School Year: | **2020-21**

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		

Purpose and Plan Summary

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. The La Entrada SPSA serves as the site plan for Continuous Support and Improvement.

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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Comprehensive Support and Improvement - District Level Plan

San Juan Unified School District supports schools identified for Comprehensive Support and Improvement using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teacher's Association (SJTA). The sponsorship team work collaboratively with the site's leadership team to support the processes of comprehensive needs assessment, development of the SPSA, and systems of monitoring progress. Sponsorship teams or representatives from the sponsorship teams will meet regularly with site leaders to support needs to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the network improvement community work (NIC) to build internal capacity around improvement science work.

The School Site Council, English Learner Advisory Committee and Site Leadership teams played a critical role in providing input, assessing needs and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their School Plans for Student Achievement (SPSA.) Groups reviewed data, identified gaps and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was provided.

(Data and information) Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included: CA School Dashboard Academic and Engagement indicators from 2019-20, Annual Parent Climate Survey, Attendance Rates, Current suspension data, engagement with distance learning, report card and local assessment data. Stakeholder groups recognized that the data is impacted by distance learning and COVID 19 ramifications.

(Evidence-based) Site ad district leadership examined effective practices around professional learning and effective engagement strategies using experts from Carnegie and West Ed. Sites conducted Empathy Gathering and Listening Circles to begin the Cycle of Continuous Improvement. Howe Avenue is exploring mentor programs to support target groups in improved engagement and attendance practices. La Vista is continuing to implement Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted their plans to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Monitoring and Evaluating Effectiveness

The sponsorship team (refer to the support section for more information) and the site administrator will meet every 8-12 weeks to review the data and monitor the progress of the work. School Site Council, Site Leadership Teams and English Learner Advisory Committee will monitor implementation of actions and expenditures.

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

La Entrada has been identified for Comprehensive Support and Improvement. The site is working with instructional leaders and the community to address identified areas of needs and resource inequities. The site is part of the Network Improvement Cohort (NIC.)

Target groups:

Analysis prior to Distance Learning:

Quantitative Data Review

Grad Rate:

18/19

37.1

17/18

All Students:

*37.7% with a Cohort group of 53 students, decline of 26.4% from the previous year and increased in all sub-groups.

Homeless:

*38.5% (13 total # of H students and a decrease of 45.7% from the prior year)

Socioeconomically Disadvantaged students:

- 35.3% (34 total # of SD students)

Over the course of the last year there was a major drop in the rate of graduation by 26.4% with the largest drop with our homeless youth (45% point drop). In addition to this La Entrada has been identified as a DASS School for the last 2 years. We are still waiting for our 18/19 Grad Rate.

College/Career - All achieved through CAASPP or A-G Completion.

Prepared:

*Class of 2018:0%

*Class of 2017: 0%

Approaching:

*Class of 2018: 5.7%

*Class of 2017: 6%

There has been little improvement around this indicator for many years.

CAASPP

ELA

At or Exceed

ALL | Low Income

*2019: 27.3% | 25%

*2018: 7.7% | 3.6%

*2017: 9.4% | 2.8%

Math

At or Exceed

ALL | Low Income

*2019: 0% | 0%

*2018: 0% | 0%

*2017: 0% | 0%

There was a jump in ELA scores in the 2018/2019 school year by almost 20% points and over 20% points by our Low Income students. There has been no growth in the At/Exceed but there was a slight increase from 5% to 8% in the "Near" column for Overall Math Performance.

Behavior and School Climate

La Entrada has had a consistent history of low behavior issues with limited suspensions. Hispanic and Socioeconomically Disadvantaged students were identified as Orange on the Dashboard for a 2.8% and 2% (respectively) increase. In 2017 0.5% were suspended, in 2018 in increased to 1.9% and in 2018-2019 there were no suspensions. There has also been a total decline in enrollment for La Entrada.

Attendance:

18/19 | 17/18 | 16/17

*All: 80.2% | 72.5% | 61.2%

*A/A: 82.5% | 72.3% | 62.1%

*H/L: 81.7% | 77.9% | 60.7%

*W: 80.6% | 70.9% | 60.7%

*Low SES: 76.3% | 73.3% | 60%

*Homeless: 61.1% | 60.4% | 57.8%

There has been a consistent increase in the attendance rate over the past three years as well as a decrease in the number of students who are absent more than 10% of their enrolled periods.

