted Tier 2 and Tier 3 support focused on foundational math skills, problem-solving, and language-heavy math concepts.

Increased access to after-school tutoring and extended learning opportunities, with improved systems to ensure participation by English Learners, MKV students, and chronically absent students.

Expanded supplemental instructional technology, including adaptive math platforms that provide individualized practice, immediate feedback, and language supports for English Learners.

Additional supplemental math instructional materials, including visual models, vocabulary supports, manipulatives, and scaffolds to support conceptual understanding and academic language development.

Ongoing professional development for staff, focused on:

Language supports in mathematics instruction

Instructional strategies for newcomer and Level 1 English Learners

High-impact math instructional practices (problem solving, discourse, and modeling)

Scheduled staff collaboration and release time for teachers to analyze student data, identify skill gaps, group students for intervention, and align instruction to priority standards.

Strengthened attendance and engagement support services, including targeted outreach and monitoring systems to address chronic absenteeism and improve instructional continuity.

Expanded coordinated tiered intervention systems (MTSS) to ensure consistent identification, support, and progress monitoring for students performing below grade level.

Site leadership will monitor instructional consistency across classrooms. (Ex: walkthrough systems, instructional look-fors, Check For Understanding strategies and response to student feedback.

School and Student Performance Data

Academic Performance Science

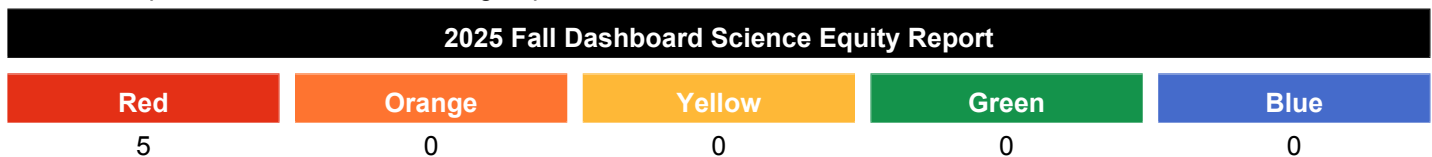
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Red 30.2 science points Declined 2.7 points 164 Students	English Learners Red 25.7 science points Declined 3 points 106 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 34.4 science points Increased 3.1 points 14 Students	Socioeconomically Disadvantaged Red 29.8 science points Declined 2.8 points 153 Students

Students with Disabilities  No Performance Color 34.8 science points Increased 2.6 points 26 Students	African American  No Performance Color 36.7 science points Maintained 0.6 points 25 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Red 24.9 science points Declined 2.7 points 54 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 31.9 science points Declined 6 points 43 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 31.9 science points Maintained 1 points 31 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 2025 California Dashboard Science Indicator shows low overall performance across all student groups, with achievement levels significantly below the standard. While science is reported for informational purposes, subgroup results indicate persistent equity gaps similar to those seen in ELA and Mathematics.

Potential causes:

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

Reflecting on implementation during the 2024–25 school year, several instructional, linguistic, and structural factors contributed to the low science performance reflected in the 2025 California Dashboard.

A primary contributing factor was the large proportion of English Learner students, including a significant number of newcomers at ELPAC Level 1. Approximately 64% of students tested in science were English Learners, and many were recent arrivals with limited exposure to academic English. Because science instruction and assessment rely heavily on academic vocabulary, reading comprehension, and explanation of complex phenomena, these language barriers significantly limited students’ ability to access grade-level science content and demonstrate understanding on the CAST assessment.

In addition, many students were simultaneously developing foundational English skills while also being expected to engage with grade-level science concepts. This created a dual challenge of language acquisition and content acquisition occurring at the same time, which disproportionately impacted English Learners and dual-identified students.

Another contributing factor was inconsistent access to hands-on, inquiry-based science instruction, particularly for students who experienced high absenteeism or mobility. Science learning often depends on cumulative instruction, labs, and structured investigations; however, chronic absenteeism and transiency (over 35%) limited consistent participation in these learning experiences, reducing conceptual understanding over time.

Students with Disabilities also experienced barriers related to inconsistent instructional supports and access to scaffolds during science instruction, which limited their ability to fully engage in grade-level scientific reasoning, reading, and writing tasks.

Additionally, while teachers worked to implement instruction aligned to standards, there was limited structured science-specific intervention or remediation time compared to ELA and Mathematics. This reduced opportunities to address skill gaps in scientific vocabulary, reading informational text, and data analysis.

Finally, after-school and supplemental learning opportunities were difficult for some high-need students (including MKV and homeless students) to consistently access, further limiting extended exposure to science content and reinforcement of skills.

Overall, these factors—high percentages of English Learners, rapid newcomer enrollment, language-heavy science demands, attendance and mobility challenges, inconsistent instructional access, and limited targeted science intervention—contributed to the low performance outcomes in science across student groups.

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

Resources Needed to Improve Outcomes (Science)

To improve outcomes for the lowest-performing student groups in Science—particularly English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students—the following resources are needed to address barriers related to language acquisition, access to instruction, and inconsistent engagement.

1. Personnel

Continued and expanded on-campus academic support staff (Advocacy teachers) to monitor student progress, attendance, and academic engagement across science courses.

A dedicated science intervention support teacher or intervention coordinator to provide targeted support in scientific reading, vocabulary, data analysis, and inquiry skills.

Strengthened ELD instructional staffing and support, including collaboration between ELD and science teachers to support academic language integration in science.

Increased instructional assistant support for Students with Disabilities, ensuring consistent push-in support during science instruction and labs.

Additional attendance and student support staff (counseling/MTSS coordination) to address chronic absenteeism and improve access to instruction for high-need students.

2. Programs

Development of a structured science support/intervention system (Tier 2/3) focused on science literacy, vocabulary, and conceptual understanding.

Integration of NGSS-aligned inquiry-based instructional supports, ensuring consistent access to labs, investigations, and hands-on learning experiences.

Expansion of after-school and extended learning programs specifically incorporating science support, tutoring, and lab-based enrichment.

Alignment of ELD and science instruction (integrated ELD in science classes) to support academic language development in content contexts.

Strengthened MTSS systems to ensure consistent identification, monitoring, and support of students struggling in science.

3. Services

Targeted English Learner services embedded within science instruction, including vocabulary development, sentence frames, and structured academic discourse.

Increased special education services within general education science classrooms through co-teaching or push-in models.

Expanded mental health and student support services to address barriers impacting attendance, engagement, and academic persistence.

Enhanced attendance intervention services to reduce chronic absenteeism and increase access to instructional time.

Improved family engagement and outreach services, particularly for newcomer and multilingual families, to support student participation.

4. Materials and Supplies

Supplemental science literacy resources, including leveled scientific texts, visual supports, and vocabulary tools. NGSS-aligned hands-on materials and lab supplies to support inquiry-based learning and increase student engagement.

Technology-based science learning tools, including simulations, interactive models, and translation-supported platforms.

Graphic organizers, sentence frames, and writing scaffolds to support scientific explanation and argumentation.

Data analysis tools and formative assessment resources to monitor student progress in science understanding and adjust instruction accordingly.

Site leadership will monitor instructional consistency across classrooms by implementing walkthrough systems, instructional look-fors, Check For Understanding strategies and response to student feedback.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Green
26.1 making progress.	45.6 making progress.
Number Students: 341 Students	Number Students: 57 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.

2025 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
5.6%	68.2%	0.6%	25.6%

Lowest Performing Group:

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

Lowest Performing Student Groups (English Learner Progress – 2025 Dashboard)

Overall Context

The English Learner Progress Indicator measures the percentage of English Learners (ELs) and Long-Term English Learners (LTELs) who are making progress toward English language proficiency from one year to the next. This includes students who move up an ELPAC level or maintain proficiency.

Encina’s ELPI results indicate that English Learner progress is low overall, reflecting challenges in language acquisition that directly impact performance in ELA, Mathematics, and Science.

1. Student Groups at the Lowest Performance Level

The following student groups are identified as lowest performing in English Learner Progress, based on the ELPI indicator:

English Learners (EL) – lowest progress toward English language proficiency; majority are in early proficiency levels (ELPAC Level 1–2 range)

Long-Term English Learners (LTEL) – persistently low progress toward reclassification and proficiency
Newcomer English Learners (ELPAC Level 1 students) – extremely limited progress due to recent arrival and early language acquisition stage

These groups represent the lowest ELPI performance levels, indicating that a large proportion of students are not yet making sufficient annual progress toward English proficiency.

2. Key Performance Pattern (Progress vs. Need)

The ELPI data indicates:

A large proportion of EL students remain in lower proficiency levels, limiting their ability to access grade-level content
Only a smaller percentage of students are making measurable annual progress toward English proficiency
A significant portion of EL students are maintaining lower proficiency levels rather than advancing levels, which slows overall reclassification rates

This pattern suggests that while students are enrolled in ELD services, annual language growth is not yet strong enough or consistent enough across the system.

3. Contributing Systemic Factors (from Dashboard-aligned interpretation)

Several conditions help explain the low EL progress rates:

High concentration of newcomer students (ELPAC Level 1) requiring intensive foundational language development
Limited time in U.S. schools for many EL students, reducing exposure to academic English over time
High percentage of EL students (major subgroup across all tested areas), increasing the overall impact of language needs on instruction
Inconsistent implementation of ELD instructional practices, particularly around academic language development across content areas
Instructional demands of CAASPP assessments in all subjects, which require academic English proficiency for success

4. Impact on Academic Performance

Low English Learner Progress directly contributes to underperformance in:

ELA (reading comprehension, writing, and analysis)
Mathematics (word problems, academic vocabulary, multi-step reasoning)
Science (scientific explanation, data analysis, and conceptual reasoning)

Because a large proportion of students are not yet progressing rapidly in English acquisition, language remains a primary barrier to content mastery across all subject areas.

