

The Single Plan for Student Achievement

School: La Entrada Continuation High School
CDS Code: 34-67447-3430097
District: San Juan Unified School District
Principal: Mia Funk
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The Single Plan for Student Achievement is aligned to the Local Control and Accountability Plan approved by the San Juan Unified School District Board of Education. It includes actions and services, resource allocations, and expected outcomes which align with the eight state priority areas as appropriate to the context and needs of the school site. This includes, but is not limited to, ensuring the conditions of learning are consistently met and parents/students/staff are fully engaged creating a positive school environment which lead to student success on achievement indicators.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mia Funk
Position: Acting Principal
Phone Number: (916) 971-7334
Address: 5320 Hemlock St.
Sacramento CA, 95841
E-mail Address: mia.funk@sanjun.edu

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School Mission

La Entrada Continuation High School's Mission Statement

Recognizing the fact that individuals learn in different ways and at varied paces, the mission of SJUSD alternative high schools is to guide and inspire each student's pursuit and discovery of knowledge and achievement of the skills necessary for responsible citizenship, meaningful employment, and lifelong learning through innovative, challenging curricula delivered in a dedicated and collaborative learning community.

School Profile

La Entrada Continuation High School has been the district's primary continuation program for 16-18 year old students for over 20 years. This school year the La Entrada will offer a district-run academy offering flexible, non-traditional learning environment, with increased academic and extracurricular opportunities. The academy will offer students a chance to feel connected to a school community. The model utilizes individual student learning through a blend of small group instruction and online learning on computers. Up to 60 students at a time are in a large computer lab/classroom. Instruction and academic tutoring is provided by teachers and instructional assistants. There are three 225 minute sessions each school day, serving two different groups of students.

La Entrada is the only self-contained continuation high in the San Juan Unified School District. The school serves grades 10 thru 12 with the understanding that all students enrolling must be sixteen years of age. Currently La Entrada School utilizes 2 classrooms, 1 teacher, 3 classified staff and 1 support staff. La Entrada serves the ten high schools within our district as well as incoming out of district students that meet our criteria. Students enroll at our school either through a voluntary process mainly due to credit deficiency or students involuntarily due to discipline issues. Students at our school are representative of a wide diversity of cultures and socioeconomic groups. La Entrada is located at 5320 Hemlock Street in Sacramento County 95841, and is a suburb of the city of Sacramento. The school was established in 1973 on the former site of an elementary school. The enrollment as of October 30, 2015 includes: 3 10th graders (1 White female; 1 White male; 1 Hispanic male) 22 11th graders (15 White students - 9 male and 6 female; 3 African American students - 2 male and 1 female; 4 Hispanic students - 2 male and 2 female) 48 12th graders (26 White students - 21 male and 5 female; 8 African American students - 5 male and 3 female; 11 Hispanic students - 9 male and 2 female; 1 Pacific Islander-Other male; 1 Asian-Other Asian male; and 1 American Indian / Alaskan Native male) Total of 73 students.

59% White, 22% Hispanic, 15% Black, 1% Pacific Islander-Other, 1% Asian-Other Asian, 1% American Indian / Alaskan Native

27% female, 73% male

Comprehensive Needs Assessment Components

Introduction

On Oct 18, 2013 a team of teachers, parents/guardians, community members, and students meet to update the Alternative Education strategic plan, originally created on January 2011. The team worked together to analyze and evaluate academic achievement for all students in the school. The team evaluated the effectiveness of the school's progress toward meeting objectives outlined in the original site strategic plan. Revision of the mission statement and objectives were determined. The objectives, each with a set of tactics, will ensure that our site is on its way toward achieving its mission.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Our team, which included representation of parents/guardians, community members, students and staff, used a broad variety of data points including: Academic Performance Index, Annual Yearly Progress, California Standards Test, California English Language Development Tests, percentage of students meeting University of California "a-g" requirements, Average SAT Score, CAHSEE assing rates, Parent/Staff/Student surveys and student demographic information.

In addition to the 2 day training La Entrada staff utilizes formative and summative assessments systems. The digital curriculum includes objective test and quiz questions, opportunities for short answer and reflection, longer written assignments and essays, speaking assignments, and opportunities for teacher's to customize assignments and lesson plans. Digital content is combined with formative and summative assessments, benchmark assessment for program placement, authentic literature, individual and small group instruction in academics and employability skills, and test preparation to allow students to meet local and state graduation requirements, as well prepare them for high stakes exit exams.

