

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT James Enochs High School

50711750110593
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 19, 2023

Local Board Approval Date

June 20, 2023

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 following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

The Mission of Enochs is to develop successful students by providing top quality instruction within a safe, responsible, and respectful culture.

The vision statement is at James C. Enochs High School, we envision a learning community that challenges and nurtures students by fostering a sense of shared mission and engaging them in a rigorous, relevant, standards-based curriculum. Our vision demands that we provide innovative instruction by accomplished practitioners whose commitment to learning and student achievement encourages students to become technologically adept, lifelong learners able to think independently and solve complex problems.

Our vision presupposes a community in which academics, athletics, student activities, and the arts contribute to student success. Our vision is rooted in the belief that staff and students alike must embrace the diversity of an increasingly complex world, foster mutual respect, and create a secure environment that supports student success.

Enochs High School's School Wide Learning Outcomes:

1. Continuous academic improvement for all students
2. College and Career readiness
3. A culture of continuous improvement

School Description:

James C. Enochs High School was established on August 28, 2006 and is one of seven comprehensive high schools in Modesto City Schools. Enochs High School provides a rich academic environment with a broad selection of academic courses. Students can select from a wide range of regular and college preparatory elective courses. Academic indicators show that Enochs is a high performing high school with steady academic growth. Students consistently score above the District and state averages in the percentage of students scoring advanced and proficient on the California Standards Tests.

Co-curricular programs abound, including athletic teams, Associated Student Body leadership opportunities, competitive speech, choral and instrumental music. A full complement of student support services such as: attendance teams, student study teams, psychologist, work experience coordinator, guidance counselors, EL counselor, student assistance specialist, and a college counselor provide support for students both academically and socially.

The Enochs High School campus master plan accommodates 2380 students. The site incorporates 70 acres and contains 277,000 square feet of building space including three 2-story academic buildings. Also on site is a large gymnasium with two locker/shower facilities linked by covered walkways. A library media center, a cafeteria/multi-use facility, and buildings housing agricultural/industrial technology, home economics, and performing arts round out the major site facilities. The spacious center courtyard includes eating areas and an amphitheater. The site includes a full component of sports venues, including baseball, softball, soccer, football, track, tennis, and basketball. The campus is well equipped with technology. Every classroom has a multimedia presentation system including a computer, LCD projector, DVD, and document camera. Students have access to seven computer labs with additional computers in the library and career center. The Enochs staff incorporates technology in daily lesson presentations.

Program Offerings, sometimes referred to as Pathways or Academies, are unique courses that are only offered at one school. Enochs High School has several unique programs: Cinema and Graphic Arts, Pre-Veterinary Science, Forensics/Biotechnology and Software & Systems Development. All four of the pathways offer a four-year sequence of courses that lead students toward both job preparation and college admission. Many students choose Enochs High School to enroll in one of the pathway programs.

Cinema and Graphic Arts Program

Graphic Designers format and combine text, numerical data, photographs, charts and other visual graphic elements to produce publication-ready material. This four-year series of courses is designed to give a student the opportunity to acquire technical knowledge and skills needed to pursue entry level employment in this trade.

Pre-Veterinary Science

The Agricultural Pre-Veterinary Science program prepares students for employment in agriculture. This pathway program provides training, leading to an agricultural career requiring education at a postsecondary level. The Ag Science courses are taught with an emphasis on veterinary animal care and business office management.

Forensic/Biotechnology Science

The Forensics/Biotechnology program is a four-year course of study in science which prepares students for success in college and university science courses. Students learn about DNA and the fundamentals of biotechnology through a variety of engaging activities including simulated crime scenes and use of industry standard technology. Students experience technical training, career project field trips, job shadowing, and laboratory research projects. The program has excellent success rates in both standardized testing and college placement. Public outreach by highly motivated learners grooms future science students and ensures the program's long term future. Tremendous support by industry, community and academia has made the Forensic Biotech Program a nationally recognized academy.

Software & Systems Development

The goal of the Software and Systems Development (SSD) Pathway at Enochs High School is to give a sense of the broad reach of computer science throughout all industry sectors, throughout the world, and to demystify computer science. Students will realize that computer science knowledge and skills will give them an edge in whatever industry they wish to pursue and that these skills are within their reach. Students of the four-year pathway will complete UC A-G approved courses while advancing skills, knowledge, and abilities in computer science and professional skills and certifications. The SSD Pathway places an emphasis on equitable and hands-on learning and offers unique opportunities for students to interact with industry through field trips, speakers, mentors, job shadowing, and internships. Most importantly, the SSD Pathway is adaptable to the ever-changing needs of the computing industry to ensure a quality, relevant, and equitable program for all students.

