School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Entrada Continuation High School	34-67447-3430097	June 4, 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)

X Schoolwide Program

X Comprehensive Support and Improvement

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

La Entrada met the criteria for CSI Grad for the following indicators and/or student groups: Grad Rate - CSI Grad Rate

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

La Entrada Continuation High School serves a highly impacted student population, including 62.7% socioeconomically disadvantaged students, 20.6% experiencing homelessness, and 19.6% students with disabilities .

Analysis of the California Dashboard indicates that:

Graduation rate remains low at 50.5% (Red)
College and Career readiness is critically low at 1.3% prepared (Red)
Academic performance in ELA and Math is significantly below standard and declining
Attendance rates are low, with an average of 58.7%

At the same time, suspension rates are low (Green), indicating that student behavior and school climate systems are relatively strong.

These data suggest that the primary challenges are not rooted in discipline, but rather in student engagement, credit accumulation, and access to meaningful academic pathways.

Root Cause Analysis

Through staff reflection, student input, and data review, several root causes have been identified:

1. Irregular Attendance and Engagement
Many students face barriers such as transportation, unstable housing, and competing life responsibilities, resulting in inconsistent attendance and limited instructional time.

2. Over-reliance on Independent Online Instruction (APEX)
While students report liking APEX, it does not sufficiently meet the needs of all learners, particularly those requiring direct instruction, scaffolding, and relationship-based learning.

3. Lack of Real-Time Progress Monitoring Systems
Current attendance and credit tracking systems do not provide timely or accurate data, limiting the school's ability to intervene early.

4. Limited Exposure to Postsecondary Pathways
Students have minimal access to college and career experiences, contributing to low motivation and low college/career readiness outcomes.

5. High-Needs Student Population
A significant percentage of students are experiencing poverty, homelessness, and other challenges, requiring additional academic and social-emotional supports.

Resource Inequities

The following inequities impact student outcomes:

* Limited staffing for intervention and relationship-building
* Insufficient transportation support for consistent attendance
* Lack of diverse instructional models beyond APEX
* Limited access to college and career exploration opportunities
* Inconsistent systems for tracking attendance and academic progress in real time

Addressing these inequities requires strategic investment in staffing, instructional supports, and student engagement opportunities.

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

The administration worked throughout the 2025-2026 school year in partnership with staff, School Site Council, and other parent and student groups to monitor the implementation of the 2025-2026 SPSA actions, evaluate the effectiveness of each action, review student achievement and connectedness data, and develop, refine, and approve the 2026-2027 SPSA.

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	0.87%	%	1.19%	1		1
African American	16.52%	12.75%	10.71%	19	13	9
Asian	%	3.92%	1.19%		4	1
Hispanic/Latino	41.74%	33.33%	39.29%	48	34	33
Pacific Islander	1.74%	0.98%	3.57%	2	1	3
White	32.17%	42.16%	30.95%	37	43	26
Multiple/No Response	6.96%	6.86%	13.10%	8	7	11
			Total Enrollment	115	102	84

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	1		1
Grade 11	22		20
Grade 12	92		63
Total Enrollment	115		84

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	11	7	4	4.4%	9.6%	4.8%
Fluent English Proficient (FEP)	16	11	14	10.6%	13.9%	16.7%
Reclassified Fluent English Proficient (RFEP)	0				0.00%	

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**
102	**62.7%**	**6.9%**	**2.9%**
Total Number of Students enrolled in La Entrada Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	6.9%
Foster Youth	3	2.9%
Homeless	21	20.6%
Socioeconomically Disadvantaged	64	62.7%
Students with Disabilities	20	19.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	12.7%
American Indian	0	0.0%
Asian	4	3.9%
Filipino	0	0.0%
Hispanic	34	33.3%
Two or More Races	7	6.9%
Pacific Islander	1	1%
White	43	42.2%

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Green
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Red		

School and Student Performance Data

Academic Performance
English Language Arts

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
220.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 27.9 points	1 Student	1 Student
22 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	247.3 points below standard	230.7 points below standard
1 Student	11 Students	Declined 40 points
		17 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 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 lowest performing student groups include:

