

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

School Name
Encinal Junior/Senior High School

CDS Code:

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Date of Last Revision	4/23/17
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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SCHOOL PROFILE

School Mission and Vision

Encinal's Vision, Mission and Theory of Action

Vision: Our vision is to be an extraordinary high school in the eyes of our students, educators, staff and community. At Encinal all students will become college and career ready in our dynamic, engaging, and innovative environment.

Mission: Encinal is an inclusive learning community engaging and empowering students to actively take ownership of their education and future

Theory of Action:

IF we

- Establish a culture in which all members collectively enforce school-wide expectations for teaching and learning
- Provide instruction that actively engages students in higher order problem solving and critical thinking
- Eliminate systemic barriers at Encinal High School which have historically blocked access to people of color

THEN we will

- Create a culture in which teaching and learning is a reciprocal process and everyone is responsible for the outcomes
- See improved student engagement in their classes which will result in improved achievement for all students
- See historically underserved students provided better opportunities for post-secondary education

Our Guiding Principles

1. Set high expectations for all;
2. Leverage resources to provide opportunities and access for historically underserved sub groups;
3. Deliver instruction that engages students in deep critical thinking about critical content;
4. Agreements focused on a student centered learning environments;
5. Create strong relationships with families and community;
6. Develop the individual and collective capacity among teachers and administrators to get the job done.

School-wide Learner Outcomes: JETS SOAR

Judicious: We strive to make wise decisions personally and academically.

Equitable: We explore our varied assets and needs to build a strong, inclusive learning community.

Thoughtful: We think critically, ask questions and explore ideas in depth.

Skilled: We hone our academic skills to become college and career ready.

Safe: We make sure everyone is safe emotionally and physically.

Organized: We develop systems to organize our work, our time and our lives.

Accountable: We honor our words and take responsibility for our actions.

Respectful: We show respect for ourselves, each other and our environment.

Executive Summary

Encinal Junior and Senior High School (Encinal) has made significant changes over the past four years. The school continues to raise student achievement and prepare students to thrive in life after high school.

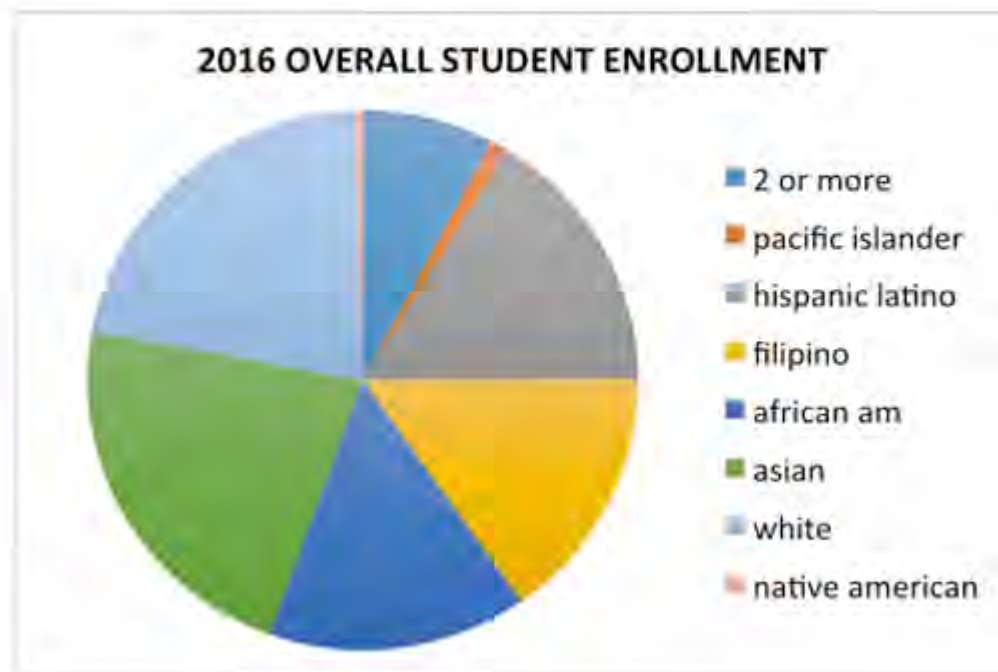
Guided by data analysis, educational research, feedback from our stakeholders, as well as our previous self-study reports and feedback, we have developed a theory of action that guides our decision-making. Through a multifaceted professional development plan, initiatives to enhance our already robust school culture, and programs to better prepare students for college and career options, Encinal has made tremendous progress in recent years.

Encinal is located on the San Francisco Bay at the west end of the island city of Alameda, and serves a primarily residential area composed of families from a wide cross-section of the socioeconomic and ethnic/racial spectrum as well as the highest concentrated area of poverty in northern California. We are a comprehensive school with demographic data indicating that the largest of any of the many survey groups is 20%. Located in a neighborhood where million dollar Victorian homes can be found within blocks of Section 8 housing, we welcome slightly over 1,350 students including United States Coast Guard families as well as students from Alameda Point Collaborative, the largest supportive housing provider for homeless families in Alameda County. Additionally, our population includes students on inter-district transfers who live in Oakland and other nearby cities.

Demographic data for Encinal on 4/18/2017:

2016 OVERALL STUDENT ENROLLMENT By Ethnicity

2 or more	pacific islander	hispanic latino	filipino	african am	asian	white	native american	total
8%	1%	16%	15%	15%	22%	22%	0%	100%



We are a diverse community of learners and offer open-enrollment AP courses, 20 athletic teams, leadership, drama, music, JROTC, and over 30 clubs run by our students. We strive to create a safe school with a strong family feel. Academically, we meet the needs of our students by providing rigorous courses and many layers of support. To us, JETS SOAR is not just a phrase, but a way of life.

In 2013, the charter school that formerly shared our campus, Alameda Community Learning Center (ALC), was moved to a new site to make way for the Junior Jets program, an integrated middle school of students in grades six through eight. Although Junior Jets currently have a separate school classification, our administration and staff function as a whole. Our Junior Jets interact with high school students daily and are a vital part of our school culture, take high school classes for credit, and several teachers on staff teach both Junior Jets and high school students. Our professional development is integrated, allowing us to work on vertical articulation from sixth through twelfth grade.

In our focus on increasing the quality of instruction and student academic achievement, Encinal has made significant progress in ameliorating challenging school culture conditions and improving overall climate. The school is generally a safe and secure place for students to explore their potential, and it is now the work of the faculty to examine and improve instruction. Specifically, a school wide initiative to increase the quality and quantity of student academic discourse is designed to increase the level of student achievement as it is implemented across all grades.

Area of Greatest Need

Clearly, the greatest need at Encinal is to better meet the needs of our students by increasing the effectiveness of instruction.

Working school wide—in departments, in small cohorts of teachers, individually—we are aligning instructional practices so that students gain from consistency. As a recent example, this year teachers across all grades implemented "think/pair/share" as a student academic engagement strategy. Students are demonstrating increasing levels of engagement as a result of teachers' efforts of consistency, and classmates becoming more adept with the demands of shared discourse. Our "think/pair/share" teachers spend less time on how to do the learning activity, and more time on the content of the activity. As we continue to identify and become proficient at a greater variety and substantive strategies, our students will become increasingly adept at the learning demands, and subsequently more proficient with the content and skill demands of the specific discipline.

Performance Gaps

On a variety of metrics, including the 2016 SBAC ELA and Math scores, at Encinal we see:

- Asian, Filipino, Redesignated, and white students performing above the All Student level;
- African American, Foster, Hispanic, Homeless, LEP, Socio-Economically Disadvantaged, and Special Education students performing below the All Student Level.

Encinal is restructuring its after school program for intervention supports to grow the achievement of the students performing below the All Student level. We are improving effectiveness of co-teaching strategy, implementing Constructing Meaning strategies school wide, and for remediation offering Acellus and Cyber High web learning. Our focus on more authentic engagement on the part of historically disengaged students will increase the quality and quantity of student academic discourse.