Site Leadership

Enochs High School's leadership consists of 5 administrators and 14 teacher and counselor leaders. Teacher and counselor leaders are designated as either a department leader or an instructional team leader. All teachers and counselors are assigned to both a department and an instructional team.

Department Teams

Department team leaders are assigned to the following academic/elective departments: English, Math, Science, Social Science, Special Education, Foreign Language, PE/Health, and Career Technical Education. Department leaders work alongside teachers in their area with a focus on raising student achievement. Monthly department activities include collaboration on instructional practices to increase student achievement as well as data discussions to inform instruction.

Instructional Teams

Instructional teams were decided upon by teachers using Enochs High School's WASC goals and District goals as a guide. Instructional teams include Curriculum & Instruction, School Culture & Support, Common Core Curriculum, Professional Development, and Assessment & Evaluation. Instructional team leaders work with teachers in their group to address a WASC goal or other agreed upon goal that supports students achievement and/or student success. Monthly instructional team meetings provide time for collaboration on the agreed upon goals.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. Counseling services are provided by Migrant Education Region 3 contracted staff to eligible high school students, as needed. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

☒ Schoolwide Program

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted SSC.

Resource Inequities

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

N/A

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

James C. Enochs High School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of James C. Enochs High School's 2023-2024 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue or discontinue and to revise. This occurred during the March 15th, and May 9th School Site Council meetings, April 18 ELAC meeting, and April 4th Site Leadership.

Involvement Process for the 2023-24 SPSA and Update

James C. Enochs High School's SSC, ELAC, Site Leadership and teachers participated in the creation of James C. Enochs High School's 2023-2024 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the April 12th, April 28th, and May 9th School Site Council meetings, April 18th ELAC meeting, and May 3rd Site Leadership as well as staff and student surveys. Parent input was elicited through Eagle Foundation parent meetings throughout the year. In addition, the year of this SPSA was also a WASC full visit year. Therefore, monthly faculty met in groups in each WASC focus area to discuss strengths, areas for growth, and needed actions/strategies.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There were many challenges to achieving some of the strategies/activities due to a shortage in substitutes. This directly effected professional development and release time for teachers. We also did not have many teachers able to engage in afterschool tutoring and academic intervention costs were covered by the District. It was also difficult to identify our Title I Targeted Assist Students.

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

There were some differences in expenditures. Some changes were made to expenditures for academic remediation (i.e., ESS) due to the increase in pay rate for that support.

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

There are no majors changes to the strategies in this goal.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of:
Increase access / participation

To address this the school can:

Offer ELA remediation options before and after the school day, on Saturdays, and during breaks for students to retrieve credits or meet the requirements for a-g

ELA PD

Based on Observations we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:

Offer professional development on how to provide targeted interventions in academic language and discourse.

Additionally we analyzed specific data to indicate the following need(s):

Based on the number of students needing to remediate English credit to meet graduation requirements and ELA 1 D/F rates being the second highest at Enochs, there is a need to provide professional development in the areas of Tier I instructional strategies and grading practices.

Discuss the areas of strength and need based on data analysis:

The ELA goal to increase the percent of students meeting or exceeding proficiency levels on the ELA assessment by 15% was met. The lowest performing student groups were the English learner population scoring 65.3 below standard. Students with disabilities scored 76.3 below standard. This data shows that Enochs High School needs to support these significant sub groups, as well as, school wide in reaching mastery in English Language Arts.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2021 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 38.6	Goal 53.6
English Learners (EL)	Actual -77.4	Goal -92.4
Students with Disabilities (SWD)	Actual -123.4	Goal -138.4
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase percent of students mastering literacy skills across all content areas.					
Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					

Schoolwide (SW)	Professional development for teachers and administrators on best practices for tier 1 instruction.	Observational Data on Best Practices	Substitutes, participation/curriculum rate, conference travel and registration	Title 1 Professional Development	6000
	Professional development focusing on instructional core and professional learning communities.	Lexile Grades 9 and 10			
	Engage in reflective walks/walk throughs with teachers.	SBAC ELA interim assessment	Intervention Certificated Rate	Title 1 Certificated	10000
	Provide collaboration time for the identification of learning intentions, success criteria, and Common Formative Assessments.	SBAC ELA assessment English course grades			
	Administration and teacher leaders model effective instructional strategies during faculty and collaboration meetings.	Essential standards identified for each course			
	Administration classroom visits and observation feedback to teachers with recommendations relating to best practices for tier one instruction.	ESS Completion Rate in English Courses			
	Incorporate ELA skills (speaking listening, reading, writing) in all content areas.	D/F Rate			
	Provide Co-Teaching in ELA 1 courses				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