La Entrada employs a mastery-based learning model. Students that do not receive mastery on an assessment must conference with the classroom teacher so that he or she can intervene appropriately. It is the teachers' knowledge of the students, the implementation of instructional strategies and best practices and the use of student data provided by the learning management system and curriculum management systems which guides each student through the content.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent involvement and leadership is encouraged at LA Entrada Continuation High School. Parents are encouraged to participate in School Site Council, English Language Advisory Committees and site strategic planning. Parents are also encouraged to plan and participate in graduation festivities and commencement activities. Parent and Teacher communication is critical for the implementation of the student's individualized learning plans.

Students at La Entrada are not representative of any one community in the San Juan Unified School District. Students are transferred either involuntarily or voluntarily from all ten comprehensive high schools throughout the district and placement may occur at any time continually throughout the school year. The school uses the district messaging system to communicate and solicit support from the diverse families represented. The instructional staff communicate directly with parents and families on a regular basis through phone calls to celebrate student successes, as well as help determine specific student needs. Quarterly progress reports are sent home via USPS, and at the end of each semester parents receive a transcript showing their students' progress toward meeting graduation requirements. The intake process is the initial communication that helps define the needs of the student and family, both academically and socially.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

A discussion of critical issues arose among the planning team while reviewing the data. The critical issues discussed involved the persistent achievement gap between students with low socio-economic status and students without that designation. This issue

coupled with concerns around enrollment, volunteerism, and student engagement prompted the team to identify three key tactics within the strategic plan: academic, career, and social skills support.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	43	32	74.4	30	2472.8	0	6	22	66
All Grades	43	32	74.4	30		0	6	22	66

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	3	47	50	0	33	67	3	43	53	0	37	63
All Grades	3	47	50	0	33	67	3	43	53	0	37	63

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	43	30	69.8	28	2413.6	0	0	7	87
All Grades	43	30	69.8	28		0	0	7	87

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	0	4	96	0	18	82	0	43	57
All Grades	0	4	96	0	18	82	0	43	57

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
11			***** *	***								*****
12			***** *	***								*****
Total			3	100								3

Conclusions based on this data:

1. La Entrada has a very small EL population. Because of the type of curriculum delivery, EL students must be at an Intermediate level or above to participate and be successful.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	5	2	3
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	5	2	3
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	5	0	2	0	3
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate		--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate		--	--
Met Percent Proficient or Above	--	--	--