Socioeconomically Disadvantaged students
Homeless students
Students with Disabilities

These groups demonstrate the greatest distance from standard in both ELA and Mathematics and have lower graduation and college/career readiness outcomes

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

Contributing factors include:

Inconsistent attendance due to external factors
Gaps in foundational academic skills
Limited access to differentiated instruction
Reduced engagement in traditional and online coursework
Lack of connection to long-term goals (college/career pathways)

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

To address these needs, the school will prioritize:

Increased staffing (Vice Principal, intervention specialist, math teacher)
Expanded direct instruction and small group learning opportunities
Enhanced progress monitoring systems
Transportation and attendance supports
College and career exposure opportunities (CTE Modules)
Social-emotional and mental health supports

School and Student Performance Data

Academic Performance
Mathematics

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
278.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 35.1 points	1 Student	1 Student
22 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	285.5 points below standard	283.4 points below standard
1 Student	11 Students	Declined 44.5 points
		17 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 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 lowest performing student groups include:

Socioeconomically Disadvantaged students
Homeless students
Students with Disabilities

These groups demonstrate the greatest distance from standard in both ELA and Mathematics and have lower graduation and college/career readiness outcomes.

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

Contributing factors include:

Inconsistent attendance due to external factors
Gaps in foundational academic skills
Limited access to differentiated instruction
Reduced engagement in traditional and online coursework
Lack of connection to long-term goals (college/career pathways)

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

To address these needs, the school will prioritize:

Increased staffing (Vice Principal, intervention specialist, math teacher)
Expanded direct instruction and small group learning opportunities
Enhanced progress monitoring systems
Transportation and attendance supports
College and career exposure opportunities (CTE modules)
Social-emotional and mental health supports

School and Student Performance Data

Academic Performance
Science

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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the 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	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
24.4 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 2.7 points	3 Students	2 Students
20 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	23.9 science points
1 Student	7 Students	Declined 3.5 points
		14 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 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 lowest performing student groups include:

Socioeconomically Disadvantaged students
Homeless students
Students with Disabilities

These groups demonstrate the greatest distance from standard in both ELA and Mathematics and have lower graduation and college/career readiness outcomes.

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

Contributing factors include:

Inconsistent attendance due to external factors
Gaps in foundational academic skills
Limited access to differentiated instruction
Reduced engagement in traditional and online coursework
Lack of connection to long-term goals (college/career pathways)

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

To address these needs, the school will prioritize:

Increased staffing (Vice Principal, intervention specialist, math teacher)
Expanded direct instruction and small group learning opportunities
Enhanced progress monitoring systems
Transportation and attendance supports
College and career exposure opportunities
Social-emotional and mental health supports

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.

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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 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**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 3 Students	Number Students: 3 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**

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

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

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

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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	English Learners	Long-Term English Learners
Red	No Performance Color	No Performance Color
Prepared 1.3%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 1.3%	9 Students	7 Students
80 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Prepared 0%	Prepared 0%
3 Students	Maintained	Maintained
	30 Students	70 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color Prepared 0% Maintained 27 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	Orange Prepared 3% Increased 3% 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.

The lowest performing student groups in the College and Career Indicator include:

Socioeconomically Disadvantaged students (0% prepared)
Hispanic students (0% prepared)
Homeless students (0% prepared)

These groups fall significantly below the overall rate of 1.3% prepared, indicating that the majority of students are not meeting college and career readiness benchmarks prior to graduation.

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

Several key factors have contributed to these outcomes:

1. Limited Access to A-G and College Preparatory Coursework
Many students enter continuation school behind in credits, which shifts the focus to credit recovery rather than completion of A-G requirements or advanced coursework.

2. Overemphasis on Credit Recovery Over Readiness
Instructional systems prioritize graduation completion, often at the expense of deeper learning experiences that build college and career readiness.