	<p>Instructional materials and classroom supplies needed to address "at risk" students needs and supplement classroom supplies for teachers to work with students.</p> <p>Teachers will analyze CAASPP ELA claims and align with lessons.</p> <p>Students will take CAASPP Interim and Practice tests in preparation for the CAASPP test. Teachers will analyze Interim assessment data (formative) to provide remediation as needed.</p> <p>Provide CAASPP test incentive and recognition program and educate students on implications on college readiness/admissions</p> <p>Enhance instruction and access to curriculum through technology resources such as, but not limited to, classroom display televisions, supplemental software, hardware, networking, cables and headsets.</p> <p>Provide ESS courses for credit recovery</p>				
			Instructional Materials/supplies, technology, student recognition and incentives	Title 1 Supplies and Services	5000
			Recognition and incentives	Title 1 Supplies and Services	4434.80

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide parent education classes/training and communication to help all educational partners to ensure maximum student success for struggling students; provide child care, mailings, materials/supplies, translation and refreshments.	Parent Attendance and involvement	Translation, child care, refreshments, postage/mailers, teacher presentation costs	Title 1 Parent Involvement	1000
	Engage in benchmark data dives to identify areas of strength and growth based on assessment results.	Benchmark data			
English Learners (EL)			Professional Development	Title 1 Professional Development	5000

	<p>Visit Model ALD Programs</p> <p>Provide additional translation service (TCII)</p> <p>Provide ELD/ALD and other support classes for intensive language development with the goal of accelerating literacy acquisition with support of Bilingual Paraprofessionals.</p> <p>Teacher, student, and parent professional development regarding ELPAC assessment to provide increased awareness and clarity of expected literacy outcomes for reclassification</p> <p>TCII translator and other staff translators to support student, parent and school communication (written, phone, meetings, trainings, etc.).</p> <p>EL paraprofessional to support EL students in core content areas and provide tutoring.</p> <p>EL counselor quarterly parent, student, teacher, admin meetings for all students with D/F</p> <p>EL counselor presentations in ALD classes focused on college and career, ELPAC, and study</p>	<p>Academic Language Development (ALD) classes, regular administrative visits to the ALD class. Meeting with the ALD teacher to discuss the curriculum and strategies. Ongoing professional development for ALD teacher.</p> <p>EL Shadowing training, data and debrief discussion.</p> <p>staff meeting agenda and presentations</p> <p>Communication with EL parents (Dialers, phone calls, meetings)</p> <p>ELPAC annual assessment</p> <p>Lexile</p> <p>EL reclassification</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	skills. Focusing on SDAIE strategies throughout the year with professional development. Parent nights to support parents in signing up for parent square, Powerschool, Current challenges students are facing, and Schoology. _____				
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Students with Disabilities (SWD)		_____ Quarterly goal progress reports IEP Goals _____	_____ _____		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Case managers include IEP literacy goal (if area of need), monitor progress and report quarterly progress.</p> <p>Teachers/Case managers and paraprofessionals provide push-in support to students in English and other core classes.</p> <p>Teacher and paraprofessional professional development and collaboration regarding goal setting, monitoring of goals, progress reporting, SEIS program, behavioral strategies, Schoology, curriculum and more.</p> <p>ALD curriculum professional development for case managers to implement ELD instruction to EL students with disabilities.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There were many challenges to achieving some of the strategies/activities due to a shortage in substitutes. This directly effected professional development and release time for teachers. We also did not have many teachers able to engage in afterschool tutoring and academic intervention costs were covered by the District. It was also difficult to identify our Title I Targeted Assist Students.

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

There were no major differences in expenditures.

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

Based on the analysis there was an added strategy to focus on benchmark data and areas of strength and need through the PLC process based on that data.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of:
Increase access / participation

To address this the school can:

Offer Math remediation options before and after the school day for students to retrieve credits or meet the requirements for a-g

MATH PD

Based on Observations we identified the following area of need in professional development Support with
Analysis of Assessment Data

To address this the school can:

Utilize the Instructional Coach to train the math department to analyze their assessment data during PLC collaboration

Additionally we analyzed specific data to indicate the following need(s):

Based on the number of students needing to remediate math credit to meet graduation requirements and D/F rate being the Highest in Algebra 1 there is a need to provide professional development on best instructional practices, offer co-teaching sections of Algebra 1, and further develop the PLC process.

