



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Juan High School	34674473438504	June 1, 2021	September 28, 2021

## Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

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

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

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## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The San Juan High School SPSA was developed in consultation with a variety of stakeholders, including:

Site Leadership Team -Elected site leadership team (SLT), which is the group that is accountable for the assistance in the development of the TSI plan. Site leadership team also extended a survey for staff input on professional development needs to support students.

Site Staff - Staff were initially engaged in professional development activities Spring 2019 and continued through August 2019. LT and NIC group presented data review of SPED graduation rates

leading to ATSI designation. Data review was conducted in small groups lead by department chairs designed to get at the underlying barriers, and develop action plans. NIC group has continued to work through Fall 2020 adding the new principal to the team.

School Site Council - In October, site council members participated in a discussion and root cause analysis of 2019-20 data. Members also reviewed and discussed resource inequalities. These activities were used to generate feedback on the plan and make modifications to identified actions and associated budget allocations. The modified plan was presented and approved by the site council in November. Site council will continue to monitor progress towards plan implementation throughout the year and will make modifications as needed based on review of progress monitoring data.

English Learner Advisory Committee - Participated in an annual review of data and root cause analysis in November. Additionally, they discussed resource inequities and suggested modifications to the final plan with a particular focus on the needs of English language learners. ELAC will continue to receive updates throughout the school year on progress towards implementation providing feedback on modifications to actions and resource allocation.

Students, Parents, and Community - Title 1 meeting was held in September. Parents representing grades 9th-12th attended meeting regarding schoolwide data review and goals set by department. Additional parent groups will be interviewed as well with a focus on communication around student progress, data metrics and increasing home school connection/partnership (this was a need identified in the parent interviews). The site ELAC Committee was involved in the metric plan development. Parents attended the district region LCAP meeting data review walk series that will continue through spring.

## Resource Inequities

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

Through the Comprehensive Needs Assessment, our stakeholders concluded that that the amount of Title I monies being used should continue to support math and literacy goals set forth by English and Math team. Evidence showed that an increase is needed in academic support for improvements in students' academic achievements on a variety of metrics (CAASPP, GPA, graduation rates). As part of ATSI, a renewed focus will be on explicit intervention in graduation completion rates for students with disabilities.

Resource allocation for fully implementing AVID school-wide is another area of concern as also recommended by WASC visiting committee 2019. Leadership team determine AVID strategies should continue as part of professional development throughout the 2019-2020 school year. Currently twenty teachers have been trained but the need is apparent to dedicate more resources to AVID professional development, which will impact the learning of over 600 students across the campus. As a part of the WASC team visit in October 2020, the team found that the school was moving forward at implementing AVID strategies school-wide and encourages the staff to continue the work.

Another area of inequity noted by our stakeholders concerns are school culture, obstacles to creating a safe and positive school climate, and the increase in suspendable behaviors. Data showed that this was specifically a problem for grades 9 and 10, especially Hispanic males, foster

youth and students with disabilities. Resources have been aligned to provide socio-emotional learning, continue restorative practices, and collaboration periods for grade level teams. During the pandemic and distance learning, these supports have been shifted to operate virtually for those afore mentioned students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Connectedness

## LEA/LCAP Goal

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

## SPSA/Goal 1

Caring San Juan staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities we have to offer.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was not measurable due to this shift.

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.

No anticipated changes

**2020-21**

**Identified Need**

Based on data such as attendance rate and parent involvement, there is a continual need to focus on school connectedness.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Number of home visits	N/A	baseline
Increase home/school connectedness as measured by parent survey	N/A	baseline

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Conduct home visits to families to develop a partnership between home and school.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation	4,812	School year 2021-22
1.2	Provide materials and supplies to support English Learner Advisory Committee in providing input	All Students X English Learners Low-Income Students Foster Youth Other	EL Department	LCFF Supplemental Site Allocation	1,000	School year 2021-22

	to school planning.					
1.3	Materials and supplies for parent support and community events.	X All Students English Learners Low-Income Students Foster Youth Other	Site leadership	Title I Part A Parent Involvement  LCFF Supplemental Site Allocation	1,800  892	School year 2021-22
1.4	Utilize two parent liaisons to increase home/school connectedness in the San Juan Community	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership	Title I Part A Parent Involvement	4,000	School year 2021-22



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities were impacted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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 changes

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 anticipated changes

**2020-21**

**Identified Need**

1. Increase graduation rates from 76% to 80%
2. Increase average daily attendance rate by 1% for all grade levels
3. Decrease suspension for all students by 10%
4. Increase parent participation by 5%