3. Lack of Exposure to Postsecondary Pathways
Students have had limited opportunities to visit college campuses, explore career pathways, or engage in real-world learning experiences, which reduces motivation and awareness of future options.

4. Gaps in Academic Skill Development
Students often enter significantly below grade level in reading and mathematics, limiting their ability to access rigorous coursework tied to college readiness indicators.

5. High-Needs Student Population
A significant number of students face challenges related to poverty, housing instability, and inconsistent school attendance, which impacts long-term planning and goal setting.

6. Limited Career Technical Education (CTE) Pathways
There are currently limited structured CTE opportunities that allow students to demonstrate career readiness through pathways, certifications, or work-based learning.

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

To improve college and career readiness outcomes, the school will prioritize the following resources and strategies:

1. Expanded College and Career Exposure Opportunities
College campus visits
Trade school visits
Guest speakers and career panels

2. Development of CTE and Career Pathways
Exploration of CTE courses aligned to student interests
Partnerships with local businesses and workforce programs
Opportunities for internships or job shadowing

3. Increased Direct Instruction and Academic Support
Additional math and core subject instruction
Small group intervention to build foundational skills
Support beyond APEX for students needing structured learning

4. Dedicated Staff for College/Career Planning
Staff to support FAFSA, applications, resumes, and career planning
Individual student goal-setting and postsecondary planning

5. Improved Systems for Tracking College/Career Readiness
Monitoring A-G completion, dual enrollment, and pathway participation
Early identification of students who can meet “Prepared” criteria

6. Integration of Real-World Learning Experiences
Project-based learning tied to career skills
Industry-aligned experiences embedded into coursework

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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.

While specific dashboard performance levels are not reported due to small subgroup sizes, internal data and staff observations indicate that the following student groups experience the highest levels of chronic absenteeism:

Homeless students
Socioeconomically Disadvantaged students
Students with Disabilities
Students significantly credit deficient

These groups face the greatest barriers to consistent attendance and engagement, which directly impacts academic progress and graduation outcomes.

Potential causes:

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

Chronic absenteeism at La Entrada is driven by a combination of structural and student-specific factors:

1. Transportation Barriers
Many students lack reliable transportation to school, making consistent attendance difficult.

2. Housing Instability and External Responsibilities
A significant portion of students experience homelessness or unstable housing (20.6%), leading to inconsistent routines and competing life priorities .

3. Flexible Attendance Structures in Continuation Settings
The current attendance model (e.g., earning attendance through accumulated hours) can unintentionally reduce urgency for daily attendance and make real-time tracking difficult.

4. Low Engagement in Traditional School Structures
Students who have struggled in traditional settings may not feel connected to school or see immediate relevance in attending regularly.

5. Limited Real-Time Monitoring Systems
Current systems do not allow for accurate, real-time tracking of attendance, delaying intervention and support.

6. Mental Health and Social-Emotional Needs
Students often experience anxiety, depression, or other challenges that impact their willingness and ability to attend school consistently.

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

To address chronic absenteeism, the school will prioritize the following strategies and supports:

1. Dedicated Attendance and Intervention Support
School Community Intervention Specialist
Increased administrative support (Vice Principal)
Case management for high-risk students

2. Improved Attendance Monitoring Systems
Development of real-time attendance tracking
Weekly monitoring of attendance and engagement data
Early identification of chronically absent students

3. Transportation and Access Supports
Exploration of transportation solutions (bus passes, alternative options)
Flexible scheduling paired with accountability systems

4. Increased Student Engagement Opportunities
Expansion of direct instruction and small group classes
Hands-on, relevant learning experiences
Incentives for attendance and course completion (PBIS)

5. Family Outreach and Relationship Building
Continued parent-teacher conferences (high participation rates)
Home visits for disengaged students
Regular communication with families

6. Social-Emotional and Mental Health Supports
Partnerships with outside agencies (e.g., substance abuse and wellness programs)
On-campus support systems for student well-being