Discuss the areas of strength and need based on data analysis:

The math goal to increase the percent of students meeting or exceeding proficiency levels on the math assessment by 15% was not met. The lowest performing student groups was the English learner population scoring 191.3 and SWD scoring -210.3. Benchmark data suggest Algebra and Algebra 2 courses struggled the most with Geometry scoring 75% proficient in Benchmark 3.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -63	Goal -48
English Learners (EL)	Actual -191.3	Goal -176.3
Students with Disabilities (SWD)	Actual -210.3	Goal -195.3
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding Math content standards.					
Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					
Schoolwide (SW)	Develop Tier I academic instructional best practices in mathematics classrooms.	Progress report/ Quarterly D/F Reports. SBAC Math interim assessments District benchmark SBAC Math assessment Math course grades Essential standards identified for each course	Before/after school and Saturday Academic tutoring/intervention	Title 1 Certificated	15000
	Offer Algebra semester 1 during zero/8th period 2nd semester to provide remediation to any student who was not successful 1st semester.	Class roster for Algebra failure (semester 1) remediation.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<hr/> Professional development for teachers and administrators on best instructional practices in mathematics classrooms. Mathematics focused reflective walks/walk throughs. Provide collaboration time and professional development for the identification of learning intentions, success criteria, and common formative assessments. <hr/>	<hr/> Monthly Collaboration/PLC meetings agendas/minutes. Post observation meetings, informational feedback from classroom walkthroughs, Cabinet meeting minutes. <hr/>	<hr/> Substitutes, participation/curriculum rate, conference travel and registration <hr/>	<hr/> Title 1 Professional Development <hr/>	<hr/> 5000 <hr/>

		Assistant Principal Meetings with Feeder schools. Teacher articulation meetings with Feeder Schools. Counselor feeder school visits.	Instructional Materials/supplies, technology, student recognition and incentives	Title 1 Supplies and Services	1658.2
		Teachers to provide Math ESS courses	Certificated Rate	Title 1 Certificated	10000

	<p>Articulation with feeder schools to ensure incoming 9th grade students are prepared for grade level math.</p> <p>Conferences on best mathematics practices.</p> <p>Enhance instruction and access to curriculum through technology resources such as, but not limited to, classroom display televisions, supplemental software such as MathIXL and Desmos, hardware, networking, cables and headsets.</p> <p>Enhance CAASPP test incentive and recognition program and educate students on implications on college readiness/admissions.</p> <p>Provide recognition for growth towards standards and/or mastery of standards.</p> <p>Instructional books, materials and classroom supplies needed to address students needs and supplement classroom supplies for teachers to work with students.</p> <p>Utilize peer tutors to provide additional tutoring to struggling students.</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide ESS to remediate Math credits				
	Co-Teaching in Algebra classes to support struggling students.	Benchmark Data each Quarter			
English Learners (EL)	Teachers will incorporate the use of think pair share during lessons to increase use of language for ELs	Weekly Walkthroughs/grading periods. Monthly staff meetings agendas/minutes.			
	Teachers will incorporate the use of academic vocabulary word banks.	Increased communication with parents and families of English Learners. (TCII)			
	Assistant Principal provides list of EL students to teachers along with lists of instructional strategies to help them be more successful.	Class rosters identifying EL students in each classroom.			
	Professional Development on SIOP strategies				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide ELD/ALD and other support classes for intensive language development with the goal of accelerating numeracy acquisition				
	TCII translator and other staff translators to support student, parent and school communication (written, phone, meetings, trainings, etc.).				
	Provide parent education classes/training, including parent math night, and communication to help all stakeholders to ensure maximum student success; provide child care, mailings, materials/supplies, translation and refreshments.		Translation, child care, refreshments, postage/mailers, teacher presentation costs	Title 1 Parent Involvement	2000
	EL Paraprofessional to support students in math classes	EL D/F rate			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	Case managers include IEP math goal (if area of need), assess, monitor progress and report quarterly progress.	Quarterly goal progress reports Math course grades			
	Teachers/Case managers and paraprofessionals provide push-in support to students in math classes.				
	Teacher and paraprofessional professional development and collaboration regarding goal setting, monitoring of goals, progress reporting, SEIS program, behavioral strategies, Schoology, curriculum and more				
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The development of a tiered system for students with attendance concerns of notification and support as well as offering monthly Saturday Schools to recoup attendance days appeared to be effective. In addition, the addition team met weekly to review students who were attendance concerns to provide support. Although enrollment increased by approximately 70 students, attendance percentage improved by 1.6%.