Qualitative Review

Students coming to La Entrada are 16 years or older that are at risk of not graduating are are severely behind in credits usually. They have often struggled with school and this is their last option for school.

Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

Year	Rate
2017	64.2%
2018	37.7%
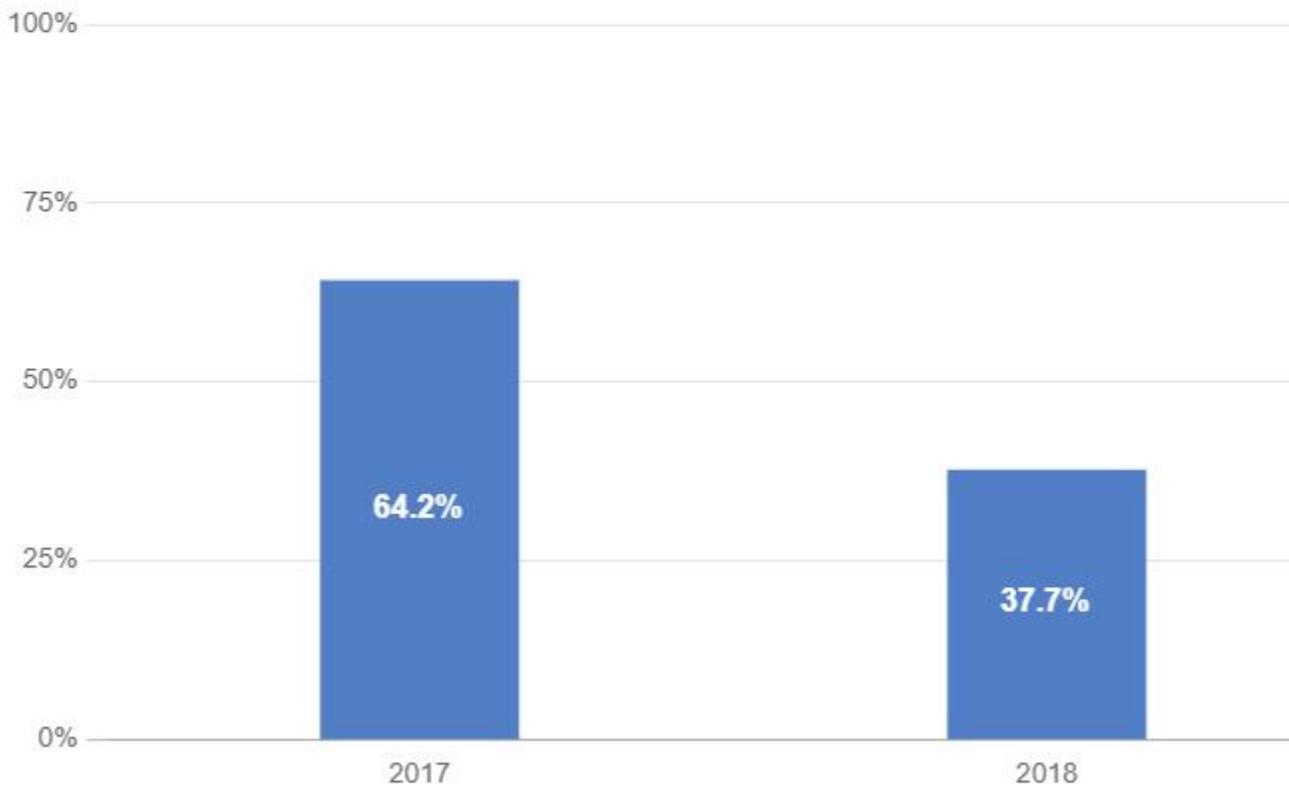
Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Students that come to La Entrada credit deficient or at risk of not graduating for various reasons. Students have limited school success when starting at La Entrada by the vary nature of the school. There was a significant drop off in graduation rate the year before and it will be difficult to tell the actual impact of the work that was done last year without seeing the graduation rate. Based on the increased attendance rate there would seem to be indications of improved community. A concerning point is the limited career and college readiness indicators. Continuation school should be designed to help students access careers and employment. (add additional detail about student placement, preparedness for this model of instruction)

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

There was a significant amount of resources dedicated last year to help students feel connected to the school site. One to build on with the increases in graduation requirements around math and World Language. Before students would often come to La Entrada still needing to complete IM I and two years of math. Now with requiring success in IM 2, students have the potential to arrive at La Entrada needing 3 years of math. Along with this is the requirement for 2 years of World Language. With the current structure of La Entrada and the online nature of Apex, Language classes may have limited access.
There was additional funding spent in counseling to support students academically but for our most vulnerable students there is little to no actual socio-emotional support.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council was included as part of the planning process for the SPSA, Annual Review and Update. SSC began discussing the plan in the Spring of 2019 and approved it in the Fall of 2019.