Plans to adopt a rotational block schedule to better engage students will provide an opportunity to create a "JETS period" for all students during the instructional day with built in tutoring, remediation, intervention, and homework time (especially for those students who are not achieving their potentials).

Increased or Improved Services

The 2-3 most significant ways the school will increase or improve services—for low-income, English Learners, Foster youth—is to:

- provide for English Learners, a consistent implementation of discourse strategies, including those contained in Constructing Meaning;
- provide for every student, a one-to-one initiative: access to an internet-capable device at any given time during the instructional day;
- provide a refocused after school program, where individualized interventions on a variety of potential limiters, including executive functioning, stress management, and social-emotional well-being.

School Website:

ehs.alamedausd.ca.schoolloop.com

School Accountability Report Card (SARC) link: <http://www.doc-tracking.com/screenshots/Serve/4550/2016/EncinalHighSchool.pdf>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

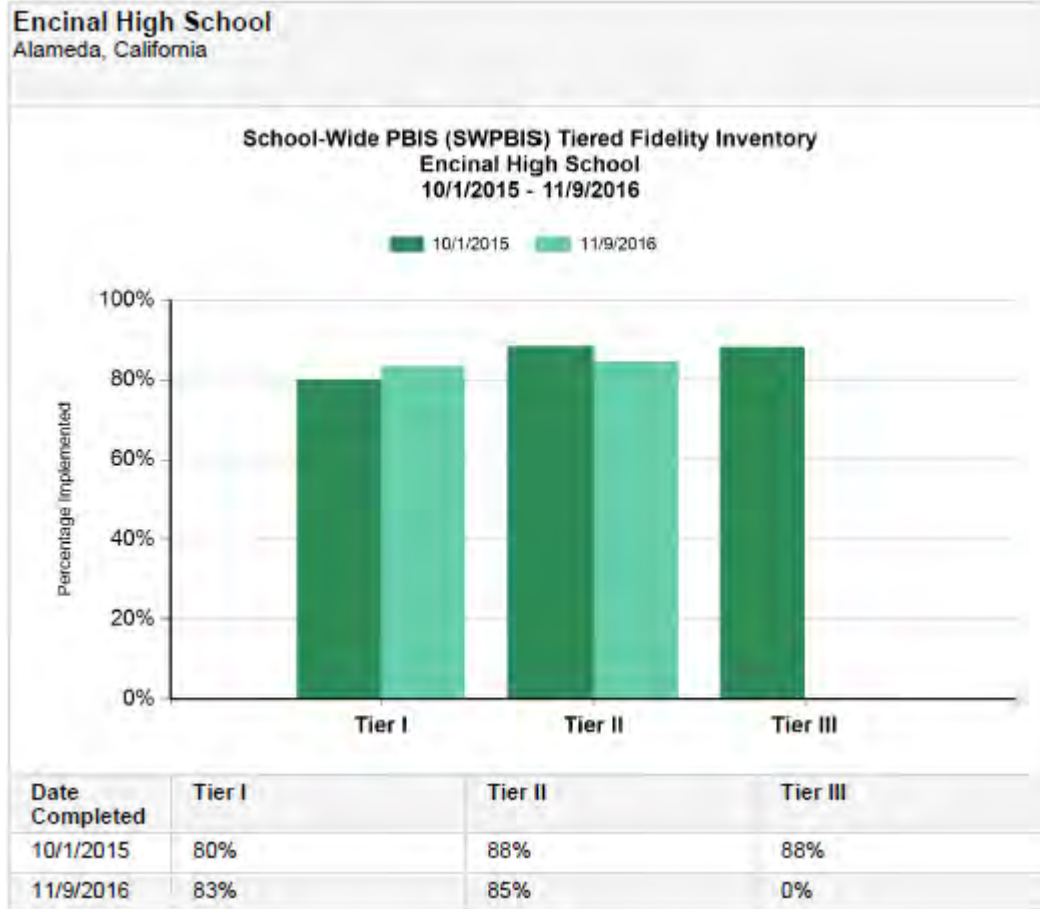
- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

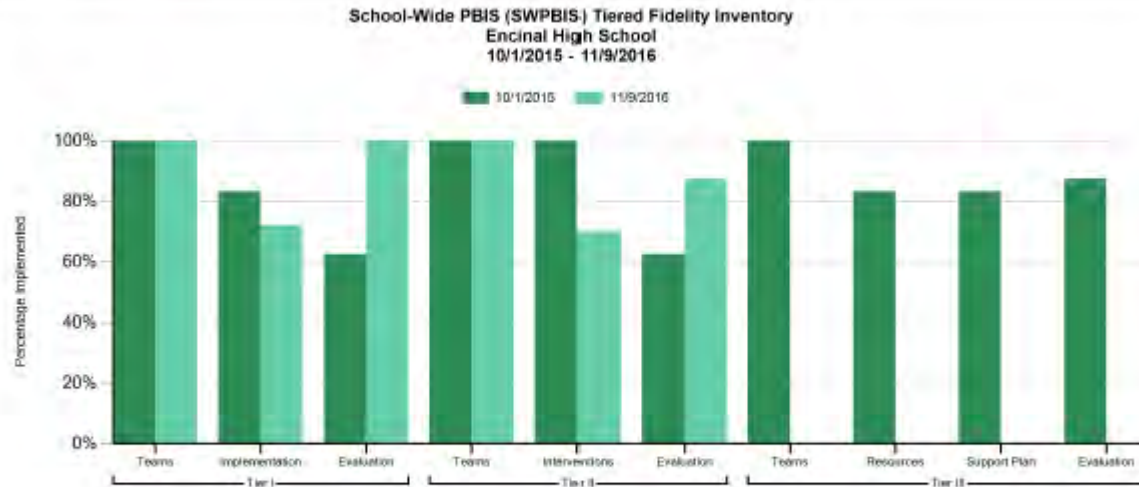
GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation.</p>

	<p>Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none"> • training for our PBIS teams (PBIS, COST, and Tier 3) • coaching from the district PBIS coach, Catherine Rodecker • district wide focus and support for MTSS
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Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is



Encinal High School
Alameda, California



The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:

- We currently receive \$135,000 to implement an after school program to serve the needs of our students.
- For the 16/17 school year, we contracted with BACR to provide enrichment activities and interventions.
- For the 17/18 school year, we will retain site control of the funds and implement a program that is more focuses on interventions and supports.

SCHOOLWIDE

School goal(s):

As measured by site and district data, we will decrease barriers to student success and increase attendance through school wide implementation of PBIS, COST, SART, strategic counseling, interventions, and responsive instruction.

Data used to form school goal(s):

- Attendance rates
- Suspension rates

	<ul style="list-style-type: none"> • Student Justice Center referral data • Referrals to Dean • COST referrals • PBIS team data • Staff survey • Graduation rate • Middle school drop out rate • High school drop out rate
	<p>Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i></p> <p>Graduation rate remains a major indicator for the need for addressing fundamental causes for a lack of student engagement as a function of barriers to successful engagement in school and increased time in quality instruction and learning.</p> <p>Attendance continues to be a significant area for needed growth. The school continues to encounter challenges in meeting the needs of all students as evidenced by significant differentials in the data across demographic groups.</p> <p>Although suspension rates indicate improvement, there is still substantive work to be done.</p> <p>Student Justice Center referrals are a strong indicator of progress toward moving from punitive and exclusionary discipline toward restorative and other intervention based responses.</p> <p>Several data points indicate success in the PBIS program that stand to reason will result in improved conditions and outcomes for students.</p>
	<p>How progress toward school goal(s) will be evaluated:</p> <p>We will use this year's and previous year's data as a baseline to measure improvement in the following key areas:</p> <ul style="list-style-type: none"> • Attendance rates • Suspension rates • Student Justice Center referral data • Referrals to Dean • COST referrals • PBIS team data • Staff survey • Graduation rate