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

No major differences

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

An increase on PBIS focus, especially addressing tardies and climate and culture, which can be found under the PBIS goal.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

We will send a team of attendance liaisons to homes of chronically absent students
Intervene early through our Tiered System of Support

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Offer specific mental health professional development for staff.

Additionally we analyzed specific data to indicate the following need(s):

Additionally, attendance data and chronically absent data was analyzed for EL students suggesting a need for more frequent parent and students meetings and support.

Discuss the areas of strength and need based on data analysis:

Based on an analysis of attendance rate data, chronic absence count, chronic absence rate, and annual drop out count Enochs has improved significantly in all areas. Approximately 50 SART meetings were held, meetings with all Juniors and Seniors of concern were held, and there were 0 drop outs during the 2022-2023 school year. EL continue to lag behind SW at 92.72% attendance rate along with SWD at 90.42%.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1**Goal #3** Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 93.44%	Goal 93.94%	Actual 16.56%	Goal 16.06%
English Learners (EL)	Actual 92.72%	Goal 93.22%	Actual 28%	Goal 27.5%
Students with Disabilities (SWD)	Actual 90.42%	Goal 90.92%	Actual 31.43%	Goal 30.93%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)		Chronic absenteeism report	Office supplies such as paper, toner cartridges	Title 1 Supplies and Services	1000
		Monthly attendance rate SART meetings Saturday School attendance Truancy log			

	<p>Review and monitor chronic absenteeism with a tiered system of support including weekly attendance meetings where student attendance data is discussed phone calls, home visits, letters, SART meetings and SARB meetings.</p> <p>The PBIS system will be utilized to provide recognition for improved and excellent attendance.</p> <p>Schedule SART meetings and make SARB referrals for struggling students to develop a plan of improvement</p> <p>Attendance recognition to reward students with improved attendance. Rewards may include but not limited to gift card, field trip, or assembly.</p> <p>Utilize Attendance Liaison and School Safety Officer for home visits for chronically absent students.</p> <p>Hold Saturday Schools for students to make up school work and attendance for unexcused absences</p> <p>Student Assistance Specialist will provide resources to students and supports to encourage regular</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	school attendance and academic monitoring				
	Provide a week of welcome that explicitly teaches students attendance expectations and consequences	Attendance Rate			
	Promote importance of attendance and school expectations regarding punctuality and absenteeism through videos needing specific technology purchased and Schoology messages, posters, phone dialers, etc.		Student recognition and incentives, office supplies	Title 1 Supplies and Services	822
	Junior and Senior Meetings with struggling Juniors and Seniors				
English Learners (EL)		Counselor log entries			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Counselor monitors the academic progress of EL students and discusses importance of attendance and the impact on student learning with students and parents.				
	TCII translator and other translators, translate school communication for students and parents (written, phone, meetings, trainings, etc.).				
Students with Disabilities (SWD)	Case managers will review attendance at all IEP's and review the importance of regular school attendance	IEP meetings and goals			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Attendance team participates in IEPs of students with attendance concerns to collaborate on improvement plans				
Other Student Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of a student store on Fridays took most of the year to build staff support, order items, and implement. In addition, the explicit teaching of specific skills took most of the year to build staff buy in, create the content for the teaching, and implement. All other strategies appeared to be implemented throughout the year and were effective.

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

No major differences to expenditures.

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

There is a need based on the analysis to support specific conduct code violations (i.e., drugs, mutual combat, and tardies) with more targeted support. Those changes can be found in the PBIS section including actively monitoring the implementation of teaching positive behaviors to students.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:
Increase PBIS tiered system implementation School Wide

PBIS PD

Based on Observations we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:
Offer mental health professional development for staff

Additionally we analyzed specific data to indicate the following need(s):

Additionally, specific conduct code violations were analyzed and there appears to be a need to support student conflict. Suspensions for conflict related conduct code violations increased by .8% this year compared to last.

Discuss the areas of strength and need based on data analysis:

The goal of decreasing the suspension rate by 0.5% was not met. Schoolwide Enochs has a 3.41% suspension rate. EL were suspended at a higher rate at 5.9% and SWD at 7.07%.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2022 CA Dashboard

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 3.41%	Goal 3.01%
English Learners (EL)	Actual 5.9%	Goal 5.6%
Students with Disabilities (SWD)	Actual 7.07%	Goal 6.77%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)					
		Site-wide knowledge of behavior expectations	Consultant contracts, instructional materials/supplies, printing, recognition/rewards	Title 1 Supplies and Services	2000
		Suspension rate			
		Physical altercation incidents			
		Intervention Center reflection writing samples	Professional Development	Title 1 Professional Development	8000
		SAS caseload/visit re: Mediation/Restorative Circles log			