Potential causes:

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

Potential Causes / Root Cause Analysis (English Learner Progress)

Reflecting on implementation during the 2024–25 school year, several instructional and student-related factors contributed to the English Learner Progress Indicator results on the 2025 California Dashboard.

A primary factor was the significant increase in English Learner students identified as SLIFE (Students with Limited or Interrupted Formal Education). Many of these students entered school with limited prior formal schooling and, in some cases, limited literacy in their home language. This created the need for foundational literacy development in addition to English language acquisition, which slowed overall annual progress toward English proficiency.

In addition, there was a large increase in newcomer students from Afghanistan, many of whom entered at ELPAC Level 1 and had limited or no access to prior academic transcripts. This was especially pronounced among female students, some of whom had experienced interrupted educational opportunities prior to enrollment. These factors contributed to significant variability in prior academic preparation and slowed progression through English proficiency levels.

Staff also noted an ongoing need to strengthen consistency and fidelity of both designated and integrated ELD instruction. While efforts were made to implement a supplemental ELD curriculum, there was a continued need for

additional professional development, coaching, and support for ELD teachers and general education staff to ensure consistent implementation of language development strategies aligned to California ELD standards.

In content area classes, there was a recognized need to increase the consistent use of scaffolds and language supports, including structured academic discourse, vocabulary development, and reading/writing supports. Without consistent implementation across classrooms, students experienced uneven access to grade-level content, which limited opportunities for language growth in authentic academic contexts.

Additionally, many students required more intentional alignment between designated ELD instruction and content area instruction, ensuring that language development was reinforced across the school day rather than isolated within a single class period.

Overall, these factors—high numbers of SLIFE and newcomer students, interrupted or limited prior education, variability in instructional consistency, and insufficient integration of language supports across content areas—contributed to slower-than-expected progress in English language acquisition for a significant portion of English Learners.

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

Resources Needed to Improve Outcomes (English Learner Progress & Lowest Performing Student Groups – 2025 Dashboard)

Based on the 2025 California Dashboard English Learner Progress Indicator and overall subgroup performance across ELA, Mathematics, and Science, the following resources are needed to accelerate English language acquisition and improve academic outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other lowest-performing student groups.

1. Personnel

Increased ELD instructional staffing and intervention support teachers to reduce student-to-teacher ratios and provide consistent small-group instruction focused on English language development and foundational literacy skills.

Additional content-area support personnel (co-teaching, push-in support, or intervention specialists) to ensure English Learners can access grade-level instruction in ELA, Mathematics, and Science.

Continued and expanded bilingual/multilingual instructional support staff to support newcomer, SLIFE, and Long-Term English Learners with foundational language acquisition.

Expanded after-school tutoring staff, including multilingual tutors, to provide targeted academic support in ELA, Math, and Science for English Learners and high-need students.

Strengthened advocacy and student support staff (MTSS, counseling, attendance support) to address chronic absenteeism, mobility, and engagement barriers impacting learning continuity.

2. Programs

Full implementation and ongoing refinement of high-quality designated and integrated ELD programs aligned to the California ELD Standards Framework.

Development of a systematic literacy and language acquisition intervention program, including support for SLIFE and students with interrupted formal education.

Continued expansion of structured after-school tutoring and academic support programs, with intentional outreach to ensure participation from English Learners, MKV students, and chronically absent students.

Strengthened MTSS academic intervention system (Tier 2 and Tier 3) with clear structures for identifying, grouping, and monitoring students based on language and academic needs.

Implementation of family engagement programs focused on navigating the U.S. educational system, including multilingual workshops and ongoing communication supports.

3. Services

Sustained professional development and coaching for teachers on designated and integrated ELD instruction, including scaffolding strategies, academic discourse, and language development across content areas.

Structured collaboration time and data cycles (release time) for teachers to analyze English Learner Progress data, CAASPP results, and formative assessments to guide instruction.

Expanded family engagement and multilingual communication services to support understanding of grading, graduation requirements, testing systems, and available student supports.

Increased attendance intervention and student support services to improve instructional time for chronically absent and highly mobile student populations.

Targeted support services for newcomer, SLIFE, and dual-identified students, including coordination between ELD, special education, and content-area staff.

4. Materials and Supplies

Supplemental foundational literacy and reading intervention materials, including phonics, decoding, and comprehension resources for older English Learners and SLIFE students.

Expanded access to leveled, high-interest, and culturally responsive texts to support engagement and language acquisition.

ELD instructional materials aligned to the ELD Framework, including sentence frames, visual supports, academic vocabulary tools, and structured discourse protocols.

Technology-based language learning platforms that provide individualized practice, translation supports, and adaptive feedback.

Data tracking and assessment tools to monitor English Learner Progress, reclassification readiness, and intervention effectiveness.

Site leadership will monitor instructional consistency across classrooms. (Ex: walkthrough systems, instructional look-fors, Check For Understanding strategies and response to student feedback.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

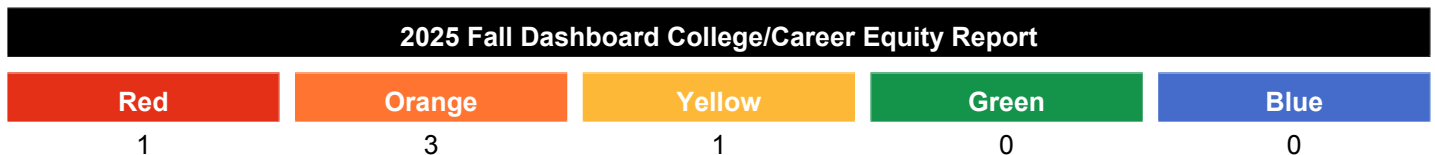
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Orange Prepared 18.1% Declined 3.4% 177 Students	English Learners Orange Prepared 11.5% Declined 2.5% 122 Students	Long-Term English Learners No Performance Color Prepared 9.1% Declined 17% 22 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Prepared 18.5% Declined 10.1% 27 Students	Socioeconomically Disadvantaged Orange Prepared 18.7% Declined 3.1% 171 Students

Students with Disabilities  No Performance Color Prepared 7.1% Maintained -1.6% 14 Students	African American  No Performance Color Prepared 33.3% Increased 11.1% 18 Students	American Indian  No Performance Color 0 Students
Asian  Yellow Prepared 18.5% Increased 7.9% 65 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange Prepared 15.6% Declined 16.8% 45 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red Prepared 9.1% Declined 8.4% 33 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.

Lowest Performing Student Groups (College & Career Indicator – 2025 Dashboard) Overall Context

The 2025 California Dashboard College and Career Indicator (CCI) measures student readiness for postsecondary pathways, including A–G completion, Career Technical Education (CTE) pathways, dual enrollment, and other college/career indicators. Overall, the data show that college and career readiness remains an area of need across the school, with most students not yet meeting the “Prepared” level.

At the same time, there are emerging signs of growth in access and participation in readiness pathways, particularly in CTE participation and expanded academic opportunities, though these gains are not yet consistent across all student groups.

1. Student Groups at the Lowest Performance Level (CCI)

The following student groups represent the lowest-performing groups in college and career readiness, based on lowest preparedness levels and greatest gaps compared to the overall student population:

English Learners – lowest readiness levels; limited access to A–G completion and postsecondary indicators

Long-Term English Learners – persistently low readiness due to ongoing academic language and credit completion barriers

Socioeconomically Disadvantaged students – below overall readiness levels and underrepresented in college/career pathways

Students with Disabilities – limited access to A–G completion and career/college readiness indicators
Hispanic students – below schoolwide readiness levels, reflecting broader opportunity gaps
Homeless students – lowest readiness where data is available, impacted by instability and credit attainment challenges
2. Positive Trends and Strengths in College & Career Readiness

While overall readiness remains low, the data and school practices also show several positive indicators and areas of growth:

Increased student exposure to CTE pathways and career exploration opportunities, expanding awareness of postsecondary options
Growing participation in structured academic pathways, including efforts to increase access to A–G coursework
Strengthening of counseling and academic planning systems, supporting more intentional course selection and graduation planning
Emerging engagement in dual enrollment and enrichment opportunities for a subset of students, indicating early growth in college readiness access
Continued efforts to expand student support systems (advocacy, tutoring, intervention) that indirectly support credit completion and readiness

These strengths indicate that while outcomes are still developing, the school is building foundational systems to improve postsecondary readiness over time.

3. Key Equity Pattern

Despite emerging strengths, persistent gaps remain:

English Learners and LTELs face language barriers that limit access to rigorous coursework
Students with Disabilities and Homeless students experience barriers in course completion and continuity
Socioeconomically Disadvantaged students remain underrepresented in advanced coursework and readiness pathways
Attendance, mobility, and credit deficiency continue to impact long-term readiness for multiple student groups
Summary Statement for SPSA

The 2025 College and Career Indicator data show that English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless students are the lowest-performing student groups in college and career readiness. However, the school is also demonstrating early strengths, including increased access to CTE pathways, improved counseling supports, and expanded academic planning systems. These efforts represent important foundational progress, but outcomes indicate that additional targeted supports are needed to ensure equitable access to A–G completion, career pathways, and postsecondary readiness for all student groups.