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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**
Red	No Performance Color	No Performance Color
50.5% graduated	63.6% graduated	Fewer than 11 students - No Data for Privacy
Increased 6.6%	Maintained 0%	9 Students
95 Students	11 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	55.6% graduated	50.6% graduated
3 Students	Increased 29.6%	Increased 3.6%
	36 Students	85 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
69.2% graduated	33.3% graduated	Fewer than 11 students - No Data for Privacy
Increased 23.1%	Declined 8.3%	1 Student
13 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	0 Students	56.3% graduated
4 Students		Increased 6.3%
		32 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	0 Students	52.6% graduated
7 Students		Increased 15.8%
		38 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student groups in graduation rate include:

African American students (33.3%)
Socioeconomically Disadvantaged students (50.6%)
All Students overall (50.5%)

While some groups have shown improvement, graduation rates remain significantly below desired outcomes, particularly for historically underserved student populations.

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

The following factors have contributed to low graduation rates:

1. Credit Deficiency Upon Enrollment
Many students enter La Entrada significantly behind in credits, often requiring accelerated credit recovery to graduate on time.

2. Chronic Absenteeism
Low attendance rates (approximately 58.7%) limit students’ ability to earn credits consistently and stay on track for graduation .

3. High-Needs Student Population
A large percentage of students face barriers such as poverty (62.7%), homelessness (20.6%), and other external challenges that impact their ability to persist in school .

4. Limited Engagement in Traditional and Online Instruction
While APEX provides flexibility, some students struggle with self-paced learning and require more structured, direct instruction and support.

5. Gaps in Foundational Academic Skills
Students often enter below grade level in reading and mathematics, making it difficult to complete required coursework efficiently.

6. Lack of Clear Postsecondary Pathways
Students who do not see a clear connection between graduation and future goals may lack motivation to persist toward completion.

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

o improve graduation rates, the school will prioritize the following supports and strategies:

1. Increased Staffing for Monitoring and Intervention
Vice Principal to oversee systems and accountability
School Community Intervention Specialist for case management
Ongoing teacher support for credit monitoring

2. Improved Credit Tracking and Intervention Systems
Frequent monitoring of student progress toward graduation
Individualized graduation plans for all students
Early identification of at-risk students

3. Expanded Instructional Supports
Additional direct instruction classes (e.g., math, small group support)
Targeted interventions for students struggling in APEX
Blended learning opportunities combining online and in-person instruction

4. Attendance Improvement Strategies
Incentives for attendance and course completion
Home visits and family outreach
Addressing transportation barriers

5. Increased Student Engagement and Connection
Relationship-building through advisory and staff support
College and career exposure opportunities
Real-world learning experiences

6. Social-Emotional and Wraparound Supports
Partnerships with outside agencies
Mental health and wellness support
Continued parent engagement through conferences and communication

Improving graduation rates requires a comprehensive approach that addresses attendance, engagement, academic support, and student connection, ensuring that all students have a clear and supported pathway to completion.

School and Student Performance Data

Conditions & Climate
Suspension 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
3.5% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.6%	Declined 17.6%	10 Students
171 Students	12 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Green
Fewer than 11 students - No Data for Privacy	3.4% suspended at least one day	4% suspended at least one day
5 Students	Declined 4.9%	Declined 5.4%
	58 Students	126 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
2.7% suspended at least one day	8.3% suspended at least one day	0 Students
Declined 8.8%	Declined 1.7%	
37 Students	24 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0 Students	0% suspended at least one day
6 Students		Declined 6.3%
		57 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
14.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.5% suspended at least one day
Increased 14.3%	2 Students	Declined 10.4%
14 Students		68 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, La Entrada demonstrates strong performance in suspension rates, with an overall rate of 3.5% (Green) .

However, the following student group shows a higher suspension rate compared to others:

Students identifying as Two or More Races (14.3%)
African American students (8.3%)

While most student groups have low suspension rates, these disparities indicate a need for continued focus on equitable implementation of discipline practices and relationship-building supports.