	<p>Explicitly teaching school-wide behavior expectations of Be Safe, Be Responsible, Be Respectful, in class meetings, small groups, and in classroom settings and monitoring the implementation of this strategy each quarter.</p> <p>School personnel (teachers, classified, administration) will recognize positive behavior of students by giving them points towards our online PBIS reward system</p> <p>Monthly meeting with PBIS/Culture team to analyze discipline and campus environment and create activities and supports for a positive climate and culture.</p> <p>Intervention counselor in the Intervention Center to provide reflective activities to students as a means of reducing the recidivism rate.</p> <p>Positive recognition/rewards through for students reporting safety concerns and/or exhibiting positive behavior.</p> <p>Student store open every Friday for students to exchange their PBIS rewards for tangible items (i.e.,</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Hats, gift cards, etc)</p> <p>Reentry meetings with counselors and administrators for students when they return from suspension, mental health related breaks, etc.</p> <p>Student Assistant Specialist to provide restorative trainings with students who engage in more severe conduct code offences.</p> <p>Creation of a Student Safety and Positive Interventions Building to provide students with all services related to PBIS and student and school safety.</p> <hr/>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>School counselor 100% FTE for at-risk students, facilitate small group sessions, etc.</p> <p>Student Assistance Specialist in Intervention Center full-time to assist students with behavior strategies, coping skills, anger management, de-escalation activities, restorative circles/meditations.</p>	<p>SAS caseload/visit re: Mediation/Restorative Circles log</p>			
	<p>Intervention Center teacher full-time to provide academic assistance to students, instructional/behavior intervention using Restorative Practices, create lessons to teach expected behaviors, provide/assist students with reflective writing, and communicate with classroom teachers.</p>	<p>Intervention Reflection forms</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional development for certificated and/or classified staff to support further implementation of PBIS, Restorative Practices, and other behavior intervention/positive	Staff feedback surveys	Substitutes, participation/curriculum rate, conference travel and registration	Title 1 Professional Development	2139
English Learners (EL)	Home Visits	Suspension Rate			
	100% Counselor to provided additional support for students at risk of suspension				
	EL counselor and EL para to meet with EL students and parents to support positive behavior				
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	Case managers will review discipline and behavior concerns at all IEP's and establish an appropriate behavior goal (as needed).	IEP Behavior Goals/Notes			
	IEPs held to create improvement plans for students with major conduct code violations.				
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies were implemented for this new goal this school year. Overall, EL pass rate for AP courses is low at 1% and there is a need to improve EL students and SED students access and pass rate of AP courses. In addition A-G rate is lowest for EL students, indicating a need for support in that area.

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

There were not any major differences to the strategies/activities.

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

There was a minor change included in this goal to focus on disaggregating data to look for any marginalized groups potentially not having access to specific supports or activities or programs.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on A-G completion we identified that 0-49% of All students are in need of support / intervention in the area of: intervention

To address this the school can:

Offer ELA & Math remediation options before, and after the school day for students to retrieve credits or meet the requirements for a-g

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Utilize the Instructional Coach to train the staff analyze their assessment data during PLC collaboration

Additionally we analyzed specific data to indicate the following need(s):

Based on data around participation in athletics, activities, and advance course and programs there is a need to support ELs in gaining access.

Discuss the areas of strength and need based on data analysis:

Based on the data analysis strengths include a participation level in activities and sports and programs and advanced courses at the same or higher levels then pre-COVID. An area for growth is looking at access for EL students.

Subject: Academic equity, Opportunity, and Awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Create and maintain a safe, equitable environment in which students have multiple and various ways to be involved in the Enochs Community.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<p>Increase the percent of 9th graders on track with at least 55 credits at the end of the school year</p> <p>Increase the safety nets (early intervention) to decrease the number of students identified at being at-risk of not meeting graduation</p>					

Schoolwide (SW)					
		Student incident data	Instructional materials/supplies, technology, student recognition and incentives, consultant contract	Title 1 Supplies and Services	500
		Survey Data			
		Graduation Rate			