The school Site Leadership Team was consulted and provided feedback and suggestions. The draft plan shared with school families, teachers and site/district leadership for suggested revisions, feedback and clarification.

Additionally, The SPSA was shared with the Associated Student Body for review and feedback.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The following resources inequities were identified through the Comprehensive Needs Assessment:

Building students academic success has been overshadowed by socio-emotional needs.
Social-emotional support continues to be an area of need.
Additional math requirements will help students to be college/career ready

Access to World Language will support students in college/career readiness.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff will actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities La Entrada has to offer.

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of actions was complete but had to be halted following shelter-in-place orders.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the Pandemic, expenditures changed significantly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This will be a new goal to help develop stronger bonds between the school and students.

2020-21
Identified Need

Parent involvement plays a critical role in student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Student Survey	NA	75% See themselves behind high school in a positive manner.

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Comprehensive Support and Improvement (CSI)	10000	School year 2020-21
1.2	Work towards developing a system to connect mentors to students at La Entrada.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other	2000	2020-21

				Operating Expenditures		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social-emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There was a significant effort to increase connectedness to the school site, and based on the increased attendance rate for La Entrada, there seemed to be a strong connection. Unfortunately there was not an improvement in graduation rate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Since the Pandemic there was significant changes between what was planned in the budget and what was implemented. There was a significant professional development that was planned but not completed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have hired a new .3 counselor and continue to work towards providing more math support. Teachers have been trained in providing a broader range of math curriculum for our 12th grade students. There has also been an increased effort to coordinate support systems and intervention.

2020-21
Identified Need

Increase graduation rate

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Graduation Rate	37.7%	65%
Attendance Rate	80.2%	85%

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Examine best practices around model continuation high schools in the nearby region. This will include school visits, and work group time exploring student needs and options at La Entrada.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	2020-21

2.2	Teachers will attend the 2020-21 Continuation School Conference to build capacity to promote continuous improvement of local model.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4000	2020-21
2.3	Provide service learning supports, such as time for staff to monitor students assigned to mentor students at neighboring school and community agencies.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2020-21
2.4	Development of Listening Circles for students to provide feedback of their education.	X All Students English Learners Low-Income Students Foster Youth Other				
2.5	Purchase supplies such as sports	X All Students English Learners Low-Income Students	La Entrada staff	LCFF Supplemen	5000	

equipment, art materials, and photography supplies.	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies	
2.6	Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000
2.7	Create incentives for students in the areas of attendance, course completion, behavior, and graduation.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada staff	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	1000

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of actions described in the 2018-19 SPSA contributed to the decrease in suspensions and moderate increase of attendance rate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the original plan and expenditures. There has also been a change in the role of the counselor and a splitting of the position, to support students at two different sites.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be re-evaluating how site will be run over the course of this year, with a shift in emphasis regarding core academic classes completed through Apex, support classes, and an exploration of improving options for student employment.

2020-21
Identified Need

Improved graduation rates and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Career/College readiness indicator	0%	5%
Graduation rate	37% (2019)	67% (2020)

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Administrator to pull reports in Q, of students at comprehensive high schools one year or more behind in credits. There is no additional cost for this action.	X All Students English Learners Low-Income Students Foster Youth Other	Site administrator			School year 2020-21
3.2	Communication via website and social media to increase	X All Students English Learners Low-Income Students Foster Youth	La Entrada staff			School year 2020-21

	community awareness of continuation services. Staff time to work with students on communication messaging.	Other				
3.3	Work towards developing a system to connect mentors to students at La Entrada.	X All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff	Comprehensive Support and Improvement (CSI)	4000	School year 2020-21
3.4	Support the technological needs of students by purchasing necessary equipment for engagement in student learning. Support supplemental equipment needs to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI)	1000 2956	School year 2020-21

3.5	An academic counselor will provide academic and social-emotional support for La Entrada students.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	28800	School year 2020-21

3.6	Coordinate employment opportunities with students. Support students with job training skills.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			La Entrada Staff	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	6000	School year 2020-21