Potential causes:

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

Potential Causes / Root Cause Analysis (College & Career Indicator)

Reflecting on implementation during the 2024–25 school year, several student, instructional, and structural factors contributed to outcomes on the College and Career Indicator as reflected in the 2025 California Dashboard. At the same time, there are important areas of strength and growth in systems designed to support college and career readiness, even as overall outcomes indicate continued need for improvement.

Encina continues to serve a large and diverse English Learner population, including many newcomer students who are new to the country and English language learning. Many of these students have experienced interrupted or limited formal education and may not be literate in their home language. These factors create significant foundational learning needs that impact students' ability to access and complete A–G coursework, CTE pathways, and other college and career readiness indicators. At the same time, the school has made efforts to expand targeted supports for English Learners, including ELD instruction and scaffolded access to content, which represent important steps toward improving access.

In addition, many students enter Encina with substantial academic skill gaps in reading and mathematics, which affect their ability to succeed in rigorous coursework required for college and career readiness. Teachers consistently report that students need foundational support in literacy and numeracy in order to fully engage in grade-level instruction. In

response, staff continue to strengthen scaffolding, differentiation, and intervention practices, and there is growing awareness of the need to better align instruction to student skill levels across classrooms.

Many students, including both English Learners and English-only students, are also impacted by transiency, poverty, and chronic absenteeism, which disrupt instructional continuity and contribute to inconsistent academic progress and credit accumulation. These challenges negatively affect course completion and readiness outcomes. At the same time, the school has strengthened student support systems such as advocacy structures, counseling supports, and intervention programs, which are designed to improve attendance, engagement, and academic persistence.

Staff also identified a continued need for more consistent and system-wide implementation of scaffolding and differentiation across all classrooms. While many teachers are effectively using instructional supports, there is variability in implementation due to the wide range of student needs. Professional learning and collaboration time continue to support growth in this area, and teachers are increasingly using data to inform instruction and support diverse learners.

Finally, there is a clear need for continued strengthening of coordinated, schoolwide systems to support college and career readiness, including alignment between instruction, intervention, and academic planning. At the same time, the school has made meaningful progress in expanding counseling supports, academic planning processes, and exposure to college and career pathways, which provide a foundation for future improvement in readiness outcomes.

Overall, these factors—including high numbers of newcomer and SLIFE students, foundational skill gaps in literacy and mathematics, transiency and attendance challenges, and variability in instructional implementation—contributed to current College and Career Indicator outcomes. However, ongoing efforts in instructional support, student services, and pathway development demonstrate a strong and growing foundation for improving college and career readiness over time.

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

Resources Needed to Improve Outcomes (College & Career Indicator)

To improve college and career readiness outcomes for the lowest-performing student groups—particularly English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students—the following resources and systems are needed to address gaps in foundational skills, access to rigorous coursework, and completion of college/career readiness pathways.

1. Personnel

Continued College and Career Technician position to support students and families with postsecondary planning, pathway identification, A–G tracking, and exposure to college and career opportunities.

Continued and strengthened Advocacy teacher positions and Advocacy classes, providing structured during-the-day support for academic monitoring, attendance, credit tracking, and college/career readiness skills.

Expanded bilingual and multilingual support staff to ensure equitable access to academic information, graduation requirements, and college/career planning for newcomer and English Learner families.

Continued counseling and academic advising support, with emphasis on ensuring students are placed in appropriate A–G, CTE, and college/career pathway sequences.

Increased expectation and support for all teachers to provide tiered academic supports within the classroom (Tier 1 instruction with embedded scaffolds and differentiation), particularly in mathematics where foundational gaps remain most significant.

2. Programs

Continued access to Dual Enrollment college courses, providing students with opportunities to earn college credit while in high school and strengthen postsecondary readiness.

Expansion of AVID (Advancement Via Individual Determination) opportunities, including increased student access and support structures focused on organization, study skills, academic language, and college readiness behaviors.

Strengthened college and career pathway systems, ensuring equitable access to A–G completion, CTE sequences, and postsecondary preparation for all student groups.

Continued development of during-the-day Advocacy classes, which provide structured academic support, monitoring, and college/career readiness planning.

Implementation of more consistent math-focused academic intervention structures within existing schedules, recognizing the need for targeted support in foundational mathematics skills without requiring additional intervention staff allocations.

3. Services

Expanded academic counseling and college/career advising services, particularly for first-generation college-bound students, English Learners, and students off-track for graduation.

Continued and strengthened family engagement services, including multilingual outreach to support understanding of graduation requirements, A–G expectations, Dual Enrollment, AVID, and CTE pathways.

Enhanced attendance and engagement services to improve instructional continuity and increase course completion rates.

Increased in-class instructional support systems (Tiered Supports within general education classrooms), ensuring students receive consistent scaffolding, differentiation, and language supports during daily instruction.

Continued support services for newcomer, SLIFE, and highly mobile students, including orientation to academic systems and structured transition support.

4. Materials and Supplies

Expanded access to college and career readiness tools, including pathway maps, A–G tracking resources, and postsecondary planning materials.

Continued use of Dual Enrollment instructional materials and supports, aligned with college expectations and rigor.

Increased AVID instructional materials, including organization systems, writing supports, and college readiness scaffolds.

Supplemental leveled and scaffolded instructional materials, particularly in mathematics, to support foundational skill development and access to grade-level content.

Digital platforms that support credit tracking, intervention monitoring, and academic planning, ensuring students and staff can monitor progress toward readiness indicators.

Summary

These resources reflect the need to strengthen both system-level supports and classroom-based tiered instruction to improve college and career readiness outcomes. Continued investment in the College and Career Technician, Advocacy classes, Dual Enrollment, and AVID programs will expand access to postsecondary pathways. At the same time, improving outcomes for the lowest-performing student groups will require stronger in-class tiered supports, particularly in mathematics, and more consistent instructional scaffolding across all classrooms to ensure equitable access to rigorous coursework and graduation readiness.

Site Leadership Team and administration will collaborate with the Counseling team to better monitor student progress, provide interventions as needed, and increase early and timely parent communication.

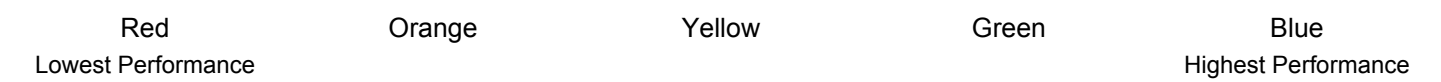
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 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 / Root Cause Analysis (Chronic Absenteeism & Academic Engagement)

Reflecting on implementation during the 2024–25 school year, chronic absenteeism at Encina was primarily influenced by a combination of student life circumstances, access barriers, and engagement challenges that disproportionately impacted the lowest-performing student groups identified in the 2025 Dashboard.

A key contributing factor is that the student groups with the highest rates of chronic absenteeism—Homeless (McKinney-Vento) students, English Learners (especially newcomers and SLIFE students), Socioeconomically Disadvantaged students, Students with Disabilities, and Long-Term English Learners—are also those experiencing the greatest external barriers to consistent school attendance. Staff observed that housing instability, mobility, transportation challenges, and economic pressures directly impact the ability of students to attend school on a daily basis, particularly for Homeless and Socioeconomically Disadvantaged students.

For English Learners, especially newcomers and SLIFE students, staff noted that attendance is often affected by the transition to a new country, unfamiliarity with school systems, and language barriers that impact family communication and school engagement routines. These factors can delay consistent attendance patterns during students' initial time in U.S. schools.

Students with Disabilities were also identified as experiencing attendance barriers related to health needs, service coordination, and individualized support requirements, which can lead to intermittent attendance patterns that reduce access to consistent instruction.

In addition, staff reflected that lower academic engagement over time contributes to absenteeism patterns, particularly for Long-Term English Learners and students who have experienced ongoing academic difficulty. When students experience repeated academic struggle or feel less connected to school, they may become less likely to attend consistently, further compounding missed instructional time.

Staff also recognized that while the school has strong engagement systems in place, including Advocacy classes, MTSS structures, counseling supports, and after-school programs, there is a continued need for more consistent early identification and rapid intervention when attendance begins to decline. In some cases, attendance concerns are addressed after patterns of chronic absenteeism are already established.

Finally, communication and access to information for multilingual families can impact timely understanding of attendance expectations and available supports, which may delay re-engagement efforts for some students and families.

Overall, chronic absenteeism at Encina is driven by a combination of housing and economic instability, newcomer transition challenges, disability-related attendance barriers, academic disengagement over time, and the need for more consistent early intervention systems. These factors disproportionately impact the same student groups identified as lowest performing in engagement, reinforcing inequities in access to instructional time across all California Dashboard indicators.

Potential causes:

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

Potential Causes / Root Cause Analysis (Chronic Absenteeism & Academic Engagement)

Reflecting on implementation during the 2024–25 school year, several student, family, and system-level factors contributed to chronic absenteeism and inconsistent academic engagement at Encina.

A primary factor identified is that many students and families are experiencing significant external barriers that directly impact consistent school attendance. These include housing instability, transportation challenges, and economic pressures that require students to assume family or work responsibilities. These conditions are most prevalent among Socioeconomically Disadvantaged and Homeless (McKinney-Vento) students and directly contribute to missed instructional time.

In addition, Encina serves a large population of English Learners, including many newcomer and SLIFE students, who are adjusting to a new country, new language, and new school systems. Staff observed that this transition period can impact attendance patterns, particularly when families are still learning how to navigate school expectations, communication systems, and daily attendance routines.

Staff also recognized that chronic absenteeism is often tied to students' level of academic success and sense of belonging in school. Students who have experienced ongoing academic struggle, including Long-Term English Learners and students performing below grade level in multiple subjects, may become less engaged over time, which can lead to inconsistent attendance and reduced participation in school-based supports.