	<p>Incorporate PBIS model to Ensuring safety and equity on campus.</p> <p>School personnel (teachers, classified, administration) will recognize positive behavior through an online PBIS system.</p> <p>Monthly meeting with Culture team to analyze data on student involvement in clubs and other activities on campus and disaggregate that data to look for discrepancies.</p> <p>Monitor student participation in extracurricular activities, sports, and clubs to ensure all students have opportunity to be involved in at least one school related activity.</p> <p>Junior Senior Parent and Student meetings with admin, counselor, and other school staff to verify graduation plans</p> <p>Monitor 4 year plans for all students</p> <p>College/Career Goal setting meetings with Seniors</p> <p>Graduation and Retention Intervention Team meetings with district admin and site admin to monitor D/F rates,</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>drops outs, and graduation rates</p> <p>Monthly Saturday schools for credit recovery.</p> <p>Renaissance day to reinforce positive behavior.</p> <p>Implement a trailer student store and lunch game storage unit for students to borrow fun games at lunch.</p>				
	Professional development for certificated and/or classified staff to support further implementation of PBIS, Restorative Practices, and other behavior intervention/positive	Sign in sheets	Participation/Curriculum rate	Title 1 Professional Development	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Regular counselor visits to promote clubs, leadership, athletics, pathways, and electives in ALD classes.	Counselor calendar and log entries.			
	EL Counselor to meet with EL students and parents who may benefit from advanced courses				
Students with Disabilities (SWD)	Case managers will review student participation and engagement at all IEP's and establish an appropriate behavior goal (as needed).	IEP Behavior Goals/Notes			
	Site Administrators will communicate various clubs and events that are happening on campus during IEP meetings.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Career Navigator Senior Transition Plan for Seniors (i.e., resume, career interest surveys)				
Other Student Groups					

Section 4 Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Graduation Goal

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to changes in graduation requirements for students effected by Covid-19 within MCS many students were able to meet the graduation requirements. These changes helped Enochs meet the graduation goal. Junior and Senior meetings and frequent monitoring of progress of Seniors is classes needed to graduate appeared to be successful based on a zero percent drop out and above 98% graduation rate.

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

No changes in budget expenditures.

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

Some students, similar to before, required graduation waivers to graduate meeting the 130 credit mark. One change that is included in this goal is monthly Saturday schools for credit recovery. The change to ESS this year demonstrated a need for students needing additional credit recovery time.

IDENTIFIED NEED (Data Analysis)

GRADUATION

Based on A-G Completion we identified that 0-49% of All students are in need of support / intervention in the area of: intervention

To address this the school can:

The goal to increase the graduation rate by 0.5% was met. The graduation rate for for 2018-2019 was 95.5%. Student with disabilities saw a decrease in 8.2%. Overall Enochs Graduation rate is an area of strength for Enochs our College Counselor, WEX Coordinator, and academic counselors all track and monitor graduation progress to support students.

GRADUATION PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Utilize the Instructional Coach to train the counseling department to analyze student data using performance matters.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

The goal to increase the graduation rate by 0.5% was met. The graduation rate for for 2018-2019 was 95.5%. Student with disabilities saw a decrease in 8.2%. Overall Enochs Graduation rate is an area of strength for Enochs our College Counselor, WEX Coordinator, and academic counselors all track and monitor graduation progress to support students.

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal 1

Goal #6 Increase graduation rate by 1% or maintain green/blue status Fall 2021 CA Dashboard

Graduation Dashboard Data 9-12 Only

	2021-22 Final Data	2021-22 District Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 97.3%	Goal 91%	Goal 98.3%
English Learners (EL)	Actual 96%	Goal 76.9%	Goal 97%
Students with Disabilities (SWD)	Actual 88.5%	Goal 78.4%	Goal 89.5%
Other Student Groups	Actual %	Goal %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<p>Increase the percent of 9th graders on track with at least 55 credits at the end of the school year</p> <p>Increase the safety nets (early intervention) to decrease the number of students identified at being at-risk of not meeting graduation</p>					

Schoolwide (SW)	Creation of a student support services building with Counseling Center and Wellness Center to support students.	Down credits per quarter	Field trips	Title 1 Supplies and Services	2000
	Junior and Senior meetings held each Semester with parents, students, admins, teachers, and counselors to create graduation support plans for struggling students.	Drop out rate	Materials	Title 1 Supplies and Services	2000
	College visits fieldtrips	Graduation Percentage	ESS Certificated Rate	Title 1 Certificated	13940
		ESS student completion rate per semester			
	Career training program visit fieldtrips				
	Strategic Master Plan to support and document students career or college plans after high school with supports at each grade level building up to Senior year				
	Provide ESS for credit recovery				
	G230 program for credit recovery				
	Freshman Bridge program to support students transition to high school				
	Saturday Schools to support struggling students with credit recovery and catching up in classes				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Intersessions for students to recoup credits and improve grades	D/F Rate Graduation Rate			
English Learners (EL)	EL counselor to meet with EL students with D/F per quarter	D/F Rate for EL students per quarter	Supplies	Title 1 Supplies and Services	1000
	EL para to push into core classes for support	A-G rate, graduation Rate for ELs	Parent education nights	Title 1 Parent Involvement	480
	EL Para to provide weekly tutoring to EL students				
	EL Counselor to provide parent education for EL families on graduation requirements, A-G courses, and supports available.				
	EL Counselor to meet with students who receive D/F in core classes throughout year.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Case Managers to hold IEPs for students with F's in classes needing to graduate.	D/F Rate per quarter with SPED students			
	Case managers to maintain push in schedule to core classes to support SPED students				
	IEP goals to be targeted towards support in passing classes needed to graduate.				
	PLC meetings to focus on supporting D/F rates in SPED classes				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Although coffee with the counselors and parent education nights were held, there was low attendance in some of those meetings. Communication was mainly used through parent square. Moving forward increased efforts of communication should be considered.