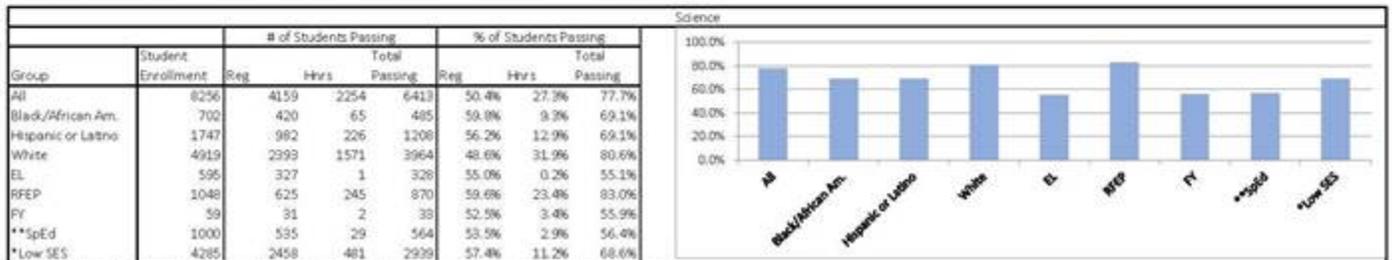
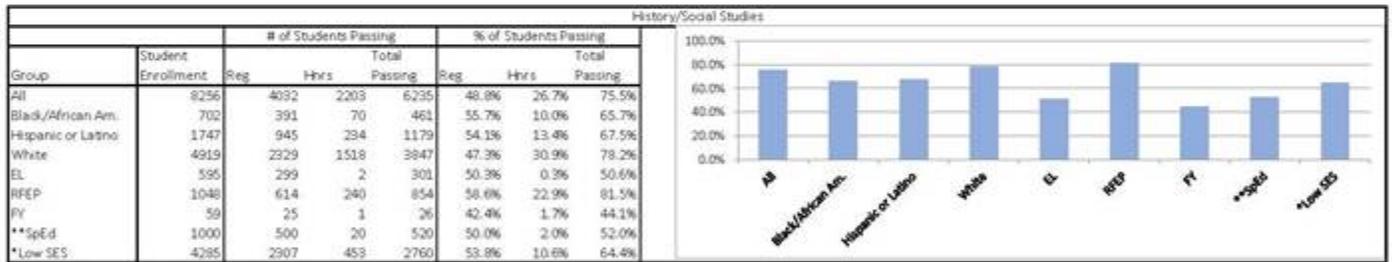
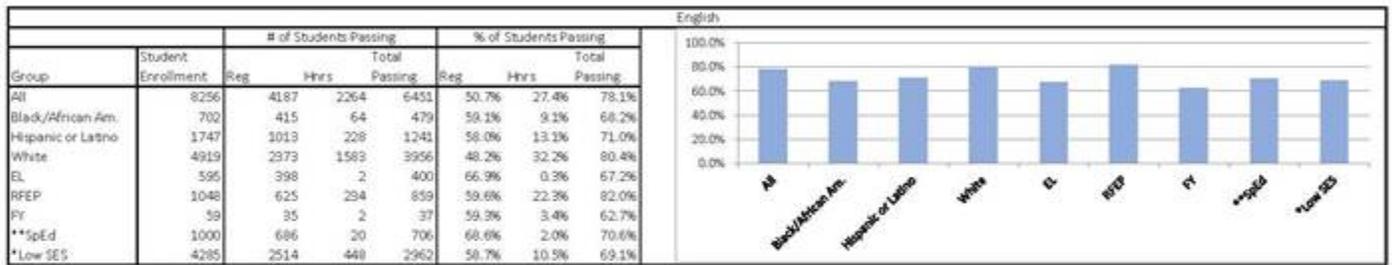
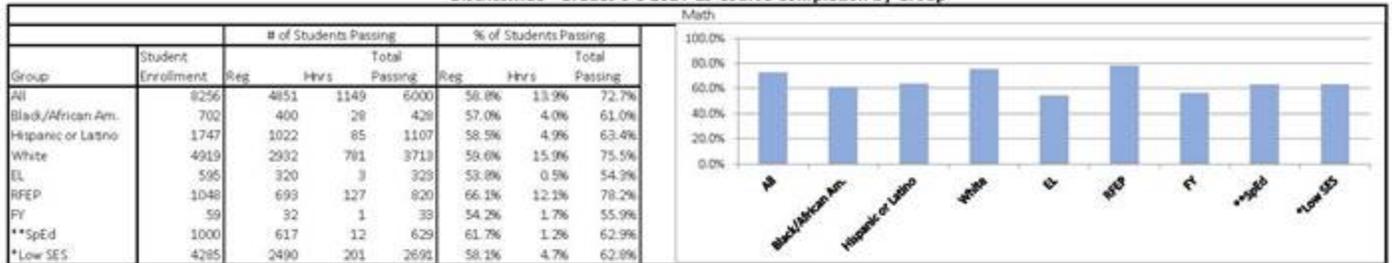
Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data

Districtwide - Grades 6-8 2014-15 Course Completion by Group



* Low SES: Low SES includes low income students and students whose parents have not completed High School.

** Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

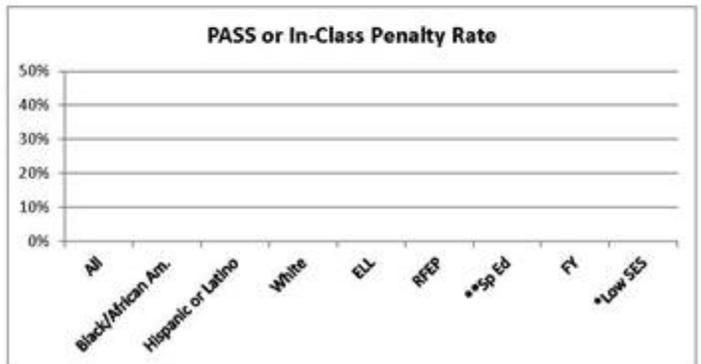
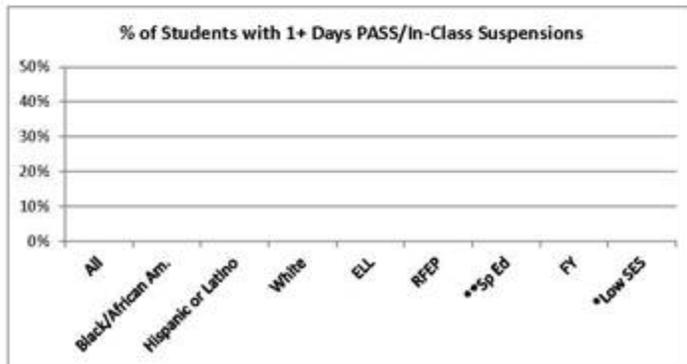
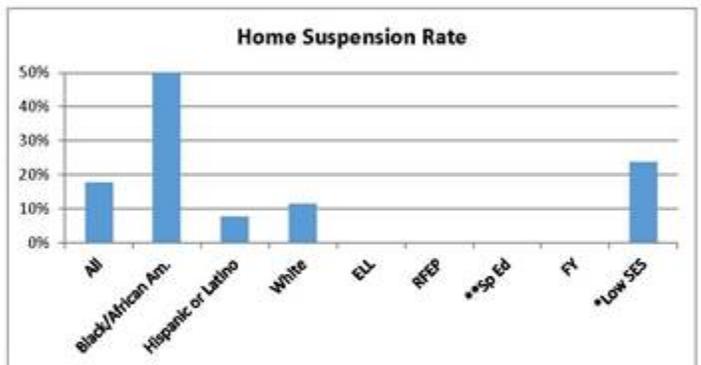
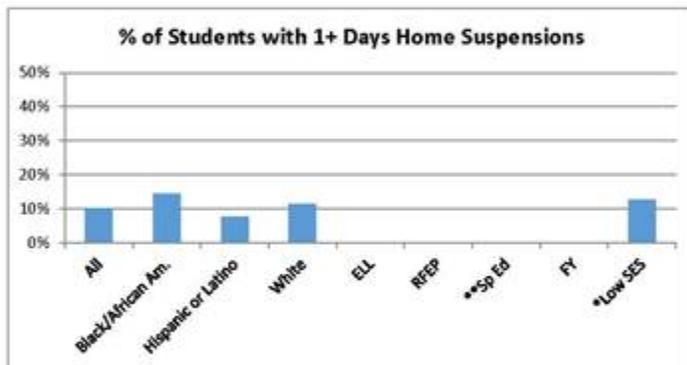
Gr 6-8 Honors consists of HA, MYP, Honors, Accelerated, and Algebra 1 or above for Grade 6 and Geometry or above for Grade 7 or 8

Course completion defined as receiving C- or better for Trimester 3 or Quarter 4

2014-15 Suspension Data for La Entrada Continuation High

Date Range: 8/14/2014 to 6/04/2015

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	108	11	10.19%	40	19	17.59%	0	0.00%	0	0.00%
Black/African Am.	21	3	14.29%	28	11	52.38%	0	0.00%	0	0.00%
Hispanic or Latino	26	2	7.69%	2	2	7.69%	0	0.00%	0	0.00%
White	53	6	11.32%	10	6	11.32%	0	0.00%	0	0.00%
ELL	4									
RFEP	8	0		0	0		0		0	
**Sp Ed	9	1		2	1		0		0	
FY	9	2		22	8		0		0	
*Low SES	72	9	12.50%	37	17	23.61%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed High School.

** Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

Conclusions based on this data:

1. Students and parents seem to feel that APA instructional strategies improve technological skills, and that the curriculum promotes the academic success of students.. In areas that focus on interpersonal skills or those that would involve outward communication and group work, students scored lower than 50%.
2. Students feel that character education at La Entrada have high expectations and a high success rate. The students feel respect is promoted and modeled by all.
3. Parents appear to feel that the school is inclusive to their needs, especially EL parents.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Increased outreach and enrollment for appropriate students.
District Strategy:
Strategy 3: We will ensure effective two-way communication that is honest transparent and timely to build trusting relationships and create a unified collaborative learning community.
Goal/Tactic #1:
We will increase the awareness and outreach for Alternative Education within the district and the community.
Data Used to Form this Tactic During Strategic Planning:
<ul style="list-style-type: none">• Enrollment data.• Informal observations by administration and staff.• Graduation rate.• Course completion rate * Data pulled from Zangle - students one year or more behind in credits at comprehensive high schools.
Findings from the Analysis of Current Data:
More students could benefit from enrollment in alternative programs, including La Entrada Continuation. Alternative programs are underutilized. Several hundred students at comprehensive high schools are one year or more behind in credits.
Related Objective and how it will be Measured:
<ul style="list-style-type: none">• Number of students returning to comprehensive schools without partial credits.• Graduation rate compared from previous years.• Number of students responding to mailings of students behind in credits.•

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
1.0 Administrator to regularly pull reports on Zangle of students at comprehensive high schools one year or more behind in credits.	Each summer and Winter.	Site administrator	1.0.1	Printing and mailing of information to families in the community to inform them of their student's opportunities	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula Supplemental Grant (LCFF)	500
1.1 Communication via website, and social media to increase community awareness of continuation services.	quarterly	Staff	1.1.1	Staff time to work with students on communication messaging	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1000
			1.1.2	Resources for students to utilize tools to increase media presence in community i.e. a computer with media software, two cameras for students to take pictures of school events	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	4500

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Positive Character Traits
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Goal/Tactic #2:
Students and staff, classified and certificated, will identify, model, and integrate positive character traits. La Entrada will provide a positive self-image for students and staff as well as an improved view of our school in our community. This goal reflects our district's "strategy 6" of implementing this goal. This goal and action plans will support our mission and objectives by directly instructing and modeling positive character traits to supply our students with positive tools to be contributing members of our diverse society.
Data Used to Form this Tactic During Strategic Planning:
Spring 2014 School Survey
Findings from the Analysis of Current Data:
Students feel that the school promotes and provides a positive environment, where they learn and model RESPECT, RESPONSIBILITY, HONESTY, CARING, COOPERATION, and COURAGE.
Related Objective and how it will be Measured:
<ul style="list-style-type: none">• Survey results and other ethical evaluation tools that will tell a story.• Year long analysis of attendance (absences/tardies) from previous years. Maybe difficult to compare due to low enrollment this year.• Data on referrals from teachers, number of suspensions, and number of recommendation for expulsions.• Graduation rates from previous years.• ASAM data on our selected indicators especially the graduation rate indicator.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
2.0 2.0 We will investigate character/ career/college education programs, such as Get Focused, Stay Focused for all students;	ongoing	La Entrada staff	2.0.1	Professional development for staff (conference expenses)	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula Supplemental Grant (LCFF)	2000
			2.0.2	Textbooks and materials	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	4000
2.1 Provide a caring and respectful working environment through mentoring, modeling, and maintaining.	Ongoing	La Entrada staff	2.1.1	Service learning supports, such as time for staff to monitor students assigned to mentor students at neighboring school and community agencies	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250
			2.1.2	Mentoring activities provided by staff in student engagement activities such as: photography, sports, community awareness and service, arts	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250
			2.1.3	Supplies such as sports equipment, art materials and related supplies for photography	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	1500
			2.1.4	Service learning supports, such as time for staff to monitor students assigned to mentor students at neighboring school and community agencies	2000-2999: Classified Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
2.2 Incentives for attendance	monthly	La Entrada staff	2.2.1	Incentive for positive attendance	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	557

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Implementing Common Core standards in reading
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #3:
Provide training in new CCSS aligned curriculum to staff.
Data Used to Form this Tactic During Strategic Planning:
*CASSPP results, NWEA results
Findings from the Analysis of Current Data:
New program/instructional strategy - will develop baseline data for future analysis.
Related Objective and how it will be Measured:
Students will improve their reading and writing skills as related to CCSS, measured through formative assessments, NWEA results, and CAASPP results. Students will be successful with 70% or higher proficiency on curriculum related English courses.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
3.0 Participate in approved CCSS strategy training	quarterly	La Entrada staff	3.0.1	Quarterly professional development offered to staff. Timecards	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250
			3.0.2	Quarterly professional development offered to staff. Timecards	2000-2999: Classified Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250
3.1 Staff development related to CCSS implementation and student supports	Ongoing	La Entrada staff	3.1.1	Staff development related to CCSS implementation and student supports 2016 CCEA Conference "SCHOOLS THAT BEAT THE ODDS AND CREATE HOPE FOR STUDENTS"	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula Supplemental Grant (LCFF)	5200