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

Despite overall positive outcomes, the following factors may contribute to higher suspension rates among specific student groups:

1. Inconsistent Student-Staff Relationships
Students who feel less connected to adults on campus may be more likely to engage in behaviors that result in disciplinary action.

2. Small Population Size Impacting Data
Due to the small size of the school, even a small number of incidents can significantly impact subgroup percentages.

3. Unmet Social-Emotional Needs
Some students experience challenges related to trauma, stress, or mental health that can manifest as behavioral issues.

4. Need for Continued Consistency in PBIS Implementation
While PBIS systems are in place, continued consistency across staff and settings is needed to ensure equitable outcomes for all students.

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

To maintain low suspension rates and address subgroup disparities, the school will prioritize:

1. Expanded Relationship-Building and Student Support
Increased staffing to support student connection (Vice Principal, Intervention Specialist)
Advisory and mentorship opportunities

2. Continued Implementation and Refinement of PBIS
Incentives for positive behavior, attendance, and course completion
Ongoing staff alignment around expectations and responses

3. Targeted Social-Emotional and Mental Health Supports
Partnerships with outside agencies
On-campus support for student well-being

4. Restorative Practices and Alternatives to Suspension
Continued use of restorative conversations and interventions
Focus on keeping students engaged in school rather than removing them

5. Ongoing Monitoring of Subgroup Data
Regular review of discipline data to identify trends
Early intervention for students at risk of suspension

The school's low suspension rate indicates that strong systems for behavior and school climate are in place; the focus moving forward is leveraging this positive climate to increase student engagement, attendance, and academic success.

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?

The school monitored student progress using graduation rates, dropout rates, attendance data, and course completion/credit accumulation throughout the school year.

Data was reviewed on an ongoing basis through regular student meetings, progress checks, and staff discussions to identify students at risk of not graduating and to provide timely interventions.

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

Several strategies contributed positively to student outcomes. Increased one-on-one meetings with students to review credits and graduation status helped improve student awareness and accountability. The implementation of parent-teacher conferences also

strengthened communication with families, resulting in high participation rates and increased support for students. Additionally, providing incentives for course completion encouraged students to pass classes and stay engaged.

These efforts contributed to an increase in the number of students graduating and anecdotal improvements in attendance and engagement.

However, challenges remain in accurately measuring academic progress using statewide assessments such as CAASPP. Many students in the continuation setting do not demonstrate full effort on these assessments, as they prioritize credit recovery and graduation requirements. As a result, CAASPP data does not fully reflect student learning or growth.

Additionally, while APEX provides flexibility, some students require more direct instruction and structured support to successfully complete coursework, indicating a need to expand instructional approaches beyond independent online learning.

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

Based on the data and observed outcomes, the school will expand opportunities for students to engage in college and career exploration, including increased access to college campus visits and exposure to postsecondary pathways.

The school will also continue to strengthen systems for monitoring student progress, increase direct instruction and academic support, and provide additional engagement opportunities to ensure students remain on track to graduate while building readiness for college and career.

2025-26

Identified Need

The school has identified a need to improve the accuracy and timeliness of attendance tracking systems. Currently, attendance is calculated based on weekly instructional minutes, with students earning full-time attendance after completing 15 hours per week. Additionally, students may apply excess hours from previous weeks toward current attendance, which limits the ability to monitor real-time engagement.

This structure creates challenges in accurately identifying students who are disengaged or chronically absent on a daily basis, delaying timely interventions and support. As a result, staff are limited in their ability to respond proactively to attendance concerns, which directly impacts student engagement, course completion, and graduation outcomes.