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

There were no major differences.

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

No major changes to the goal were made.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: accessing online tools

To address this the school can:

Offering parent workshops on PowerSchool & Schoology so parents can monitor their students' progress.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Offering staff professional development on communication with parents regarding student progress.

Additionally we analyzed specific data to indicate the following need(s):

Based on parent meeting feedback there is a need to communicate and provide supports around understanding the processes, supports, and strategies available to parents and students. Many parents needed clarification for many school processes.

Discuss the areas of strength and need based on data analysis:

Areas of strength based on parent participation data include parents being highly involved in students academic progress (i.e., Powerschool, school events). Areas of growth include seeking parent input on site plans with more frequent surveys and provide parent informational nights and supports.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 We will have more parents participate in our committee meetings than in previous years.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Coffee with Counselors and Administration to review graduation requirements, high school program options, college entrance requirements, and college application process.	Meeting attendance sheets	resources and supplies	Title 1 Parent Involvement	1500
	Parent Technology Trainings	Grade level percentage of students on track for graduation.			
	Annual Title I Meeting	Parent Schoology/PowerSchool logins			
	School Site Council Meeting	Sign In Sheets			
	Parent Surveys	Sign in Sheets, Agenda and Minutes			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Monthly Parent Input Meetings with site administration and program/activities/sports leadership Program specific parent nights				
English Learners (EL)	English Learners Advisory Council	Data reports			
	Parent Technology Trainings	Sign in Sheets, Agenda and Minutes			
	Parent Surveys	Parent Schoology/PowerSchool logins			
	Parent Education Nights	Data Reports			
Students with Disabilities (SWD)	Parent Technology Trainings	Parent Schoology/PowerSchool logins			
	Parent Surveys	Data Reports			
	Parent Education Nights				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
School counselor 60% for at-risk students.				Graduation Goal
	School Counselor	Title 1 Positions	68881	
Math Support Teacher 60%				Math Goal
	Classroom Teacher	Title 1 Positions	54213	
Counselor Bonus				Graduation Goal
	School Counselor	Title 1 Positions	3086	
Translation				EL Support in ELA/Math
	Classified TCII Translator	Title 1 Positions	33769	
EL Support				EL Support in ELA/Math
	Paraprofessional	Title 1 Positions	47370	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	207319	0.00
Title 1 Professional Development	27139	0.00
Title 1 Parent Involvement	4980	0.00
Title 1 Certificated	48940	0.00
Title 1 Supplies and Services	20415	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$308,793
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$308,793
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$308,793.00
Grand total budgeted including carryover from Section 11	\$308,793

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: James Enochs High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Nicole Souza Term: 2021-2023 XParent Community Member	1. Name: Justin Woodbridge Principal
2. Name: Lisa Lomas Term: 2022-2023 XParent Community Member	2. Name: Erin Van Gorkom Term: 2021-2023 Teacher
3. Name: Justin Collins Term: 2022-2023 XParent Community Member	3. Name: Brad Cornwell Term: 2021-2023 Teacher
4. Name: Aheli Patel Term: 2021-2023 Student	4. Name: Heather Friedberg Term: 2022-2023 Teacher
5. Name: Dulcemaria Barajas Term: 2022-2023 Student	5. Name: Ryan Richards Term: 2022-2024 Teacher
6. Name: Reema Deshpande Term: 2022-2023 Student	6. Name: Gloria Ortiz Term: 2022-2023 Other School Staff

Section 9 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 the following:

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

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

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Sonia Gomez	English Language Advisory Council (ELAC)
Justin Woodbridge	Site Leadership Team (SLT)

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 the district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on: 05/19/2023 05:00 pm

Attested:

Ryan Richards	SSC Chairperson
Brad Cornwell	SSC Vice Chairperson
Nicole Souza	SSC Secretary