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Implementing Common Core standards in writing.
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #4:
We will provide students with the resources and pathways necessary to create their individualized education plans that will include community service, ROP, internships, and/or military programs.
Data Used to Form this Tactic During Strategic Planning:
Student participation in community service, internships, and military options.
Findings from the Analysis of Current Data:
Too many students are not reaching personal goals for graduation and next steps after graduation.
Related Objective and how it will be Measured:
Based on student survey results, students will indicate an increase in participation in community service, internships, and military options.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
4.0 We will run intake sessions that will identify individual student academic needs	ongoing	La Entrada staff					
4.1 We will identify and cultivate community service opportunities	Ongoing	La Entrada staff	4.1.1	Staff will solicit work based learning and community service experiences for student, timecards for development and monitoring	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250
			4.1.2	Staff will solicit work based learning and community service experiences for student, timecards for development and monitoring	2000-2999: Classified Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500
4.2 We will identify and cultivate internship/work based learning possibilities	ongoing	La Entrada staff	4.2.1	Staff will solicit work based learning and community service experiences for student, timecards for development and monitoring	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
			4.2.2	Staff will solicit work based learning and community service experiences for student, timecards for development and monitoring	2000-2999: Classified Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	250
4.3 We bring private industry speakers for students	ongoing	La Entrada staff					
4.4 We will bring military speakers for students	ongoing	La Entrada staff					

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #5

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Improved Individual Education Plans
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #5:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Section	Resources	Type	Funding Source

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula Supplemental Grant	21,757	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula Supplemental Grant (LCFF)	1000-1999: Certificated Personnel Salaries	2,250.00
Local Control Funding Formula Supplemental Grant (LCFF)	2000-2999: Classified Personnel Salaries	1,250.00
Local Control Funding Formula Supplemental Grant (LCFF)	4000-4999: Books And Supplies	10,557.00
Local Control Funding Formula Supplemental Grant (LCFF)	5000-5999: Services And Other Operating Expenditures	7,700.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Angela Rodriguez (Chair)		X			
Chris Thomas			X		
Narine Nicole			X		
Kim Austin		X			
Mia Funk	X				
Numbers of members of each category:	1	2	2		

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

English Learner Advisory Committee

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/5/2014.

Attested:

Mia Funk

Typed Name of School Principal

Signature of School Principal

Date

Angela Rodriguez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

La Entrada Continuation High School's Parent Involvement Policy

LA ENTRADA HIGH SCHOOL PARENT INVOLVEMENT POLICY

The La Entrada Independent Study High School agrees to implement the following statutory requirements:

The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. La Entrada will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement under section 1112 of the ESEA:

School Parent Involvement Policy Process:

Parents are required to attend a three hour orientation with their student before the student is enrolled in La Entrada. Parents and students receive information together, and the parents also attend a meeting as a part of the orientation with the administrator and guidance counselor. At this time, the parent is given a handbook with the procedures of independent study as well as sample homework, teachers', guidance counselor and administrator phone numbers and e-mail addresses. Requests for parent volunteers are solicited during orientation. Parents are also invited to join site council.

La Entrada is committed to parent, teacher, and student communication. La Entrada teachers meet with the parent and student on the first appointment to discuss standards and expectations.

The school also has a web site with general information.

The Connect-Ed system is used to inform parents of all important dates.

Parents are also involved with WASC preparation and site council.

Single Plan for Student Achievement Process:

Outline the process to be used to accomplish this requirement including assignment of responsibilities for each task, solicitation of both written and oral input from parents, and convening several meetings for discussion purposes and consensus building, etc.