Another contributing factor is that some students experience health-related needs, disability-related challenges, or family support needs that impact their ability to attend school consistently. For Students with Disabilities in particular, attendance can be affected by complex service coordination needs and intermittent access to supports outside of school.

Staff also noted that while engagement systems such as Advocacy classes, counseling supports, MTSS structures, and attendance outreach efforts exist, there is continued need for more consistent, early, and system-wide intervention when attendance patterns begin to decline. In some cases, interventions occur after absenteeism patterns are already well established.

Finally, families and staff have expressed that communication barriers, especially for multilingual families, can impact timely understanding of attendance expectations and support systems, which may delay intervention and re-engagement efforts.

Overall, chronic absenteeism is driven by a combination of external life circumstances, language and transition challenges for newcomer students, academic disengagement over time, health and disability-related needs, and inconsistent early intervention systems. These factors collectively contribute to reduced instructional time and negatively impact student outcomes across all academic and readiness indicators.

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

Resources Needed to Improve Outcomes (Chronic Absenteeism & Academic Engagement)

To improve attendance and engagement outcomes for the lowest-performing student groups—particularly Homeless (McKinney-Vento) students, English Learners (especially newcomers and SLIFE students), Socioeconomically Disadvantaged students, Students with Disabilities, and Long-Term English Learners—the following resources are needed to address barriers related to access, connection, and early intervention.

1. Personnel

Increased School Community Intervention Assistants to conduct consistent outreach, support attendance re-engagement, and facilitate academic and attendance-related conversations with students and families.

Continued and strengthened Advocacy teachers and Advocacy classes, providing daily structured monitoring of attendance, student connection, and academic progress.

Additional counseling support focused on A–G and college/career readiness guidance, ensuring students understand how attendance connects directly to graduation and postsecondary opportunities.

Staff responsible for attendance and engagement data monitoring, ensuring early identification of absenteeism patterns and timely intervention.

Expanded after-school tutoring staff, including multilingual support, to re-engage students academically and provide structured support outside the school day.

2. Programs

Increased A–G awareness and academic planning supports through counselors and Advocacy programs, explicitly connecting attendance to graduation eligibility and college/career readiness.

Continued and expanded after-school tutoring and academic support programs, with intentional outreach to chronically absent students and families.

Strengthened attendance intervention and re-engagement systems (MTSS-based) to ensure rapid response when students begin showing early signs of absenteeism.

Continued implementation of college and career exposure programs, including field trips and campus visits, to increase student motivation, belonging, and school connection.

Development of structured attendance incentive and re-engagement initiatives that reinforce consistent school participation.

3. Services

Increased parent and family engagement services, including multilingual outreach focused on attendance expectations, graduation requirements, and student support systems.

Expanded academic and attendance coaching for students and families, led by intervention staff and counselors to strengthen school connection and accountability.

Strengthened MTSS and student support services to address barriers such as housing instability, transportation, health needs, and mobility that contribute to chronic absenteeism.

Continued college and career readiness advising services, ensuring students understand long-term outcomes tied to consistent attendance.

Enhanced early intervention services to re-engage students before absenteeism becomes chronic.

4. Materials and Supplies

Expanded A–G awareness materials and college readiness tools, including visual pathways, graduation requirement trackers, and student-friendly planning guides.

Supplemental communication materials for families, translated and culturally responsive, to improve understanding of attendance expectations and available supports.

Student engagement and attendance tracking tools to support real-time monitoring of absenteeism trends and intervention follow-up.

Resources for Advocacy classes, including structured attendance monitoring tools, goal-setting materials, and student reflection activities.

Materials supporting college exposure experiences (field trips, campus visits, career exploration) to strengthen student engagement and school connectedness.

Summary

These resources are designed to directly address the primary drivers of chronic absenteeism identified in the 2025 Dashboard data, including housing instability, newcomer transition challenges, academic disengagement, and limited access to early intervention systems. Strengthening personnel such as School Community Intervention Assistants, enhancing Advocacy and counseling systems, expanding after-school supports, and increasing family engagement will improve student connection to school, increase attendance, and ultimately strengthen academic outcomes across all student groups.

Encina High School will implement a multi-tiered attendance plan to reduce chronic absenteeism and improve student engagement. It will include the following actions:

Strengthen attendance monitoring systems by reviewing weekly attendance data, identifying students with early warning signs, and conducting regular Student Attendance Review Team meetings.

Increase family communication through phone calls, parent conferences, attendance letters, and outreach from counselors, administrators, teachers, and support staff.

Provide targeted interventions for students with attendance concerns, including mentoring, counseling support, academic intervention, credit recovery opportunities, and connections to community resources.

Improve school connectedness and student engagement through advocacy classes, extracurricular activities, restorative practices, recognition programs, and culturally responsive teaching strategies.

Collaborate with community agencies and district support services to address barriers to attendance, including transportation, mental health, housing instability, and health concerns.

Continue to promote a positive school climate where students feel safe, supported, and connected to adults on campus.

Progress will be monitored regularly using attendance data, subgroup analysis, and ongoing evaluation of intervention effectiveness to ensure continuous improvement in student attendance and engagement.

School and Student Performance Data

Academic Engagement Graduation Rate

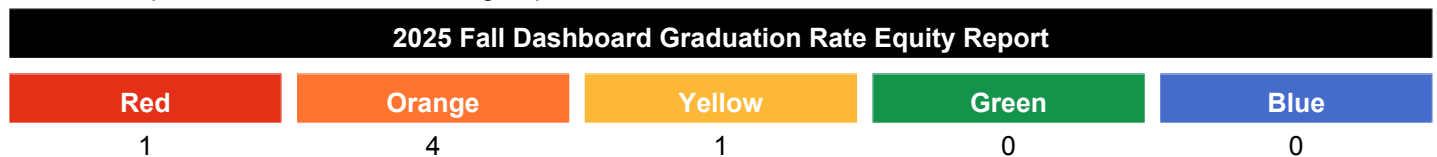
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 72.2% graduated Declined 1.7% 198 Students	 Orange 69.7% graduated Maintained 0.3% 142 Students	 No Performance Color 77.3% graduated Declined 18.4% 22 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Red 61.3% graduated Declined 5.4% 31 Students	 Orange 73.7% graduated Declined 2.6% 190 Students

Students with Disabilities  No Performance Color 73.3% graduated Increased 16.8% 15 Students	African American  No Performance Color 72.2% graduated Declined 9.3% 18 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 71.1% graduated Increased 7.6% 76 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 68.6% graduated Declined 4.1% 51 Students
Two or More Races  No Performance Color 72.7% graduated 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 77.8% graduated Declined 3.1% 36 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.

Lowest Performing Student Groups (Graduation Rate – 2025 Dashboard)

Overall Context

The 2025 California Dashboard Graduation Rate Indicator measures the percentage of students who successfully complete high school within four years. While Encina continues to support students in meeting graduation requirements, the data indicate that graduation outcomes are not equally distributed across student groups, with several subgroups experiencing significantly lower completion rates compared to the overall student population.

Statewide, graduation rates continue to show gradual improvement; however, schools serving high proportions of English Learners and high-need students often experience wider gaps in completion rates across student groups.

1. Student Groups at the Lowest Performance Level (Graduation Rate)

The following student groups represent the lowest-performing populations in graduation rate outcomes, based on lowest completion levels and greatest disparity compared to the overall student rate:

English Learners (especially newcomers and SLIFE students) – lowest graduation completion due to language acquisition needs, credit accrual challenges, and limited access to A–G aligned pathways

Long-Term English Learners (LTELs) – persistent underperformance in on-time graduation due to accumulated academic gaps and credit deficiency patterns

Students with Disabilities (SWD) – lower graduation rates compared to schoolwide averages, often impacted by individualized service needs and course progression barriers

Socioeconomically Disadvantaged students – lower completion rates linked to attendance challenges, credit recovery needs, and external life factors
Homeless (McKinney-Vento) students – highest risk of not graduating on time due to mobility, housing instability, and inconsistent course enrollment
Hispanic students (as a disproportionately impacted subgroup) – below schoolwide graduation rate, reflecting broader systemic opportunity gaps in access and completion
2. Lowest Performing Groups Compared to Overall Graduation Rate

Compared to the overall student population, these groups demonstrate:

Higher likelihood of being off-track for graduation (credit deficient or behind cohort)
Increased need for credit recovery and repeated coursework
Lower participation in A–G aligned and pathway-completing course sequences
Greater impact from chronic absenteeism and mobility, which reduces course completion over time

3. Key Patterns Across Groups

A. Credit Accumulation and Course Completion Barriers

Students in the lowest-performing groups often experience:

Difficulty completing required credits within a four-year window
Gaps in foundational skills that slow progression through required coursework
Increased need for intervention and recovery supports
B. Attendance and Engagement Connection

Graduation outcomes are strongly tied to attendance patterns:

Students with higher chronic absenteeism are more likely to fall behind in credits
Missed instructional time reduces opportunity to recover failed or incomplete coursework
Engagement challenges compound over time, especially for LTEL, SWD, and high-mobility students
C. Language and Academic Access Barriers

For English Learners:

Language acquisition directly impacts ability to pass required courses
Newcomer and SLIFE students often require additional time to meet graduation requirements due to foundational skill building needs

4. Positive Trends and Strengths

Despite persistent gaps, Encina demonstrates several strengths supporting graduation outcomes:

Advocacy classes and teachers provide structured monitoring of credits, attendance, and academic progress
Counseling and academic advising systems support graduation tracking and pathway planning
Credit recovery and intervention systems are in place to help students regain progress toward graduation
MTSS structures are increasingly used to identify students off-track earlier in their high school trajectory
Continued emphasis on college and career readiness pathways (A–G, CTE, Dual Enrollment, AVID) provides additional routes to graduation and postsecondary success

These systems provide a strong foundation for improving graduation outcomes when consistently accessed and implemented.