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Continue to improve the efficacy of the Student Justice Center, including the continued professional development for the SJC teachers, training for the students, and in service for the full faculty	All year	ZaRinah Tillman, Pauline Stahl, Margaret Cassidy	All	Certificated fte		District fte allocation
Positive Behavior Intervention Support (PBIS): The whole school community will demonstrate applied knowledge of school behavioral expectations (SOAR).	All year	Kelly Andrews,	All	Certificated Stipend	LCFF Supplemental (0002)	\$3,000 stipend
Positive reinforcement system in place school wide for acknowledging SOAR for students and staff. School wide explicit lessons taught about behavior expectations across the campus. Display SOAR across the school.	All year	Kelly Andrews	All	Certificated Stipend	LCFF Supplemental (0002)	\$3,000 stipend
Design and run tier two interventions (social groups, behavioral groups, and check in/check out). Purchase curriculum for tier two interventions	weekly	Tyrone Robinson	All	Classified FTE	Choose an item.	\$45,000 from the after school program funding stream for Student Support Provider
Implement COST (Coordination of Services team) one time per week. Counselors, School Physc, EFEC, After school coordinator, Principal, College and career specialist, PBIS	One per week meeting, all year, services on going	Cassie Ferguson	All	Certificated FTE	Choose an item.	.4 FTE from district to cover COST coordinator

coaches, RTI coordinator to provide interventions and supports to Tier 2 and Tier 3 students						
Refine and implement SOAR lessons to be taught at the beginning of the year and at the semester.	Monthly PBIS team meetings		All	Certificated Hourly	LCFF Supplemental (0002)	\$35/ hr Total \$3000
.4 counselor for 6-8 th grade	All year	Kelly Andrews	All	Certificated FTE	Magnet/Innovative (9500)	.4 fte to cover counselor shortfall for Junior Jet program
Tardy and truancy team meetings to create a consistent policy and practice which addresses root causes	All year	Kevin McNulty, Jessica Kerber, ZaRinah Tillman	All	Certificated FTE	Choose an item.	Cost is covered by the general allocation
Provide a relevant and responsive after school intervention and support program targeted for students with attendance, achievement or behavior need indicators	All year	Tyrone Robinson	All	Classified FTE	Choose an item.	\$45,000 from the after school program funding stream for Student Support Provider
Teachers to staff the after school interventions	All year	Teachers	All	Certificated Hourly	Choose an item.	\$20,000 teacher hourly from ASP district grant
Hold SART meetings every two weeks for any student with 10 or more unexcused period absences and or 10 or more tardies.	Every two weeks	Amy Frey	All	Certificated FTE	Choose an item.	General allocation FTE

GOAL 2A: Support all students in becoming college and work ready

DISTR	Identified districtwide needs:
	<p>Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.</p> <ul style="list-style-type: none"> • Improve student achievement on both statewide and local assessments • Increase College and Career Readiness

	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3rd grade reading strand and 8th grade math performance</i> • Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade • Percentage of graduating class completing Career Technical Education (CTE) Pathway • Number of students enrolled in a Career Technical Education (CTE) Pathway • Percentage of graduating class completing of University of California ‘a-g’ requirements • Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) • Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark • Percentage of students enrolled in an AP course
	Districtwide actions/services provided to site to reach goal:
	<p>The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p>
	<p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-preparedness tool (software) • Software to enhance K-5 content (Discovery Education license) • Turnitin software to support high school writing and research • Credit recovery software (Cyberhigh license) • Starfall and Tumblebook Library (K-5)
	<p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> • \$91,000 per year <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement</p>

	<p>sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> • \$200,020 in lieu of Title 1 funds
SCHOOLWIDE	School goal(s):
	All students will demonstrate increased academic performance in all curricular areas through: increasing the quality and quantity of student academic discourse, school wide implementation of high leverage common instructional practices, analysis of data from multiple sources, technology integration, culturally responsive pedagogy, and continued growth of a strong professional collaboration model.
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • SBAC scores • School GPA • D and F rates • AP participation rates • A-G eligibility rates • AP scores • Teacher surveys • Student surveys •
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<p>Given the transition of Encinal in becoming one school, it is a little challenging to do comparative data analysis so much of what we are looking at, we are looking at as baseline data. Given that, the data clearly indicates a major need for academic achievement improvement, especially for historically under represented students and all students in math in general.</p> <p>The current SBAC scores cannot readily be compared to previous CST scores or even last year's SBAC which was not aggregated to reflect the 6-12 school. In the past, Encinal has steadily made improvement over time as measured by CST. Encinal saw marked growth in our Academic Performance Index going from 751 to 797. Our 2013 data (the last year when full CST testing was done schoolwide) shows Encinal meeting growth targets for the school overall and for all subgroups. Our statewide schools rank is 7 out of 10, and our similar schools rank is 10 out of 10. Ethnically, Encinal is a diverse community with significant populations of white, black and Hispanic students (close to 1/5 of of the student body for each group) and Asian students (the largest group with close to ¼ of the population). Filipino students also compose a significant portion of the student body at 14%, and Encinal has a growing number of students who identify with multiple ethnic groups or decline to identify with any ethnic group (6%). Students at Encinal come from widely varied socio-economic backgrounds. In any given year, roughly half of our student body qualifies as socio-economically disadvantaged. These students study alongside their more affluent peers but often have fewer resources and advantages to support their education in the home. Similarly, parent education levels vary greatly, which can impact the amount of support and advocacy that different students receive at</p>

home. In keeping with our theory of action, Encinal tries to break down some of these systemic barriers by offering a range of support services to students.

A significant percentage (close to 12%) of Encinal's student body qualifies for special education. More than 2/3 of these students (71%) are male. As is consistent with the majority of schools in the United States, Encinal has a disproportionate number of African American students in special education. Between 34-39% of our special education population is African American. Asian students continue to be underrepresented in special education classes. The correlation between race and special education status is one of the systemic barriers that our theory of action and goals aims to address.

We still have large pockets of students who are struggling. In particular, African American and Latino students are performing behind their Asian and White counterparts. In reviewing our data, we are making substantial progress in some areas, but not at a rate that will close the access gap in the next ten years. For example, over the last few years on our CST's, our African American students API growth score has increased by over 72 points, while our Latino students' growth score has increased by over 129 points. However, compared to our Caucasian students, this growth of African American students is basically a wash as the growth score of Caucasian students is over 74 points. When comparing African American students and Caucasian students, we have not made a dent in the access gap. The number of tenth-graders passing the California High School Exit Exam in both Math and English dropped from 2013 to 2014. Math scores saw a 5% decrease, while English scores saw a 4% decrease. African American and Latino students saw significant declines. In Math, African Americans' pass rates went down by 10%, and Latinos' pass rates went down by 9%. In English, African Americans' pass rates went down by 9%, and Latinos' pass rates went down by 5%. Scores for Whites also declined last year (-6% Math; -18% ELA), but scores for Asians and Filipinos went up in both Math and English with significant gains for Filipinos. Encinal recognizes the need to improve academic performance for all students and places a particular focus on shrinking the access gap between various ethnic groups.

The Student Justice Center provides a peer operated disposition mechanism that constructively allows student offenders to take responsibility, be held accountable, and make amends for violating school policy and procedure. Dispositions hold students accountable, in part, through peer mentoring, which exerts a powerful influence on adolescent behavior. Additionally, while providing opportunities for personal growth, the SJC offers its members the opportunity to actively participate in the decision-making process regarding how to address unwanted behaviors and to gain hands-on knowledge of the justice system. With the use of restorative practices and alternatives to exclusionary discipline, suspension days have been reduced dramatically and fewer students have been suspended for disruption "K" infractions. The PBIS team meets monthly to analyze all discipline data and to apply more support to areas that need it. Support can look like counseling and check in/check out for students, coaching for teachers, and more supervision in areas where discipline has escalated.

Attendance is going to be a focus in upcoming years as we see this as a primary barrier to success. We are spending time at the end of this year re constructing a tardy policy and detention policy that will be effective with students. We are funding a RTI coordinator that will work on running weekly meetings that will bring together all of the players to help coordinate supports and services focused on attendance and outreach for families with students not attending.