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

2020-21
Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21

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

4.1		All Students English Learners Low-Income Students Foster Youth	La Entrada Staff			June 2017

		Other				
4.2		All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff			June 2017
4.3		All Students English Learners Low-Income Students Foster Youth Other	La Entrada Staff			June 2017

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$50,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,756.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$23,956.00

Subtotal of additional federal funds included for this school: $23,956.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$28,800.00
LCFF Supplemental Site Allocation	$18,000.00

Subtotal of state or local funds included for this school: $46,800.00

Total of federal, state, and/or local funds for this school: $70,756.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	18000	0.00
LCFF Supplemental Centralized Services (District Only)	452394	423,594.00
Comprehensive Support and Improvement (CSI)	23956	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	23,956.00
LCFF Supplemental Centralized Services (District Only)	28,800.00
LCFF Supplemental Site Allocation	18,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	12,956.00
1000-1999: Certificated Personnel Salaries	34,800.00
4000-4999: Books And Supplies	9,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	4,000.00
	Comprehensive Support and Improvement (CSI)	12,956.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	6,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	1,000.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	28,800.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	16,000.00
Goal 3	42,756.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
David Levis	Principal
Marc Feliz	Classroom Teacher
Cindy Taroune	Classroom Teacher
Narine Chilgevorkyan	Other School Staff
Clarissa French	Principal Parent or Community Member
Jason Showen	Parent or Community Member
Orlando Jimenez	Secondary Student
Grace Sepe	Secondary Student

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

Recommendations and Assurances

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

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

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

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

| Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/22/2020.

Attested:
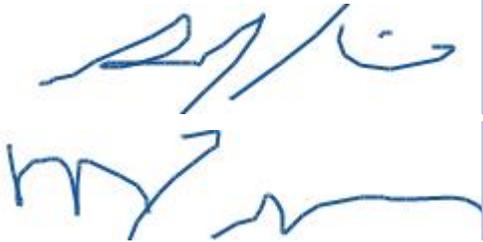
	Principal, David Levis on 10/22/2020
	SSC Chairperson, Marc Feliz on 10/22/2020

Budget By Expenditures

La Entrada Continuation High School

Funding Source: Comprehensive Support and Improvement (CSI)　　**$23,956.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break		$10,000.00	Connected School Communities	
Create incentives for students in the areas of attendance, course completion, behavior, and graduation.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
Work towards developing a system to connect mentors to students at La Entrada.		$4,000.00	Engaging Academic Programs	
Coordinate employment opportunities with students. Support students with job training skills.	1000-1999: Certificated Personnel Salaries	$6,000.00	Engaging Academic Programs	
		$2,956.00	Engaging Academic Programs	

Comprehensive Support and Improvement (CSI) Total Expenditures:　　$23,956.00

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

Funding Source: LCFF Supplemental Centralized Services (District Only)　　**$452,394.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
An academic counselor will provide academic and social-emotional support for La Entrada students.	1000-1999: Certificated Personnel Salaries	$28,800.00	Engaging Academic Programs	

La Entrada Continuation High School

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$28,800.00
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$423,594.00

Funding Source: LCFF Supplemental Site Allocation   **$18,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support the technological needs of students by purchasing necessary equipment for engagement in student learning. Support supplemental equipment needs to support student learning.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
Work towards developing a system to connect mentors to students at La Entrada.	5000-5999: Services And Other Operating Expenditures	$2,000.00	Connected School Communities	
Examine best practices around model continuation high schools in the nearby region. This will include school visits, and work group time exploring student needs and options at La Entrada.	5000-5999: Services And Other Operating Expenditures	$3,000.00	Healthy Environments for Socio-Emotional Growth	
Teachers will attend the 2020-21 Continuation School Conference to build capacity to promote continuous improvement of local model.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Healthy Environments for Socio-Emotional Growth	
Provide service learning supports, such as time for staff to monitor students assigned to mentor students at neighboring school and community agencies.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
Purchase supplies such as sports equipment, art materials, and photography supplies.	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.
Connecting La Entrada students to the greater site community through student led events. Example: Can food drive, student government activities and Point Break	5000-5999: Services And Other Operating Expenditures	$1,000.00	Healthy Environments for Socio-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school through engaging and relevant student-driven classes and activities.

La Entrada Continuation High School

LCFF Supplemental Site Allocation Total Expenditures: $18,000.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

La Entrada Continuation High School Total Expenditures: $70,756.00