Developing more accurate, real-time attendance tracking systems will allow for earlier identification of at-risk students and more effective intervention strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	220.5 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless	247.3 points below standard	
	Socioeconomically Disadvantaged	230.7 points below standard	
	Students with Disabilities		
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic		
	Two or More Races		
	Pacific Islander		
Math State Assessment: Change in scale score	All Students	278.7 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless	285.5 points below standard	
	Socioeconomically Disadvantaged	283.4 points below standard	
	Students with Disabilities		
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races Pacific Islander	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	0.00%	0.00%
College and Career Indicator: Percentage of students placed in the “Prepared” level by the state’s college and career indicator	All Students Prepared 1.3% Homeless Prepared 0% Socioeconomically Disadvantaged Prepared 0% Hispanic Prepared 0% White Prepared 3%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Hire a certificated staff member to support students academic and SEL needs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	40000 30000	August 2026 - June 2027

			Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits		
1.2	Hire a .40 math teacher to support students' ability to achieve Math standards.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits	42400 10611	August 2026 - June 2027
1.3	Provide materials and supplies to support staff in implementing non-APEX-based lessons and interventions so students can	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	6620 2800 30000	August 2026 - June 2027

	have more success in finishing classes. Including but not limited to the purchase of new Chromebooks.		Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies		
1.4	Provide staff development and or site visits to other schools to look at alternative curriculums and CTE classes to best support our students in leaving College or Career Ready.	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2000 2000 15000	August 2026 - June 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

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?

The school monitored student engagement and course access through student feedback, course completion data, attendance rates, and graduation outcomes.

Student voice was gathered through interviews conducted in both the Fall and Spring, providing insight into student experiences with the APEX instructional model and additional course offerings.

Progress was also monitored throughout the year by reviewing course completion rates, attendance trends, and student participation in newly implemented classes and programs.

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

Data and student feedback indicate that several strategies have positively impacted student engagement and outcomes. Students consistently reported that they value the flexibility of the APEX model, which allows them to work at their own pace and focus on credit recovery.

The addition of direct instruction courses, including math classes, small group support, and elective offerings such as Mindfulness-Based Substance Abuse Training (MBSAT) and Sacramento Area Speaks (poetry), contributed to increased student engagement. These opportunities provided students with more structured learning environments, increased interaction with peers and staff, and more relevant and meaningful learning experiences.

As a result, the school observed improvements in graduation rates, course completion, and attendance. These findings suggest that a blended approach—combining independent online learning with direct instruction and engaging coursework—is effective in supporting student success.

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

Based on the data and student feedback, the school will continue to expand and refine the current model by maintaining a balance between APEX-based instruction and direct instruction opportunities.

The school will also continue to prioritize courses and programs that promote student engagement, connection, and real-world relevance, while strengthening supports for students who require additional guidance to navigate online coursework.

2025-26

Identified Need

The school has identified a need to continue expanding engagement-based programming and supports that increase student attendance and access to learning.

Continued partnership with the Black Youth Leadership Project to provide the Mindfulness-Based Substance Abuse Training (MBSAT) class will support students' social-emotional development and overall engagement in school.

Additionally, transportation remains a significant barrier for many students, limiting their ability to attend school consistently. Increased support for students facing transportation challenges is needed to improve attendance, engagement, and course completion.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Chronic Absenteeism:	All Students English Learners	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	58.7%	Better than 70%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	17.9%	less than 20%
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 50.5% graduated English Learners 63.6% graduated Foster Youth Homeless 55.6% graduated Socioeconomically Disadvantaged 50.6% graduated Students with Disabilities 69.2% graduated	+1%

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	African American	33.3% graduated	
	American Indian		
	Asian		
	Filipino		
	Hispanic	56.3% graduated	
	Two or More Races		
	Pacific Islander		
	White	52.6% graduated	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Hire a School Community Intervention Specialist or another position designed to supplement support for students in attaining academic standards in core content areas.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits	45082 36517	August 2026 - June 2027

2.2	Provide students an opportunity to visit and tour college campuses and visit different trade schools for the purpose of developing post-secondary college/career plans.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures	8000 2280 20000	August 2026 - June 2027
2.3	Provide support from outside partners to support students social/emotional needs ie: Mindfulness, Substance Abuse Training, or similar	All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 5800: Professional/ Consulting Services And	50000	August 2026 - June 2027

	academic/SEL supports.		Operating Expenditures		
2.4	Hire an attendance/front office clerk to support positive student attendance and engagement with families.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits	40000 30000	August 2026- June 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?