5. Summary Statement for SPSA

The 2025 Graduation Rate Indicator shows that English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students represent the lowest-performing student groups in graduation outcomes. These groups experience lower rates of on-time graduation due to challenges in credit accumulation, academic skill gaps, attendance disruptions, and limited access to consistent academic supports. While Encina has established strong systems such as Advocacy classes, counseling supports, MTSS interventions, and credit recovery opportunities, persistent barriers continue to impact equitable graduation outcomes across student groups.

Potential causes:

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

Potential Causes / Root Cause Analysis (Graduation Rate – Reflection on Prior Year)

Reflecting on implementation during the 2024–25 school year, several student, instructional, and structural factors contributed to graduation rate outcomes as reflected in the 2025 California Dashboard.

Encina continued to experience a significant increase in English Learner enrollment, reaching approximately 73% of the student population, with a large proportion of newcomer students, particularly from Afghanistan. Many of these students arrived without transcripts and with interrupted or limited prior educational experiences, which created challenges in accurately placing students in appropriate courses and supporting timely progress toward graduation requirements. These factors contributed to delays in credit accumulation and progression toward on-time graduation.

In addition, many English Learners require foundational support in both language acquisition and academic content simultaneously, which impacts their ability to successfully complete required coursework for graduation. Similarly, many English Only students also enter Encina significantly below grade level, particularly in reading and mathematics, which further complicates their ability to access and pass grade-level coursework required for on-time graduation.

During the year, Encina continued to strengthen its Advocacy program, which provides academic intervention, social-emotional support, and college and career planning. Staff consistently used Advocacy time to monitor academic progress, track work completion, and support students in staying connected to school expectations. Teachers also increased communication with families and support staff regarding both academic progress and social-emotional needs, which represents a key strength in student monitoring and support systems.

Encina also continued to benefit from a dedicated College and Career Technician, who worked closely with students to build postsecondary awareness, support college applications, and assist with financial aid processes. In addition, counselors played a critical role in monitoring student progress, providing information on graduation requirements, and engaging families when students were off track.

At the instructional level, staff demonstrated ongoing efforts to implement culturally responsive instruction and increase student engagement strategies, particularly for a diverse and multilingual student population. However, reflection indicates that instructional practices remain inconsistent across classrooms, with some learning environments still emphasizing high levels of independent practice and limited structured student discourse, which can reduce opportunities for language development, collaboration, and deeper academic engagement.

Overall, graduation outcomes were influenced by a combination of high newcomer enrollment, interrupted prior schooling, significant academic skill gaps, and inconsistent access to highly engaging, language-rich instruction. At the same time, strengthened systems such as Advocacy, counseling supports, and college/career guidance demonstrate important progress toward improving student monitoring, engagement, and postsecondary readiness.

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

Resources Needed to Improve Outcomes (Graduation Rate – Lowest Performing Student Groups)

To improve graduation outcomes for the lowest-performing student groups—particularly English Learners (including newcomers and SLIFE students), Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students—the following resources are needed to strengthen credit accumulation, academic support, and postsecondary readiness systems.

1. Personnel

Continued and strengthened Counselor support with increased A–G and graduation pathway advising, ensuring early identification of students who are off-track and consistent monitoring of credit attainment.

Continued Advocacy teachers and Advocacy classes, providing structured during-the-day support for academic progress monitoring, attendance tracking, SEL supports, and college/career planning.

Continued and expanded School Community Intervention Assistants to support consistent academic and attendance-focused communication with students and families, including multilingual outreach.

Staff dedicated to data monitoring and student progress tracking, ensuring timely intervention for students who are credit deficient or off-track for graduation.

Expanded after-school tutoring staff, including multilingual support, to provide targeted credit recovery and academic reinforcement in core subjects.

2. Programs

Increased and more systematic A–G awareness, planning, and graduation tracking systems, ensuring students and families understand requirements early and consistently.

Continued credit recovery and academic intervention programs, providing structured opportunities for students to regain credits and stay on-track for graduation.

Continued and expanded college and career exposure programs, including field trips, to strengthen student motivation, engagement, and awareness of postsecondary pathways.

Strengthened Advocacy program structures, ensuring consistent implementation of academic monitoring, goal setting, and postsecondary planning.

Development of more coordinated MTSS-based graduation tracking systems, ensuring students are identified early when they fall behind in credits or course completion.

3. Services

Increased family engagement services, including multilingual outreach to support understanding of graduation requirements, A–G expectations, and student progress toward diploma completion.

Expanded academic advising and counseling services, with a focus on first-generation college-bound students and students at risk of not graduating on time.

Continued attendance and engagement intervention services, recognizing the strong connection between chronic absenteeism and graduation outcomes.

Strengthened targeted supports for newcomer, SLIFE, and highly mobile students, including orientation to credit systems and graduation requirements.

Expanded academic and social-emotional support services to address barriers impacting student persistence and credit completion.

4. Materials and Supplies

Updated and expanded A–G and graduation tracking tools, including student-friendly credit trackers and graduation pathway visuals.

Supplemental instructional materials aligned to credit recovery and foundational skill development, particularly in literacy and mathematics.

Multilingual family communication materials to ensure clear understanding of graduation requirements and academic progress.

Digital tools and platforms for real-time monitoring of credits, attendance, and intervention progress.

Materials supporting Advocacy classes, including goal-setting tools, academic planning resources, and college/career readiness materials.

Summary

These resources are needed to address the primary barriers impacting graduation outcomes, including language acquisition needs, interrupted prior schooling, foundational skill gaps, credit deficiency, and inconsistent access to timely intervention supports. Strengthening counseling systems, Advocacy structures, intervention programs, and family engagement will ensure that all student groups—particularly English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless students—are better supported toward on-time graduation and postsecondary readiness.

School and Student Performance Data

Conditions & Climate Suspension Rate

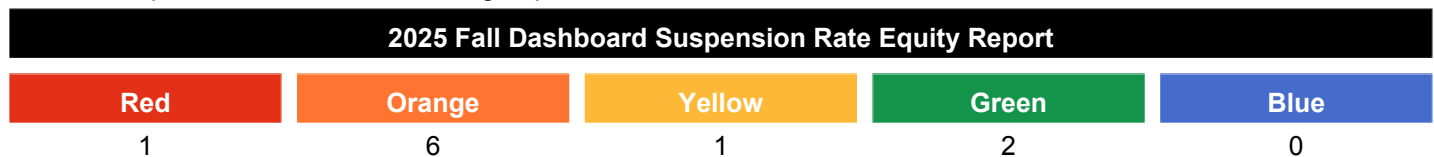
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 11.7% suspended at least one day Declined 1.6% 930 Students	English Learners  Orange 10.2% suspended at least one day Declined 0.4% 549 Students	Long-Term English Learners  Green 4.3% suspended at least one day Declined 2.4% 70 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Orange 16.5% suspended at least one day Declined 2% 115 Students	Socioeconomically Disadvantaged  Yellow 11.6% suspended at least one day Declined 2.4% 881 Students

Students with Disabilities  Orange 13.7% suspended at least one day Declined 3.3% 102 Students	African American  Orange 18.9% suspended at least one day Declined 2.8% 132 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Orange 14.7% suspended at least one day Declined 1.4% 313 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 5.9% suspended at least one day Declined 4.8% 236 Students
Two or More Races  Red 14% suspended at least one day Increased 0.9% 43 Students	Pacific Islander  No Performance Color 15.4% suspended at least one day Increased 7.7% 13 Students	White  Orange 8.5% suspended at least one day Increased 1.4% 176 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. Student Groups at the Lowest Performance Level (Highest Suspension Rates / Disproportionate Impact)

The following student groups represent the lowest-performing populations in the Suspension Rate Indicator, meaning they experience disproportionately higher suspension rates compared to the overall student population:

Students with Disabilities (SWD) – continue to experience higher suspension rates compared to peers, often related to behavior supports, unmet needs, and service alignment challenges

English Learners (especially newcomers and SLIFE students) – may experience discipline disparities related to language barriers, cultural transitions, and misunderstanding of school expectations

Socioeconomically Disadvantaged students – higher likelihood of suspension linked to external stressors, unmet behavioral support needs, and reduced access to preventive interventions

Homeless (McKinney-Vento) students – increased vulnerability due to housing instability, trauma exposure, and inconsistent school connection

African American students (where applicable in subgroup trends) – may experience disproportionate discipline outcomes consistent with statewide equity patterns in suspension data

2. Comparison to Overall School Performance

While Encina’s overall suspension rate is improving and trending in the right direction, the data indicate that:

Certain student groups still account for a disproportionate share of suspensions

Disparities in discipline outcomes persist despite overall reductions

Improvements are not yet equally experienced across all student subgroups

3. Key Patterns Across Student Groups

A. Shift Toward Improved School Climate

The downward trend in suspensions suggests:

Increased use of restorative and supportive responses to behavior
Stronger reliance on student intervention systems (Advocacy, MTSS, counseling)
Greater staff focus on relationship-building and prevention rather than exclusion

B. Persistent Disproportionality

Despite overall improvement, suspension data continue to show:

Higher discipline impact on Students with Disabilities and high-need student groups
Greater vulnerability for students experiencing instability (homelessness, poverty, newcomer status)
Continued need for consistency in implementation of restorative and tiered behavior supports

C. Connection to Engagement and Academics

Student groups with higher suspension rates also overlap with:

Higher chronic absenteeism
Lower academic performance in ELA and Math
Lower graduation and College/Career readiness outcomes

This reinforces that discipline, attendance, and academic achievement are interconnected systems.