In math, our teachers receive coaching in algebra 1 and geometry, they receive access to after school professional development throughout the year and also have developed common assessments. In Algebra I, Encinal's students have also shown some improvement over the past three years. The percentage of students who scored advanced or proficient rose from 19% in 2011 to 23% in 2012 to 28% in 2013. Despite this slow but steady progress, our numbers of students who score below basic or far below basic in Algebra 1 is still alarmingly high at 39%. Encinal has offered algebra lab as a support to struggling students, but our ability to offer this support class is undermined by budget limitations. In geometry, the most noticeable trend is an increase in the percentage of students who scored proficient (21%) in 2013 and a corresponding decrease in students who scored far below basic (10%). Sadly, even with the improved scores, half of our students still scored below basic or far below basic in 2013. In Algebra II, Encinal's students have seen inconsistent progress. While scores saw a slight uptick in 2012 with 39% of students scoring advanced or proficient and only 29% scoring below basic or far below basic, the following year saw scores fall back to levels parallel with those of 2011 (over 40% of students scoring below basic or far below basic). CST data along with our school's grade data (a high number of D and F grades in math classes) underscore the fact that mathematics is an area of critical need at Encinal. We are in the middle of a math adoption and are hoping to create district benchmarks to monitor the progress of students.

With the implementation of the California State Common Core Standards, the District has partnered with Inquiry by Design to support teachers and students as they transition to the Common Core Standards. We formed the partnership with IBD in 2008-2009, with implementation beginning in full in 2009-2010 academic year. Over this period English teachers have attended Inquiry By Design (IBD) trainings on close reading, deep thinking, and text based analysis. In addition to English teachers, some Science teachers and Social Studies teachers have attended IBD workshops to learn more about IBD strategies that can be used in their respective classrooms. We currently are in the 2nd year of a 3 year contract with the IBD organization and do plan on their being a part of our ELD curriculum for the foreseeable future. We have also continued our SIM work which began in the 07/08 school year. Encinal's students have shown progress over the past three years. A higher percentage of students scored advanced or proficient in 2013 (58%), and significantly fewer students scored below basic or far below basic (14% versus 24% in 2011). Our CAHSEE scores have been steady throughout the past few years with pass rates in the mid 80% range. This last year we saw a slight dip school wide dropping to 78%. Since we no longer have CAHSEE or CST we will begin to use CAASSP data to monitor school progress in math and ELA. Currently we only have 1 year of data and are establishing a baseline.

Encinal has seen an increase in the number of students enrolled in A.P. courses (with the exception of this transitional year changing from AP Euro to AP MWH). An open enrollment policy for these courses along with professional development for A.P. teachers focused on equity and access may be contributing factors. However our data indicates that our AP classes still do not reflect the diversity of the school. These classes are still made up of predominantly Caucasian and Asian students. We are actively recruiting and encouraging students of color to take on this challenge. Our data also indicates that students of color who do take on this challenge drop out of these classes at a faster rate than their peers. Next year we are adding AP support classes back into our master schedule and are looking at multiple measures to identify students to participate in AP classes.

During our review we have discovered that we really have few systems in place to collect formative data/evidence. We have grades, and qualitative evidence, but little quantitative evidence. We have monitored our grade data over the past few years and have worked together in grade level teams to address our concerns with the number of failing students. Although the number of students receiving D's and F's has decreased over the past three years from 45% to 35%, it is still a problem. Teachers strategize in both grade level teams and subject area departments to find effective supports for struggling students.

	Our data and meeting notes show that we have created few common assessments. Lack of common definitions, using protocols for looking at student work and data have become stumbling blocks and a challenge. This has given us new information so these problems can be remedied in the coming years. This year we paid for collaboration time after school to allow teachers to create common assessments, look at data, and calibrate work. We will continue this in the 2016-17 school year.
	How progress toward school goal(s) will be evaluated:
	<p>We will use the following data points in addition to faculty discussion, parent and student engagement and focus groups:</p> <ul style="list-style-type: none"> • SBAC scores • School GPA • D and F rates • AP participation rates • A-G eligibility rates • AP scores • Teacher surveys • Student surveys • Parent surveys

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Restructure the distributive leadership model into a collaborative leadership model to increase the representation of voices	Weekly and monthly meetings	Daniel Hurst	All	Certificated Hourly	LCFF Supplemental (0002)	\$20,000 in hourly to support the various after school leadership structures
Implement a consistent school wide focus on a high leverage instructional practice. We will increase the quantity and quality of student academic discourse	Monthly professional development	Jessica Kerber	All	Certificated Hourly	LCFF Supplemental (0002)	\$4,000 for teacher hourly for the PD team

Create and implement a peer observation practice in support of increasing the quantity and quality of student academic discourse	On going	Jessica Kerbar and Kevin McNulty	All	Certificated Subs	LCFF Supplemental (0002)	\$18,000 in subs for peer observation
Purchase and use of Chromebook carts to increase student access to instructional opportunities and alternative learning experiences	On going	Diana Kenney	All	Equipment	LCFF Supplemental (0002)	\$59,709 to purchase Chromebook carts
Technology Lead to oversee implementation of the “one to one” internet device initiative and provide technology Professional Development	On going	Diana Kenney	All	Certificated FTE	LCFF Supplemental (0002)	\$18,979 for .2 fte tech lead
Intervention: Include the following classes in the master schedule to support students: after school math intervention targeted for students receiving D or F or other indicator of lack of achievement of potential, and Advisory class (2 per grade level to focus on relationship and navigating the system and skill supports).	On going	Tracy Allegrotti	All	Certificated FTE	Choose an item.	Current FTE allocation and uses of ASP funds
Expand Advanced Placement course offerings to create more opportunities for historically under represented students to benefit from the challenge of advanced course work	On going	Daniel Hurst	All	Certificated FTE	Choose an item.	Current FTE allocation and strategically running courses below class size limits during building phase
Support post-secondary goals of all students by providing college field trips to 6-8 th , 9 th grade and 10 th grade advisory students (community college, state university, and a private university)	On going	Tracy Allegrotti	All	Travel and Conference	LCFF Base (0001)	\$8,000 field trips
Align curriculum and instructional practice in each department	On going	Department chairs	All	Classified Stipend	Choose an item.	District department chair stipend

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
SCHOOLWIDE	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> • 1.0 FTE for Literacy Coach <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> • 2.1 FTE for ELD classes
	School goal(s):
	<p>In addition to the 2A goal, English Learners will demonstrate increased academic performance in all curricular areas through: the systematic implementation of Constructing Meaning, Integrated ELD, and Systemic ELD in designated ELD classes.</p>
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • CELDT scores • SBAC scores • Interim SBAC block scores

- School GPA
- D and F rates
- AP participation rates
- A-G eligibility rates
- AP scores
- Teacher surveys
- Student surveys
- Parent surveys

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Summary of student survey and teacher analysis:

- Students believe in the benefits of Integrated classes for the following reasons:
 - They improve their accents from being around English only students
 - They learn from the models
 - They believe they will improve quicker with the students
 - They believe the classes are harder so they will learn English better.
- It seems that they feel like they want to be in an Integrated class, and their results aren't conclusive. That seems to be consistent with teenager beliefs.
- Results vary based on level in an unexpected way:
 - Intermediate: 17% Sheltered History, 26% Sheltered Science, 22% Sheltered English
 - Early Advanced: 50% Sheltered History, 38% Sheltered Science, 25% Sheltered English
- Students share that they need background knowledge to be successful in their classes, and that seems to happen in their history class more than others.
- Teachers report that students take more risks and show improvement when challenged in a cluster (Integrated) instead of a Sheltered class

A large percentage of Encinal's student body (hovering around 20%) is composed of English learners (students with limited English proficiency—LEP). Encinal is the designated high school for newcomer students in our district, and we offer a range of sheltered English courses to support this population, which is incredibly diverse, with students speaking many different home language's (more than 30 language as shown in chart from 2014 EL census). An even larger percentage of Encinal's students come from homes in which a language other than English is spoken (over 46%). Some of these students were classified as fluent when initially assessed (IFEP), and others have been designated as fluent English proficient over time as assessments indicated increased fluency (RFEP). Encinal is richly diverse community linguistically as well as ethnically. The school embraces the multicultural nature of its student body and sees this as a great asset. Administration and faculty also recognize the clear ramifications for instruction—the need to provide language supports and instruction in all classes as so nearly half of our population is learning or has learned English as a second language. Encinal exceeds all targets for Language Learners. Furthermore, Encinal has shown improvement in reclassifying English learners as fluent English proficient and now exceeds district averages for reclassification.