The school monitored progress using student and parent survey data, suspension and expulsion rates, attendance trends, and graduation outcomes.

While survey participation rates were limited, the school supplemented this data with ongoing staff observations, student interactions, and participation rates in school activities and conferences to better understand school climate and student connectedness.

Data was reviewed throughout the year to identify trends related to student behavior, engagement, and family involvement.

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

Several strategies were effective in improving school climate, student engagement, and family connection. The implementation of parent-teacher conferences resulted in approximately 90% family participation, including in-person, virtual, and phone meetings. This significantly increased communication between the school and families and contributed to improvements in both attendance and graduation outcomes.

Home visits for students at risk of disengagement or dropping out were also highly effective. These efforts strengthened relationships with students and families and resulted in a significant reduction in dropout, with only one student dropping out after receiving this level of intervention. This represents a shift from previous practices, where students with prolonged absence were more likely to be dropped without re-engagement efforts.

Additionally, the use of incentives for attendance and course completion increased student motivation and engagement, contributing to improved participation and course completion rates.

Overall, these strategies demonstrate that relationship-building, proactive outreach, and recognition of student success are key drivers in improving school climate and student outcomes.

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

Based on the data and observed outcomes, the school will expand the use of incentives to further encourage course completion and consistent attendance.

The school will also continue to prioritize relationship-based strategies, including family engagement, home visits, and proactive communication, to strengthen student connection and support positive behavior.

2025-26

Identified Need

The school has identified a need to increase staffing and supports focused on relationship-building and student connection.

While current strategies have led to positive outcomes, including low suspension rates and increased engagement, additional personnel are needed to provide consistent support, build stronger relationships with students, and proactively address behavioral and social-emotional needs.

Increasing staff capacity will allow for more individualized attention, earlier intervention, and continued development of a positive school climate where students feel connected, supported, and engaged in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27

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: 3.5% suspended at least one day English Learners: 0% suspended at least one day Foster Youth: Homeless: 3.4% suspended at least one day Socioeconomically Disadvantaged: 4% suspended at least one day Students with Disabilities: 2.7% suspended at least one day African American: 8.3% suspended at least one day American Indian: Asian: Filipino: Hispanic: 0% suspended at least one day Two or More Races: 14.3% suspended at least one day Pacific Islander: White: 1.5% suspended at least one day	-0.3%
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	73.7%	75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	75.8%	76%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	0%	5%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
(e.g. School Site Council, ELAC, and PTO).		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	PBIS incentives to support students' positive attendance and course completion.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	August 2026-May 2027
3.2	Continue parent teacher conferences to build positive partnerships with families.	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	420	August 2026-May 2027
3.3	Materials and supplies for student-centered and student-generated clubs	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI)	20000	August 2026-May 2027

	that help support both their academic and SEL needs.		4000-4999: Books And Supplies		
3.4	Pay classified staff additional hours to support family and student engagement.	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits	15000 5000	August 2026-May 2027

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditure(s)**			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditure(s)**			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditure(s)**			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Create individualized plans for students who are most in need of academic and socioemotional connection.	August 2025 - June 2026	MTSS Social Worker			

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	10,080	0.00
Title I Part A Site Allocation	33,620	0.00
Title I Part A Parent Involvement	420	0.00
Comprehensive Support and Improvement (CSI)	588,000	173,390.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	414,610.00
LCFF Supplemental Site Allocation	10,080.00
Title I Part A Parent Involvement	420.00
Title I Part A Site Allocation	33,620.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	82,400.00
2000-2999: Classified Personnel Salaries	102,082.00
3000-3999: Employee Benefits	112,128.00
4000-4999: Books And Supplies	64,840.00
5000-5999: Services And Other Operating Expenditures	45,280.00
5800: Professional/Consulting Services And Operating Expenditures	52,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	82,400.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	100,082.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	112,128.00

4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	50,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	50,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,280.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	420.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	6,620.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,431.00
Goal 2	231,879.00
Goal 3	45,420.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kirk Bebout	Principal
Heewon Whitcock	Classroom Teacher Parent or Community Member
Chris Moon	Classroom Teacher
Monique Goldfried	Classroom Teacher
Carolina Argumedo	Classroom Teacher Other School Staff
Anthony Parga	Secondary Student
Lilly Green	Secondary Student
Kendra Reyes	Secondary Student
Denise Aguilar	Secondary Student
Clarissa French	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 4, 2026.