4. Positive Trends and Strengths

Encina demonstrates several clear strengths contributing to improved suspension outcomes:

Overall suspension rates are decreasing, showing a positive climate trend
Increased use of Advocacy classes and adult mentoring relationships supports early intervention
Expanded MTSS and counseling systems provide alternatives to suspension
Greater emphasis on restorative practices and student reflection rather than exclusionary discipline
Strong staff commitment to maintaining student connection to school even during behavioral incidents

These systems indicate meaningful progress toward a more equitable and supportive school climate.

5. Summary Statement for SPSA

The 2025 Suspension Rate Indicator shows that Encina is trending in the right direction overall, with decreasing suspension rates and improving school climate conditions. However, disparities remain for key student groups. Students with Disabilities, Socioeconomically Disadvantaged students, English Learners (especially newcomers), Homeless students, and African American students (where applicable) represent the lowest-performing groups in suspension outcomes, as they experience disproportionately higher rates of discipline. While the school has made strong progress through restorative practices, Advocacy structures, and MTSS supports, continued work is needed to ensure equitable discipline outcomes across all student groups.

Potential causes:

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

Potential Causes / Root Cause Analysis (Suspension Rate – Conditions & Climate)

Reflecting on implementation during the 2024–25 school year, several student behavioral, social-emotional, and environmental factors contributed to suspension outcomes as reflected in the 2025 California Dashboard Conditions and Climate Indicator.

One of the primary contributing factors identified was an increase in vaping and substance use behaviors, which were observed across campus and contributed to disciplinary incidents. Staff noted that these behaviors were particularly present among some student groups, including Afghan male students, and often required formal disciplinary responses due to safety concerns and policy violations.

In addition, the school experienced an increase in physical altercations and peer conflict, particularly among male Afghan students. Staff observed that some of these conflicts were linked to language and cultural subgroup differences (e.g., Pashto and Dari speakers), as well as prior social dynamics from students' countries of origin. Because many students did not previously attend school together in Afghanistan, school staff noted that students were often navigating new peer relationships in a highly complex social environment.

Another key factor contributing to suspension rates is the significant number of students who are newcomers or have experienced interrupted or limited formal schooling, including students who did not attend school regularly prior to arriving in the United States. Staff recognized that many of these students bring high levels of trauma, displacement experiences, and limited exposure to structured school environments, which can impact behavior regulation, conflict resolution skills, and understanding of U.S. school behavioral expectations.

Staff also reflected that Encina serves a student population with significant and varied social-emotional needs, and that many students are still developing the skills needed to navigate conflict, manage stress, and engage in positive peer interactions. While the school has made progress in implementing restorative practices, MTSS supports, and Advocacy structures, the level of need continues to exceed available supports in some situations, resulting in disciplinary incidents that lead to suspension.

At the same time, staff recognize that stronger implementation of trauma-informed practices and proactive social-emotional supports has helped reduce overall suspension rates, indicating progress in shifting school climate toward more supportive and restorative approaches. However, inconsistent application of these supports across settings and the intensity of student needs continue to contribute to suspension disparities for specific student groups.

Overall, suspension outcomes were influenced by a combination of substance use incidents, peer conflict among specific student subgroups, trauma-related behavioral responses, and the challenges of integrating a large newcomer population with diverse cultural and educational backgrounds. While Encina has made meaningful progress in improving school climate and reducing overall suspensions, these underlying factors continue to require sustained, coordinated, and trauma-informed intervention systems.

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

Resources Needed to Improve Outcomes (Suspension Rate – Conditions & Climate)

To continue reducing suspension rates and address disproportionality among the lowest-performing student groups—particularly Students with Disabilities, English Learners (especially newcomers and SLIFE students), Socioeconomically Disadvantaged students, Homeless students, and other highly impacted student groups—the following resources are needed to strengthen prevention, intervention, and restorative systems.

1. Personnel

Increased staff trained in restorative practices and conflict mediation to support real-time de-escalation, relationship repair, and alternatives to suspension.

Additional student support personnel (e.g., campus intervention staff / behavior support staff) to provide proactive supervision, small-group regulation support, and immediate intervention when students become escalated.

Expanded counseling and social-emotional support staff capacity to address underlying trauma, grief, and behavioral health needs contributing to disciplinary incidents.

Staff with expertise in substance use prevention and intervention supports, including education, early identification, and referral to appropriate services.

2. Programs

Continued and strengthened PBIS implementation, ensuring consistent teaching, modeling, and reinforcement of positive behavior expectations across all settings.

Expansion of restorative practices program structures, including restorative circles, peer mediation, and structured re-entry processes after behavioral incidents.

Development of alternatives to suspension programs, including structured in-school reflection opportunities and supervised behavioral intervention spaces.

Implementation of social-emotional learning (SEL) lessons and curricula, particularly focused on emotional regulation, conflict resolution, and cultural understanding.

Continued focus on trauma-informed schoolwide practices, especially to support newcomer and highly impacted student populations.

3. Services

Increased mental health and counseling services, including short-term intervention and ongoing supports for students experiencing trauma, instability, or behavioral challenges.

Expanded family engagement and education services focused on behavior expectations, restorative approaches, and substance use prevention.

Strengthened behavior intervention and re-engagement services, including structured supports for students returning from suspension or at risk of suspension.

Continued substance use prevention and intervention services, including education, early identification, and access to community-based supports.

Enhanced MTSS behavior support services, ensuring earlier identification and intervention before behaviors escalate to suspension-level incidents.

4. Materials and Supplies

Restorative practice tools (circle materials, reflection guides, re-entry forms, mediation protocols).

PBIS materials for consistent expectation signage, reinforcement systems, and behavior teaching tools.

SEL curriculum resources focused on emotional regulation, conflict resolution, and relationship skills.

Multilingual family communication materials related to behavior expectations, restorative practices, and substance use prevention supports.

Student-facing reflection and behavior support tools used in alternatives to suspension settings.

Summary

These resources are needed to further reduce suspension rates and eliminate disproportionality by strengthening prevention, early intervention, and restorative approaches. Expanding restorative practice training, increasing behavior and mental health supports, strengthening PBIS implementation, and providing structured alternatives to suspension will directly support the lowest-performing student groups and continue Encina's positive trajectory in improving school climate and reducing exclusionary discipline.

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: 2025-26

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 iReady data, 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)

Using 2024–25 CA Dashboard data, Encina High School continued to experience significant challenges in English Language Arts and Mathematics achievement. In ELA, the school remained in the Red performance level, with students performing 156 points below standard and showing a decline from the previous year. In Mathematics, students remained significantly below standard at 210.2

points below standard, although the school demonstrated slight improvement from the prior year. English Learners also continued to struggle academically in both ELA and Math and remained in the Red performance level in both content areas.

Encina continued to offer Advocacy classes where students received academic support and intervention in core content areas. Through Title I funding, students were provided additional instructional support, including push-in intervention services from ELA and Math intervention teachers. These supports helped provide targeted assistance and relationship-building opportunities for students who required additional academic support. The school also continued to prioritize support for English Learners through designated and integrated ELD support structures.

While these supports remain important, the data indicates that they were not sufficient to produce the level of academic growth needed. One challenge has been the lack of stability in intervention staffing, particularly in the ELA intervention position, which impacted continuity of services for students. In addition, there remains a need to strengthen Tier 1 instruction and ensure consistent alignment to state standards, particularly in ELA/ELD instructional practices. Teachers may also be supplementing curriculum materials that are not fully aligned to the California ELA/ELD Framework and standards, limiting instructional coherence across classrooms.

English Learner progress data showed slight improvement, with 26.1% of English Learners making progress toward English proficiency, an increase of 2.1%; however, performance remained in the Orange level and below the state average. Encina continues to experience a high student mobility rate, including students enrolling throughout the school year and students who are new to the country. Many incoming students have limited or interrupted formal education and, in some cases, are not literate in their native language. These factors create additional challenges in accelerating literacy development, language acquisition, and grade-level academic achievement.

The school will continue focusing on strengthening Tier 1 instruction, increasing standards alignment, improving intervention systems, and building teacher capacity to support multilingual learners and students with interrupted education experiences.

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

Based on the 2024–25 CA Dashboard data, the Site Leadership Team evaluated current instructional practices, intervention systems, and English Learner supports to identify areas requiring additional focus for the 2026–27 school year. The data demonstrated the need to strengthen Tier 1 instruction across content areas, particularly in English Language Arts and Mathematics, and to improve instructional alignment to California State Standards and the ELA/ELD Framework.

As a result, the school will continue to prioritize professional learning focused on high-quality first instruction, standards alignment, and effective instructional strategies for multilingual learners. The Site Leadership Team will provide ongoing training and collaboration opportunities related to integrated and designated ELD, scaffolding strategies, literacy development, and differentiation for students with limited or interrupted formal education. Additional focus will be placed on ensuring curriculum resources and supplemental materials are aligned to grade-level standards and support rigorous instruction.