	How progress toward school goal(s) will be evaluated:
	<p>We will continue to use these metrics as well as looking more closely at gpa and subject area grades of EL students in main stream classes as compared to matched case cohorts in sheltered courses.</p> <ul style="list-style-type: none"> • CELDT scores • SBAC scores • Interim SBAC block scores • School GPA • D and F rates • AP participation rates • A-G eligibility rates • AP scores • Teacher surveys • Student surveys • Parent surveys

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Ensure all teachers have been trained in Constructing Meaning	On going	Lydia Martinez	English Learners	Certificated Subs	Choose an item.	District funds to cover cost of subs and training
Provide an ELD class for all EL students	On going	Tracy Allegrotti and Lydia Martinez	English Learners	Certificated FTE	Choose an item.	District allocation of 2.1 fte
Provide after school tutoring, intervention and instruction	On going	Tyrone Robinson and Daniel Hurst	English Learners	Certificated Hourly	Choose an item.	ASP grant funds to cover teacher hourly up to \$10,000
English Language Advisory meetings to address EL issues and create support and intervention	Monthly	Lydia Martinez and Amy Frey	English Learners	Certificated FTE	Choose an item.	District 1.0 fte

strategies, including training parents how to access school loop						
Strategic cluster EL students in mainstream classes so that 3s, 4s, or 5s are programmed similarly with 4-8 as a target cohort	On going	Tracy Allegrotti and counselors	English Learners	Certificated FTE	Choose an item.	Current FTE
Focus groups and focal students to guide practice and inform scheduling	Fall 2017	EL committee	English Learners	Certificated FTE	Choose an item.	Current FTE as part of Wednesday morning collaboration
Form EL committee of teachers to investigate and address key areas of need for Encinal EL students	Twice monthly	teachers	English Learners	Certificated FTE	Choose an item.	Current FTE as part of Wednesday morning collaboration
Strategic use of E L coach to support EL instruction in classrooms though direct coaching, observation feedback and targeted training	All year	Lydia Martinez	English Learners	Certificated FTE	Choose an item.	AUSD fte assigned to site
			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICT	Identified districtwide needs:
	<p>AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.</p> <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program

SCHOOLWIDE	<ul style="list-style-type: none"> • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
	The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is:
	The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.
	School goal(s):
	We will continue to increase our capacity to provide resources, communication, and educational opportunities for our families to better support their children.
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • Back to school night attendance • Resource night attendance • Advanced Placement support night attendance • SSC attendance and feedback • PTSA attendance and feedback • District complaint data • Parent survey
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	We have found that while there are some excellent instances of parent attendance at resource events, parent participation in general remains an area for growth for our school. We will be refining the role of the Family Engagement Coordinator to engage families more robustly and generate documentation of that engagement.
	How progress toward school goal(s) will be evaluated:
	Our Educational Equity and Family Engagement Coordinator will develop a family engagement measurement tool so that we may generate and assess data about the quantity and quality of parent engagement.

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Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Survive and Thrive AP support served 50 families	Fall	Christina Craig and College and Career counselors	All	Classified FTE	Choose an item.	Current allocation
Alameda Point Collaborative partnership School loop workshop Monthly meetings with school counselors and APC staff School staff attendance at APC family events	monthly	Christina Craig and Kelly Andrews and counseling staff	Socioeconomically Disadvantaged	Choose an item.	Choose an item.	
Back to School Night, SSC, ELAC, PTSA, JJ Info Nights, 9 th Grade Info Night, Family Athletics Nights, and other traditional engagement venues	All year	Daniel Hurst, Christina Craig, School administration	All	Certificated FTE	Choose an item.	Current district FTE allocation
All sixth grade incoming families will be interviewed to assess how to support the student's strengths, social needs, academic needs and goals for future	In the spring before entering Encinal	Kelly Andrews	All	Certificated Hourly	Choose an item.	\$3,000 teacher hourly for familyorientation/ intake interviews
Sunday evening phone call	Weekly	Daniel Hurst	All	Certificated FTE	Choose an item.	Current district allocation
Support Tier 1 school-wide family/community engagement efforts (Back to School Night, Encinal Showcase, Parent University, PTSA, School Loop etc.). Focus on building relationships with service providers and increasing engagement with Tier 2 and non-SPED Tier 3 families - EHS/Community communication for Girls Inc, Alameda Point Collaborative,	All year	Educational Equity and Family Engagement Coordinator	All	Classified FTE	LCFF Supplemental (0002)	\$76,560

<p>Alameda Education Foundation, School Based Health Center, Parent Teacher Student Association (Tier 1)</p> <ul style="list-style-type: none"> - Manage volunteer interest submissions and forms (Tier 1) - Communication of Honors/AP course rigor and stress management strategies via “Survive & Thrive” workshop; recruitment of new students via Course Selection Prezi <ul style="list-style-type: none"> - Utilize Onaji Student Language Partnership to engage parents and students and further integrate both into school community - Forum to discuss continued disproportionality of African-American students in discipline system, Island transfer, and CP courses <p>Acclimate students on SOAR, Wheels Up Tardy policy, graduation requirements and how to be a Jet</p>						
<p>Provide case management services, offer summer internships and provide cultural enrichment</p> <ul style="list-style-type: none"> - Make decisions and guide the school to maximize the potentials of all students <ul style="list-style-type: none"> - Implement PBIS model with continual focus on strengthening Tier I. 	All year	Educational Equity and Family Engagement Coordinator	All	Classified FTE	LCFF Supplemental (0002)	\$76,560

<ul style="list-style-type: none"> - Collaborate to determine Tier 2 interventions for referred students; build protocols for evaluation of Tier 2 interventions - School Loop tracking of students, additional access to curriculum, parent engagement through mailings, emails and conferences - Manage counseling enrollment, TUPE website and host school-wide events with peer educator group - Tailor internships to student schedule and interests; targeted traditionally underrepresented students 						
Advisor to the Black Student Union, Muslim Student Association, and Onaji Student Language Partnership						
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda’s data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD’s goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring ‘good’ or better on Facilities Inspection Tool (FIT)
SCHO	Districtwide actions/services provided to site to reach goal:
	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district’s facilities bond. Planned improvements to our site in the coming year include:</p> <p>\$39 million dollar modernization project to renovate or replace all existing classroom spaces so that they are 21st century learning environments.</p>
	School goal(s):
	<p>We will increase our capacity to</p> <ol style="list-style-type: none"> 1. recruit and retain a highly qualified teaching staff through active outreach, 2. create an authentic professional learning community with the necessary psychological safety for constructive collaboration, 3. provide practical and pedagogical support for new teachers

	Data used to form school goal(s):
	<ul style="list-style-type: none"> • number of new teachers • retention rates • new teacher feedback • textbook deficiencies • teacher report of insufficient materials • number of maintenance tickets filed and completed • student complaints and requests to transfer out of classes
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Encinal had a significant turn-over of teachers after the 2015/16 school year. To begin the 2016/17 school year there were 23 new teachers out of 69 total teachers, accounting for a 33% new teacher faculty. That presented a considerable challenge for the school to support and students to navigate.
	How progress toward school goal(s) will be evaluated:
	<p>We will evaluate our progress by the following criteria:</p> <ul style="list-style-type: none"> • Reduction in teacher turn-over • Increased support for new teachers • Greater report of teacher satisfaction • Decreased student complaints and requests to transfer out of classes • Teacher surveys responses on comprehensive end of year survey