Attested:

ON FILE	Principal, Kirk Bebout on June 4, 2026
ON FILE	SSC Chairperson, Cheryl Lilley on June 4, 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

La Entrada Continuation High School

Funding Source: Comprehensive Support and Improvement (CSI) **$588,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a certificated staff member to support students academic and SEL needs.	1000-1999: Certificated Personnel Salaries	$40,000.00	Connected School Communities	
Hire a .40 math teacher to support students' ability to achieve Math standards.	1000-1999: Certificated Personnel Salaries	$42,400.00	Connected School Communities	
	3000-3999: Employee Benefits	$30,000.00	Connected School Communities	
	3000-3999: Employee Benefits	$10,611.00	Connected School Communities	
	4000-4999: Books And Supplies	$30,000.00	Connected School Communities	
Hire a School Community Intervention Specialist or another position designed to supplement support for students in attaining academic standards in core content areas.	2000-2999: Classified Personnel Salaries	$45,082.00	Healthy Environments for Socio-Emotional Growth	
Provide support from outside partners to support students social/emotional needs ie: Mindfulness, Substance Abuse Training, or similar academic/SEL supports.	5800: Professional/Consulting Services And Operating Expenditures	$50,000.00	Healthy Environments for Socio-Emotional Growth	
Hire an attendance/front office clerk to support positive student attendance and engagement with families.	2000-2999: Classified Personnel Salaries	$40,000.00	Healthy Environments for Socio-Emotional Growth	
	3000-3999: Employee Benefits	$36,517.00	Healthy Environments for Socio-Emotional Growth	

	3000-3999: Employee Benefits	$30,000.00	Healthy Environments for Socio-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	$20,000.00	Healthy Environments for Socio-Emotional Growth
Materials and supplies for student-centered and student-generated clubs that help support both their academic and SEL needs.	4000-4999: Books And Supplies	$20,000.00	Engaging Academic Programs
Pay classified staff additional hours to support family and student engagement.	2000-2999: Classified Personnel Salaries	$15,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$5,000.00	Engaging Academic Programs
Field trips to community colleges, Universities and trade schools/events		$5,000.00	Clear Pathways to Bright Futures

Comprehensive Support and Improvement (CSI) Total Expenditures:	$419,610.00
Comprehensive Support and Improvement (CSI) Allocation Balance:	$173,390.00

Funding Source: LCFF Supplemental Site Allocation **$10,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS incentives to support students' positive attendance and course completion.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	$2,280.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	$2,800.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures:	$10,080.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other **$0.00 Allocated**

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

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

Funding Source: Title I Part A Parent Involvement **$420.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue parent teacher conferences to build positive partnerships with families.	4000-4999: Books And Supplies	$420.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$420.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$33,620.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$2,000.00	Connected School Communities	

La Entrada Continuation High School

Provide materials and supplies to support staff in implementing non-APEX-based lessons and interventions so students can have more success in finishing classes. Including but not limited to the purchase of new Chromebooks.	4000-4999: Books And Supplies	$6,620.00	Connected School Communities
Provide staff development and or site visits to other schools to look at alternative curriculums and CTE classes to best support our students in leaving College or Career Ready.	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Connected School Communities
Provide students an opportunity to visit and tour college campuses and visit different trade schools for the purpose of developing post-secondary college/career plans.	5000-5999: Services And Other Operating Expenditures	$8,000.00	Healthy Environments for Socio-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	$15,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$33,620.00
Title I Part A Site Allocation Allocation Balance:	$0.00
La Entrada Continuation High School Total Expenditures:	$473,730.00