Encina will continue to provide Advocacy classes and ELA/Math intervention support for a significant number of students using Title I funding. The school will also work to strengthen the consistency and effectiveness of intervention services by improving coordination between intervention teachers and core content teachers. In addition, the school will continue monitoring student progress through CAASPP, ELPAC, local assessment data, course performance, and classroom observations to evaluate the effectiveness of instructional supports and make adjustments throughout the year.

**2025-26
Identified Need**

There is a continued need to provide professional learning, collaboration time, and planning opportunities focused on standards-aligned instruction, particularly in English Language Arts, Mathematics, and English Language Development. Data from the CA Dashboard and local assessments indicate a need to strengthen Tier 1 instruction to ensure consistent implementation of high-quality, grade-level instruction across classrooms, while also intensifying Tier 2 interventions for students performing significantly below standard.

There is also a continued need to strengthen support systems for English Learners, including students with limited or interrupted formal education and students who enroll throughout the school year. Professional learning focused on integrated and designated ELD, literacy development, scaffolding strategies, and effective supports for multilingual learners will remain a priority.

Encina will continue to strengthen the Advocacy program and provide targeted academic intervention and after-school learning opportunities to support student achievement and engagement. In addition, there remains a need to provide supplemental instructional materials, leveled texts, intervention resources, and curriculum-aligned supports that promote access to rigorous grade-level content and improve student outcomes in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	156 points below standard	+3 scale score points
	English Learners	181.5 points below standard	
	Foster Youth		
	Homeless	187 points below standard	
	Socioeconomically Disadvantaged	158.6 points below standard	
	Students with Disabilities	130.4 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	African American	127 points below standard	
	American Indian		
	Asian	185.8 points below standard	
	Filipino		
	Hispanic	149.5 points below standard	
	Two or More Races		
	Pacific Islander		
	White	149.6 points below standard	
Math State Assessment: Change in scale score	All Students	210.2 points below standard	+3 scale score points
	English Learners	227.7 points below standard	
	Foster Youth		
	Homeless	247.8 points below standard	
	Socioeconomically Disadvantaged	212.9 points below standard	
	Students with Disabilities	212.8 points below standard	
	African American	192.4 points below standard	
	American Indian		
	Asian	243 points below standard	
	Filipino		
	Hispanic	203.9 points below standard	
	Two or More Races		
	Pacific Islander		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	White	177.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	26.1		+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	Prepared 18.1%	+2%
	English Learners	Prepared 11.5%	
	Homeless	Prepared 18.5%	
	Socioeconomically Disadvantaged	Prepared 18.7%	
	Students with Disabilities	Prepared 7.1%	
	African American	Prepared 33.3%	
	Asian	Prepared 18.5%	
	Hispanic	Prepared 15.6%	
	White	Prepared 9.1%	

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
1.1	Provide additional supplemental (not core) teaching staff to provide grades 9-12	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 1000-1999: Certificated	398,340 156,440	School Year 2026-2027

	students enrollment in the Advocacy program and a 7-period day, allowing for increased instructional time, and academic intervention. 3.0 FTE PC 36594 PC 36598 PC 36595 PC 36597 PC 36599 PC 36601		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.2	Provide personnel for after-school academic support for all students in core subject areas.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Equity Multiplier 1000-1999: Certificated Personnel Salaries	15,000 5,000 3,000	School Year 2026-2027

1.3	Provide supplemental equipment, materials and supplies for the Advocacy program at all grade levels, and for related projects.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	5,000 2,000	School Year 2026-2027
1.4	Provide supplemental materials and supplies to support instruction and differentiation of instruction in all core academic subject areas. Fund service agreements for copiers to support the creation of supplemental materials.	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 Equity Multiplier 5000-5999: Services And Other Operating Expenditures Equity Multiplier 4000-4999: Books And Supplies	12,000 9,000 15,000	School Year 2026-2027
1.5	Provide instructional technology, related accessories, software, and/or	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	12,000 20,000	School Year 2026-2027

	web-based programs to engage students through supplemental technology		Equity Multiplier 4000-4999: Books And Supplies		
1.6	Provide supplemental equipment, materials, and supplies to support new course offerings including, but not limited to photography, music, cultural anthropology, and forensic science.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	10,000	School Year 2026-2027
1.7	Provide educational/academically based (3010) field trips and school visits, acculturation programs at colleges, universities, enrichment events, and other post-graduate/college and career-preparedness opportunities for all students.	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 Equity Multiplier 5000-5999: Services And Other Operating Expenditures	17,000 15,000	School Year 2026-2027

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 Equity Multiplier 4000-4999: Books And Supplies	8,000 10,000	School Year 2026-2027
1.9	Provide library with supplementary materials/supplies /equipment for instructional and extra- curricular support, including but not limited to STEAM and Makerspace supplies.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	5,000 3,000	School Year 2026-2027
1.10	Provide professional development and collaboration opportunities (including release time,	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	7,416 6,000 5,000	School Year 2026-2027

	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.		Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Equity Multiplier 0001-0999: Unrestricted: Locally Defined		
1.11	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,	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School Year 2026-2027

	common core standards, ELD support, cultural diversity & responsive instruction, and building/supporting school climate and culture.				
1.12	Provide equipment, materials and supplies to support implementation of AVID strategies at all grade levels.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Equity Multiplier	3,000 2,000	School Year 2026-2027
1.13	Provide supplemental materials and supplies to support CTE programs.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	6,000 10,000	School Year 2026-2027

1.14	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.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Equity Multiplier 2000-2999: Classified Personnel Salaries	2,000 2,000	School Year 2026-2027
1.15	Monitor student progress towards A-G completion; provide individual academic and SE goal setting and support; provide family connection to support student progress. 0.50 Counselor PC#39727	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	74,515	School Year 2026-2027
1.16	Bilingual Instructional Aides - Provide language and	All Students X English Learners Low-Income Students Foster Youth	Equity Multiplier 2000-2999: Classified	172,213	School Year 2026-2027

	instructional support across content areas. "1.0 FTE (7 hour Spanish); 1 FTE (8 hour Arab); .25 FTE (Pashto); .25 FTE (Dari): BIA - (1.0 FTE) 8 hour - Arab PC#39299 BIA - (0.875 FTE) 7 hour - Spanish PC#40216 BIA - (.25 FTE) - Pashto PC#40214 BIA - (.25 FTE) - Dari PC#40212 "	Lowest Performing	Personnel Salaries		
1.17	Avid Emerge ".40 FTE: PC#40217 0.2 FTE PC#39963 0.2 FTE"	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	74,336	School Year 2026-2027
1.18	Provide supplemental materials and supplies to	All Students X English Learners Low-Income Students Foster Youth	Equity Multiplier	8,452	School Year 2026-2027

	support the academic growth of EL students.	Lowest Performing	4000-4999: Books And Supplies			
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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 somewhat 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. For the 2026-27 school year, the attendance team needs to review reports weekly and meet weekly to discuss attendance concerns. Support staff and administration need to increase contact during the 2026-27 school year.

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 2025-26	Expected Outcome 2026-27
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

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Attendance: Percentage of the school year attended for students in TK-12	87.8%		90%
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 72.2% graduated English Learners 69.7% graduated Foster Youth Homeless 61.3% graduated Socioeconomically Disadvantaged 73.7% graduated Students with Disabilities 73.3% graduated African American 72.2% graduated American Indian Asian 71.1% graduated Filipino Hispanic 68.6% graduated Two or More Races 72.7% graduated Pacific Islander White 77.8% 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	Provide funding for one School Community Intervention Assistant to increase academic success and college and career readiness; cultivate inclusive, emotionally safe, equitable, culturally responsive and healthy environments. 1.0 FTE PC 36745	All Students X English Learners X Low-Income Students X 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	46,582 38,222	School Year 2026-2027
2.2	Provide Community Partner Support: SAYS, IYT UCAN, IRC to: Provide academic support, college preparation, workforce development, mentorship, extracurricular opportunities,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	60,000	School Year 2026-2027

	Life skills education: team building, communication skills, civic engagement, diversity and inclusion, and relationship building. Employment information: resume building, job search, and career opportunities, etc				
2.3	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	School Year 2026-2027
2.4	Provide after school enrichment opportunities, including but not limited to music, dance, art,	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated	5,000 9,290 2,000	School Year 2026-2027

	athletics, theater, etc.		Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
2.5	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 Equity Multiplier 4000-4999: Books And Supplies	5,000 5,000	School Year 2026-2027
2.6	Monitor attendance, behavior analysis (SWIS), provide student and family support:	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	166,654	School Year 2026-2027

	2.0 FTE ICT (8 hours): 1.0 FTE PC#40048 1.0 FTE PC#40047"				
2.7	Provide Lift Curriculum and other EL Resources	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	20,000	School Year 2026-2027

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: 2025-26

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 2026-27 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 2025-26		Expected Outcome 2026-27
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	11.7% suspended at least one day	-0.3%
	English Learners	10.2% suspended at least one day	
	Foster Youth		
	Homeless	16.5% suspended at least one day	
	Socioeconomically Disadvantaged	11.6% suspended at least one day	
	Students with Disabilities	13.7% suspended at least one day	
	African American	18.9% suspended at least one day	
	American Indian		
	Asian	14.7% suspended at least one day	
	Filipino		
	Hispanic	5.9% suspended at least one day	
	Two or More Races	14% suspended at least one day	
	Pacific Islander	15.4% suspended at least one day	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	White	8.5% 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	35,860 33,790	School Year 2026-2027