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Out-reach to teacher credential schools and attendance at teacher recruitment fairs	Spring	Daniel Hurst and Amy Frey	All	Certificated FTE	Choose an item.	Current fte allocation
New teacher support committee	All year	Emily Pabarcus and Amy Frey	All	Certificated FTE	Choose an item.	Current FTE as part of Wednesday morning collaboration
Teacher assigned to provide logistical and observational support for new teachers	All year	Emily Pabarcus and Daniel Hurst	All	Certificated Stipend	Choose an item.	\$3,000 new teacher support stipend

Professional development specifically designed to increase the psychological safety and supportive atmosphere of our professional learning community	Monthly	Jessica Kerber, Daniel Hurst and the PD Team	All	Certificated Hourly	LCFF Base (0001)	PD Team hourly of \$3,000
New teacher support mentor	All year	Emily Pabarcus	All	Certificated Stipend	LCFF Supplemental (0002)	\$3,000 stipend
Professional development target to increase capacity of new teachers or of returning teachers in bringing back key instructional practices, interventions, or supports	All year	Daniel Hurst and Jessica Kerber	All	Travel and Conference	LCFF Supplemental (0002)	\$5,066
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

A	B	C	D	E	F	G	H	I	J	K
Encinal										
Budget Summary		B3	C112	C113	C114	C122	C135			C137
Resource	Program	2017-18	Certificated Salaries Object 1xxx	Classified Salaries Object 2xxx	Benefits Object 3xxx	Supplies Object 4xxx	Services Object 5xxx	Total Budgeted	Unbudgeted Balance	Check
0001	Discretionary *	\$ 140,035	\$ -	\$ 2,400	\$ 643	\$ 91,992	\$ 45,000	\$ 140,035	\$ -	140,035
0002	LCFF Supplemental Grant	\$ 76,560	\$ -	\$ 66,915	\$ 17,882	\$ -	\$ -	\$ 84,797	\$ (8,237)	84,797
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
0002	In Lieu of Title 1	\$ 200,020	\$ 109,912	\$ -	\$ 25,333	\$ 59,709	\$ 5,066	\$ 200,020	\$ -	200,020
	Innovative	\$ 91,000	\$ 47,523	\$ -	\$ 10,423	\$ 33,054	\$ -	\$ 91,000	\$ -	91,000
	Grand Total	\$ 507,615	\$ 157,435	\$ 69,315	\$ 54,281	\$ 184,755	\$ 50,066	\$ 515,852	\$ (8,237)	515,852
			31%	14%	11%	36%	10%			
	* Includes \$15,000 for Art and Music Block Grant									

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$

SCHOOL SITE COUNCIL MEMBERSHIP

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ron Mooney	M	White	ENG				X	
Shannon Adkins	F	White	Eng				X	
Winslow Holmes	M	Black	Eng				X	
Jill Imani	F	White	ENG				X	
Liza Morse	F	Filipino	Eng				X	
Amy Chu	F	Asian	Eng					X
Sanaa Watts	F	African American	Eng					X
Gene Kahane	M	White	Eng		X			
Sara Stickle*	F	White	Eng		X			
Aaron Williams	M	White	Eng		X			
Jenna Phillips	F	white	Eng		X			
Mark Dieter	M	White	Eng		X			
Christina Craig	F	African American	Eng			X		
Amy Keegan	F	White	ENG			X		
Daniel Hurst	M	White	Eng	X				
#s of members of each category				1	5	2	5	2

*See race/ethnicity codes in Aeries

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

No. This is an important area for growth and we continue to proactively seek out a membership that better represents the depth and breadth of our diversity.

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

There are a variety of venues for students, parents, and community to voice their perspectives, including surveys and outreach. We also discussed this at our May 3, 2017 SSC meeting and created strategies to use to reach out to under represented demographic groups, including the outreach of current SSC members directly to parents.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

The ELAC was presented with the plan and given an opportunity to give input on the SPSA.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

☐ School Advisory Committee for State Compensatory Education Programs

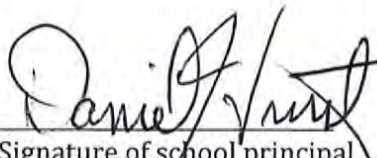
☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☒ Other **(list)**
Encinal Leadership Team
Encinal Instructional Leadership Team
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: 5/3/17.

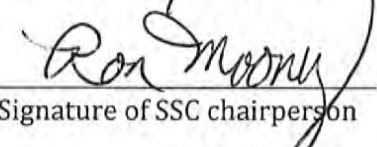
Attested:

Daniel Hurst
Typed name of school principal



Signature of school principal 5/5/17
Date

Ron Mooney
Typed name of SSC chairperson



Signature of SSC chairperson 5/5/17
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

Choose an item.

If so, please provide a description of the ways in which support/services are provided:

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
 - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
 - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

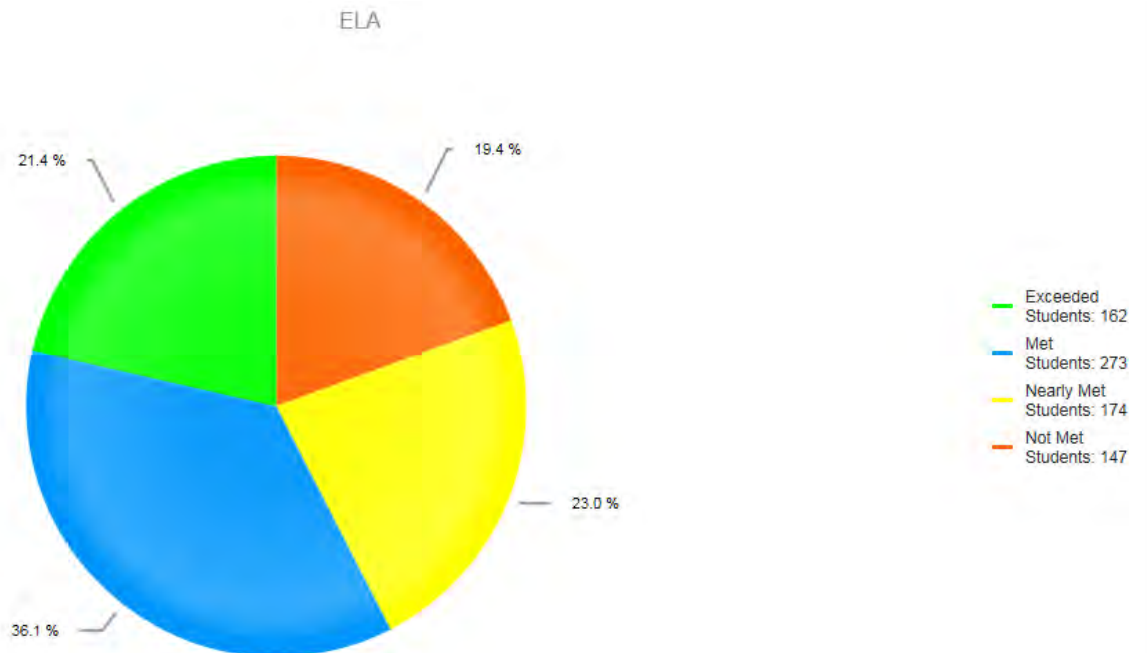
Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
 - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