- Conduct needs assessment which includes all stakeholders are met by sending a parent survey home to all parents.
- An independent survey, not just the district survey, is given to all parents who have students at El Sereno. During the parent orientation, past information gained from the survey is shared with the new parents of El Sereno by the school administrator. Questions and answers are invited at this time in this informal setting. Parents receive their student's teacher's phone number and e-mail address and parents are encouraged to correspond with teachers and other staff as often as needed.
- Base needs assessment on school data and the school's results from the Nine Academic Program Component Survey
- Set goals
- Student goals are discussed in a pre-meeting prior to accepting students to La Entrada. The teacher listens to the parent and student, analyze the transcript and look at testing data to decide if independent study is the appropriate placement for the student. If it is, then once a transcript analysis is completed, the student is placed with a teacher. The teacher and student then decide what the goal is for the semester and year. Classes are assigned depending on if the student wants to stay in continuation school, return to the traditional high school, go to adult ed., attend a trade school, community or four year college or join the military
- Decide upon monitoring process
- Student work is monitored on a weekly basis
- Transcripts are analyzed every five weeks
- Testing data is studied by the teacher and counselor
- Students are tested weekly work completed
- Distribute completed plan

The parent, student and teacher have the completed Student Achievement Plan

2. La Entrada High School will take the following actions to distribute its Parent Involvement Policy:

- Parents receive the Parent Involvement Policy during the mandatory orientation they must attend.

3. La Entrada will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

At least once each year La Entrada parents will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results, and curriculum embedded benchmark assessment results. The school will share their analysis of the results and elicit parent feedback regarding the school's analysis. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis.

Our School Site Council will analyze our school academic performance data each year. This data will serve as the basis for our Single School Plan for Student Achievement.

If Needed: Our ELAC committee will meet four times each year. This committee will be a forum in which parents of English Language Learners will be given an explanation of language instruction and how the program will help their child. Parents will also be invited to give input into school programs and issues which effect ELL students.

Parents can also visit our web site to find information..

4. La Entrada will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- During the parent/student orientation, parents receive copies of sample curriculum and a discussion is held on what is required from the students, how the delivery method in continuation school is different than traditional school, and the amount of time that is needed to be spent on work daily.

5. La Entrada will coordinate and integrate parental involvement strategies with feeder pattern programs to address transitional needs by: individual conferences with parent and student where a plan is made depending on the needs of the student.

El Sereno will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, homeless, or are of any racial or ethnic minority background).

An annual parent survey will be conducted to review school effectiveness as perceived by the parent community. When the results of the survey are received from the district the school will hold an annual parent meeting. Parents will be invited to review the survey results and to offer suggestions which address areas of concern. The school will use the findings of the survey and the parent analysis to design future strategies for more parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. La Entrada will help build staff and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will hold an annual school data meeting for parents. Attention will be given to presenting information in a manner which makes the information understandable and accessible. Translators will be available for the meetings. Topics will include analysis of school API and AYP results, sub-group data, and when appropriate program improvement status. The meeting format will include input from the principal regarding the data and school interventions currently in place to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

All parents will receive a letter mailed to their home informing them of their child's assessment results on the annual state achievement tests.

Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school's web site.

Parents will receive their student's assessment results and be invited to speak with school personnel regarding the state STAR results.

An annual meeting will be conducted in which Title 1 guidelines and parental rights as defined by No Child Left Behind mandates are shared with parent community.

7. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent education training regarding how to support key grade level standards at home will be offered to parents.

Information about how to help students at home with homework and other curriculum-related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as, in parent-teacher conferences.

Parents also gain this information in a mandatory orientation.

8. La Entrada will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.

Connect ED will be used at all sites to inform parents of important school information. Messages will be translated when possible. Schools will provide a monthly newsletter to parents.

La Entrada has an updated web page. Teachers are required to keep a phone/e-mail log.

9. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The following documents are translated (Russian, Ukrainian, Spanish, and Romanian) for parents:

- California English Development Test
- Standardized Testing and Reporting Results
- No Child Left Behind Teacher Qualifications letter
- English Language Learner Program Enrollment

The Single Plan for Student Achievement for La Entrada

- Uniform Complaint Procedures
- Enrollment Options Letter
- Home Language Survey
- District Parent Rights and Responsibilities
- Parent/Student Handbook
- Progress Report
- Report Card
- Unexcused Absence Form
- Truancy Notice
- Suspension Notice

Additionally, the AT&T translation phone service is available to all school sites. Translators will be made available for school site needs, whenever possible.