			3000-3999: Employee Benefits		
3.2	Provide family engagement events and increased communication to increase school connectedness.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	2000 3,000	School Year 2026-2027
3.3	Provide support for our EL families during educational and/or engagement activities. Provide compensated time for translators 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 Equity Multiplier 2000-2999: Classified Personnel Salaries	500 1,000	School Year 2026-2027
3.4	Provide staff compensation for planning and	All Students X English Learners X Low-Income Students	Title I Part A Parent Involvement	2,720 1,000	School Year 2026-2027

	implementing family learning and engagement events.	X Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 2000-1999: Classified Personnel Salaries Equity Multiplier 1000-1999: Certificated Personnel Salaries	4,000	
3.5	Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events and hire outside safety as needed. Provide materials and supplies to support campus safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-1999: Classified Personnel Salaries Equity Multiplier 2000-1999: Classified Personnel Salaries Equity Multiplier 4000-4999: Books And Supplies	2,000 4,000 10,000	School Year 2026-2027

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 Equity Multiplier 4000-4999: Books And Supplies	7,000 3,000	School Year 2026-2027
3.7	Provide access to student-involvement in the areas of athletics, the arts, and related extra-curricular programs and events to support student achievement by increasing opportunities for increased student engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies		School Year 2026-2027
3.8	Provide supplemental materials and supplies for lab sciences.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races, suspension	Equity Multiplier 4000-4999: Books And Supplies	10,000 5,000	School Year 2026-2027

	Provide academic field trips to support lab sciences.		Equity Multiplier 5000-5999: Services And Other Operating Expenditures		
3.9	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 X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Equity Multiplier 5000-5999: Services And Other Operating Expenditures	4,000 4,000	School Year 2026-2027
3.10	Provide equipment, materials and supplies to execute extra-curricular and enrichment activities supplemental to	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies		School Year 2026-2027

	classroom instruction.				
3.11	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 Equity Multiplier 4000-4999: Books And Supplies	5,000 10,000	School Year 2026-2027
3.12	Purchase student spirit wear to increase school pride and culture and climate. Provide materials to support involvement in athletics and other extracurricular activities.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	5,000 5,000	School Year 2026-2027
3.13	School Community Intervention Assistant and Safety: Increase safety and reduce suspensions for	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	169,608	School Year 2026-27

	lowest performing student groups 2.0 Sch/Comm Interv Asst: 1.0 FTE PC#40096 1.0 FTE PC#36744				
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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 aquisition.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide personnel in primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core and elective content instruction in collaboration with the classroom teacher.	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	

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	137,440	0.00
Equity Multiplier	930,778	0.00
Title I Part A Site Allocation	707,000	0.00
Title I Part A Parent Involvement	7,720	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	930,778.00
LCFF Supplemental Site Allocation	137,440.00
Title I Part A Parent Involvement	7,720.00
Title I Part A Site Allocation	707,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	574,911.00
2000-2999: Classified Personnel Salaries	622,417.00
3000-3999: Employee Benefits	228,452.00
4000-4999: Books And Supplies	228,742.00
5000-5999: Services And Other Operating Expenditures	121,416.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Equity Multiplier	2,000.00
0001-0999: Unrestricted: Locally Defined	Equity Multiplier	5,000.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	155,851.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	530,475.00

4000-4999: Books And Supplies	Equity Multiplier	144,452.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	93,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	42,360.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	33,790.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	50,290.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
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	3,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	409,340.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	46,582.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	194,662.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	32,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	24,416.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,095,712.00
Goal 2	359,748.00
Goal 3	327,478.00

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
Araksya Movsisyan	Classroom Teacher
Lawrence Doney	Classroom Teacher
Tony Contreras	Classroom Teacher
Larisa Peterson	Other School Staff
Natalie Bell	Parent or Community Member
Anthony Brooks	Parent or Community Member
Robyn Cabrejas	Secondary Student
Carolina Salomon-Melendez	Secondary Student
Bidaa Saleh	Secondary Student
Abdullah Fahim	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
	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 5/19.

Attested:

	Principal, Greta Scholtes on May 28, 2026
	SSC Chairperson, Lawrence Doney on May 28, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Encina High School

Funding Source: Equity Multiplier

\$930,778.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide personnel for after-school academic support for all students in core subject areas.	2000-2999: Classified Personnel Salaries	\$15,000.00	Connected School Communities	
Provide supplemental equipment, materials, and supplies to support new course offerings including, but not limited to photography, music, cultural anthropology, and forensic science.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities	
Bilingual Instructional Aides - Provide language and instructional support across content areas.	2000-2999: Classified Personnel Salaries	\$172,213.00	Connected School Communities	
"1.0 FTE (7 hour Spanish); 1 FTE (8 hour Arab); .25 FTE (Pashto); .25 FTE (Dari): BIA - (1.0 FTE) 8 hour - Arab PC#39299 BIA - (0.875 FTE) 7 hour - Spanish PC#40216 BIA - (.25 FTE) - Pashto PC#40214 BIA - (.25 FTE) - Dari PC#40212				
"				
Avid Emerge ".40 FTE: PC#40217 0.2 FTE PC#39963 0.2 FTE"	1000-1999: Certificated Personnel Salaries	\$74,336.00	Connected School Communities	
Provide supplemental materials and supplies to support the academic growth of EL students.	4000-4999: Books And Supplies	\$8,452.00	Connected School Communities	
	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	

Encina High School

	5000-5999: Services And Other Operating Expenditures	\$9,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$20,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$15,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Connected School Communities
	0001-0999: Unrestricted: Locally Defined	\$5,000.00	Connected School Communities
Provide Community Partner Support: SAYS, IYT UCAN, IRC to: Provide academic support, college preparation, workforce development, mentorship, extracurricular opportunities, Life skills education: team building, communication skills, civic engagement, diversity and inclusion, and relationship building. Employment information: resume building, job search, and career opportunities, etc Monitor attendance, behavior analysis (SWIS), provide student and family support: 2.0 FTE ICT (8 hours): 1.0 FTE PC#40048 1.0 FTE PC#40047"	5000-5999: Services And Other Operating Expenditures	\$60,000.00	Healthy Environments for Socio-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$166,654.00	Healthy Environments for Socio-Emotional Growth

Encina High School

Provide Lift Curriculum and other EL Resources	4000-4999: Books And Supplies	\$20,000.00	Healthy Environments for Socio-Emotional Growth
	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Socio-Emotional Growth
Provide supplemental materials and supplies for lab sciences.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
Provide academic field trips to support lab sciences.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$4,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$4,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs

Encina High School

School Community Intervention Assistant and Safety: Increase safety and reduce suspensions for lowest performing student groups 2.0 Sch/Comm Interv Asst: 1.0 FTE PC#40096 1.0 FTE PC#36744	2000-2999: Classified Personnel Salaries	\$169,608.00	Engaging Academic Programs
		\$2,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Monitor student progress towards A-G completion; provide individual academic and SE goal setting and support; provide family connection to support student progress.	1000-1999: Certificated Personnel Salaries	\$74,515.00	Connected School Communities
0.50 Counselor PC#39727			

Equity Multiplier Total Expenditures: \$930,778.00

Equity Multiplier Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$137,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Encina High School

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	\$5,000.00	Engaging Academic Programs
Purchase student spirit wear to increase school pride and culture and climate.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Provide materials to support involvement in athletics and other extracurricular activities.			
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	\$2,000.00	Connected School Communities
Provide supplemental materials and supplies to support CTE programs.	4000-4999: Books And Supplies	\$6,000.00	Connected School Communities
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	\$33,790.00	Engaging Academic Programs
Provide support for our EL families during educational and/or engagement activities. Provide compensated time for translators to provide language support.	2000-2999: Classified Personnel Salaries	\$500.00	Engaging Academic Programs
Increase safety at school events, and sports events. Provide extra assignment pay for campus monitors to provide extra safety at events and hire outside safety as needed.	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs
Provide materials and supplies to support campus safety.			

Encina High School

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
	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	\$35,860.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$9,290.00	Healthy Environments for Socio-Emotional Growth
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, athletics, 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
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

Encina High School

Provide library with supplementary materials/supplies/equipment for instructional and extra- curricular support, including but not limited to STEAM and Makerspace supplies.

4000-4999: Books And Supplies

\$5,000.00

Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$137,440.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$7,720.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement events and increased communication to increase school connectedness.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
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 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 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

\$707,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Encina High School

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 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
Provide additional supplemental (not core) 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. 3.0 FTE PC 36594 PC 36598 PC 36595 PC 36597 PC 36599 PC 36601	1000-1999: Certificated Personnel Salaries	\$398,340.00	Connected School Communities
	3000-3999: Employee Benefits	\$38,222.00	Healthy Environments for Socio-Emotional Growth

Encina High School

Provide funding for one School Community Intervention Assistant to increase academic success and college and career readiness; cultivate inclusive, emotionally safe, equitable, culturally responsive and healthy environments. 1.0 FTE PC 36745	2000-2999: Classified Personnel Salaries	\$46,582.00	Healthy Environments for Socio-Emotional Growth
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	\$7,416.00	Connected School Communities
Provide educational/academically based (3010) 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	\$17,000.00	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	\$5,000.00	Connected School Communities
Provide supplemental materials and supplies to support instruction and differentiation of instruction in all core academic subject areas. Fund service agreements for copiers to support the creation of supplemental materials.	4000-4999: Books And Supplies	\$12,000.00	Connected School Communities
Provide instructional technology, related accessories, software, and/or web-based programs to engage students through supplemental technology	4000-4999: Books And Supplies	\$12,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$6,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$156,440.00	Connected School Communities

Encina High School

1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities
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Title I Part A Site Allocation Total Expenditures:	\$732,000.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Encina High School Total Expenditures:	\$1,807,938.00
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