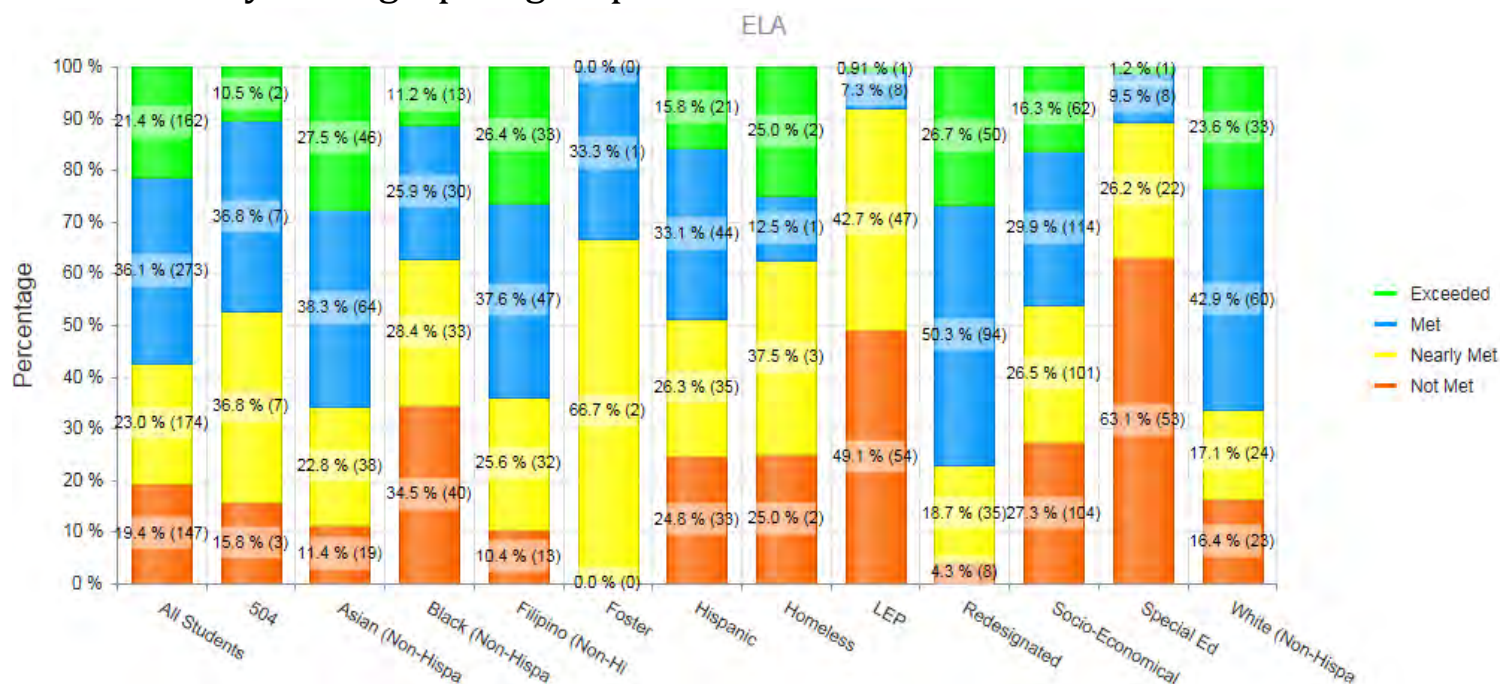
APPENDIX D: DATA

2016 SBAC Data

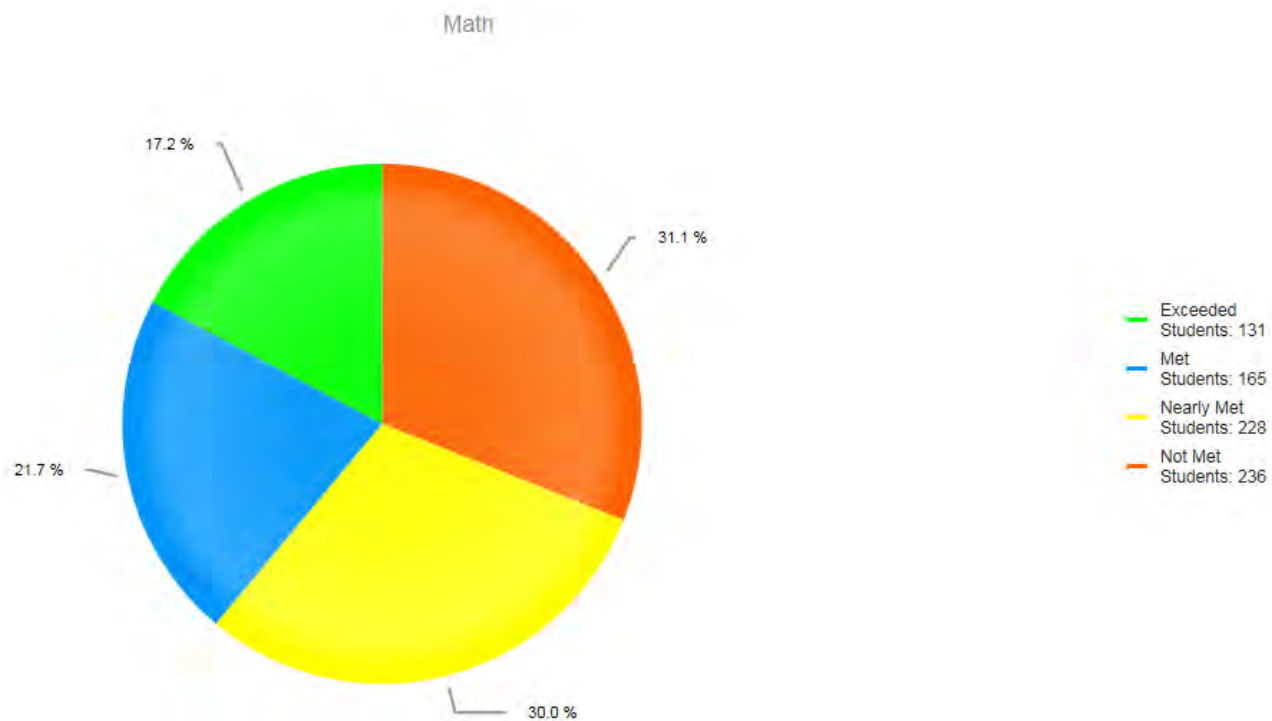
ELA totals for all tested students



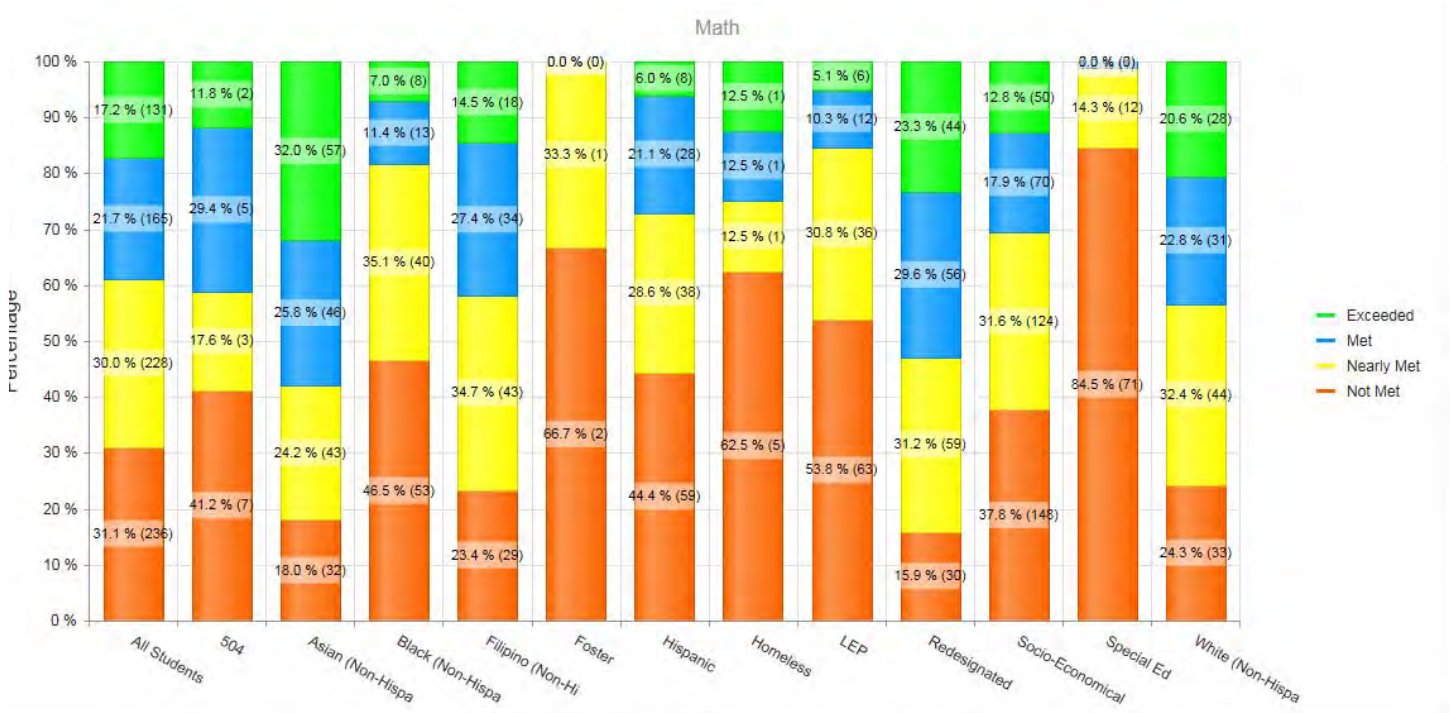
ELA scores by demographic group



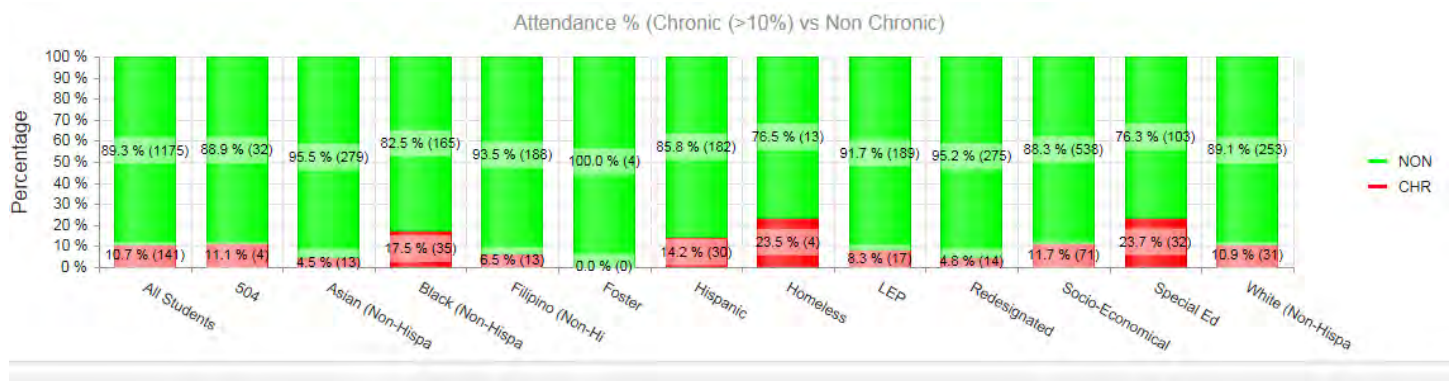
Math scores for all students



Math scores by demographic group



Attendance



[LCAP] Goal 1.1 - Students Attending 96%

[Return to Data Wall](#)

Goal 1.1: Basic Attendance Rates: % of students attending school 96% of the year

Select school here:

Encinal Jr/Sr High School

Number & Percentage of Students

Change from Prior Day

District	6,298 63.42%	-0.76%
School	761 55.27%	0.38%

[LCAP] Goal 2.14 - College Course Enrollment

[Return to Data](#)

Goal 2.14: College-level coursework: % of students enrolling in an AP or college course

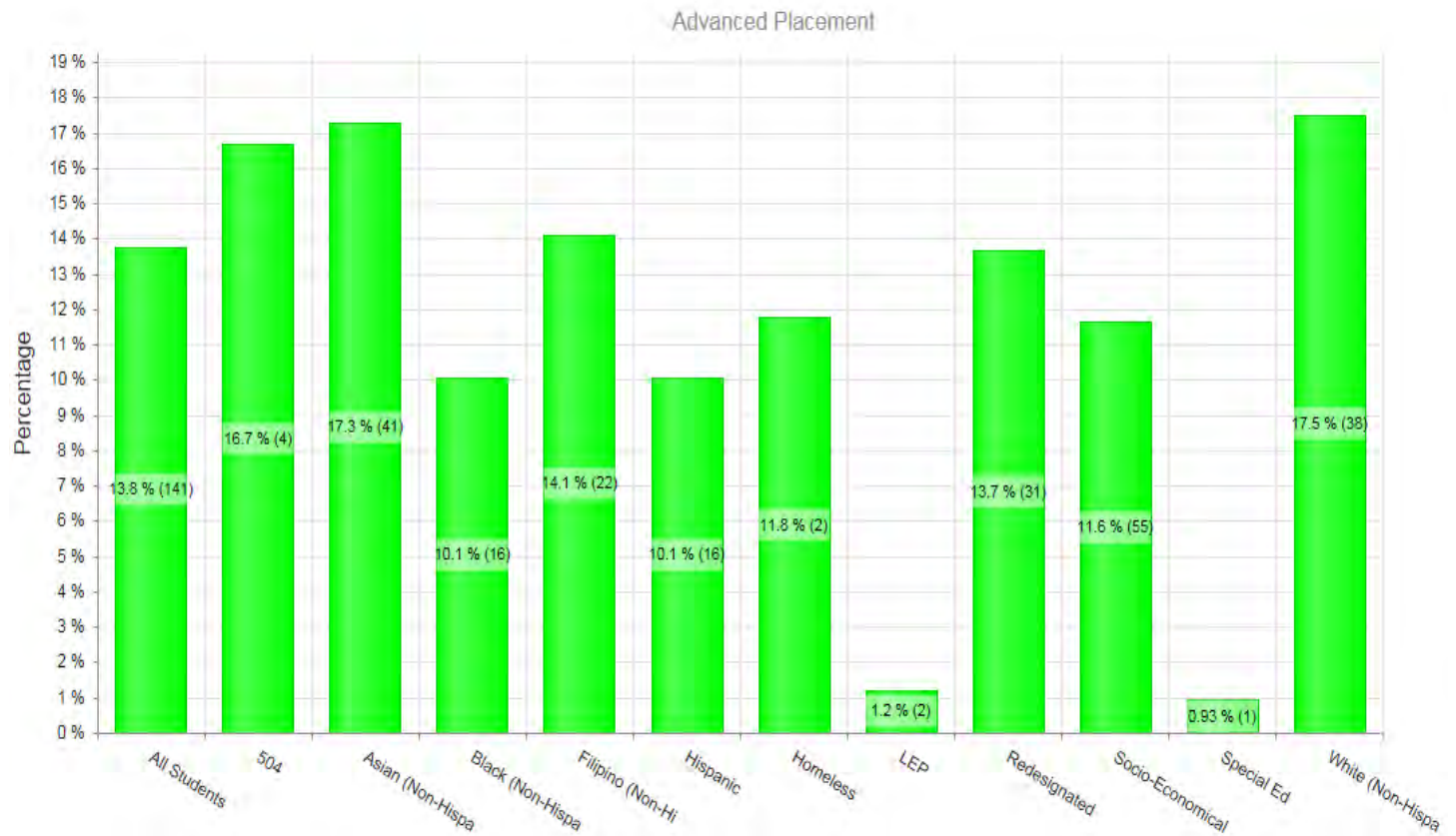
Select school here:

Encinal Jr/Sr High School

District	1,098 45.3%
School	357 43.2%

Demographic Breakdown (Select grade level or Sub group) - The bottom two data graphs show information for the school selected above !

Participation rate in Advanced Placement classes by demographic groups



Suspension data

[LCAP] Goal 1.3 - Suspension Rate

[Return to Data Wall](#)



Goal 1.3: Suspension Rate: % of students suspended per year (2016-2017)

Select school here:

Encinal Jr/Sr High School ▾



Demographic Breakdown (Select grade level or Sub group) - The bottom two data graphs show information for the school selected above !