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Average daily attendance	N/A	Increase or maintain
Suspension rates of English learners	11.1%	Decrease by 1.7 to 9.4%
Parent participation	N/A	Increase or maintain

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Support and promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, graduation) with materials	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation None Specified LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High	8,500 500 26,600	2021-22 school year

	and supplies and clerical support that promotes these programs			School ONLY) None Specified		
2.2	Youth leadership, training, conferences and transportation.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation None Specified LCFF Supplemental Site Allocation None Specified	1,500 500	2021-22 school year
2.3	School Community Intervention Asst. 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	56,246	2021-22 school year
2.4	Intervention Teacher to support students in meeting academic success through	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	94,412	2021-22 school year

	attendance and socio-emotional resources 1.0 FTE					
2.5	Materials and supplies for staff to support student academic, socio-emotional, and attendance success.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500 500	2021-22 school year
2.6	Restorative Justice, Peer Judicial Panel, Student Accountability Trainings for students and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	6,000	2021-22 school year

2.7	<p>Student Intervention Teacher. Provide on-site resources at high school to address chronic behavior concerns based upon an analysis of best practice and student needs. (RJ Academy) .60 FTE Staff</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration, Teacher</p>	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	<p>55,094</p>	<p>2021-22 school year</p>
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities was impacted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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.

No anticipated changes

**2020-21  
Identified Need**

Data such as SBAC and graduation rates indicate there is still a need to focus on engaging academic programs

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC ELA	-76.4 (2019)	Increase by 25.5
SBAC Math	-136.4 (2019)	Increase by 25.5

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for college and career preparedness.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2021-22
3.2	Supplemental materials and supplies	X All Students English Learners Low-Income Students	Teacher	Title I Part A Site Allocation	5,000 1,000	School year 2021-22

	including technology to engage students in reading, writing and speaking skills.	Foster Youth Other		4000-4999: Books And Supplies LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies		
3.3	Culturally relevant current text and materials, library and media technology to support instruction and address student need.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2021-22
3.4	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance,	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemen tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	99,687	School year 2021-22



	personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor					
3.5	Ensure all English Learners receive Designated and Integrated English Language Development daily. 0.80 ELD Teacher.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	102,920	School year 2021-22
3.6	Low-ratio support classes for identified integrated math students (in conjunction with MTSS) 0.40 FTE math teacher	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Centralized Services (District Only)	37,000 54,429	School year 2021-22

				1000-1999: Certificated Personnel Salaries		
3.7	Materials and supplies including hardware, software to build math foundational skills.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000  1,000	School year 2021-22
3.8	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	31,797	School year 2021-22

	instruction in collaboration with the classroom teacher (BIA/IA). .75 FTE BIAs					
3.9	Academic Intervention Teacher to support students in Credit Recovery to meet graduation requirements .83 FTE add 1.10	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	110,332	
3.10	Materials and supplies to support ELD students	All Students X English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000 1,000	

3.11	Provide additional San Juan high school counseling services to promote academic success toward college and career progress. 0.50 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	46,910	School year 2021-22
3.12	Provide credit recovery opportunity during intercessions for students off-track to increase graduation rate and additional teacher hourly to address learning loss.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2021-22
3.13	Utilize a College-Career Specialist to support students toward college/career preparation by graduation. 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Counselors	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	60,208	2020-2021 school year

3.14	Enhance learning experience in freshman wheel for 9th graders with introductory to CTE.	X All Students English Learners Low-Income Students Foster Youth Other	Dept chair and Administration	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	12,724	2020-2021 school year
3.15	AVID Tutorials and tutors at every grade level to increase A-G completion.	X All Students English Learners Low-Income Students Foster Youth Other	AVID Coordinator	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	2020-2021 school year
3.16	Provide academic support structures and services to increase graduation, college and career readiness.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher, Counselor, Administration	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	13,000 1,000	2020-2021 school year

	Including students taking assessments for college and career readiness.			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.17		All Students English Learners Low-Income Students Foster Youth Other				
3.18	Offer AVID classes to promote college readiness. .85 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	99,722	2020-2021 school year
3.19	Provide an administrative instructional specialist to assist administration and staff in	X All Students English Learners Low-Income Students Foster Youth Other	Principal, AID	LCFF Supplemental Centralized Services (District Only)	191,309	2020-2021 school year

	developing, monitoring, and evaluating comprehensive school reform in accord with the "high poverty, high performance (HHP)" readiness model for improving student achievement. 1.0 FTE AIS			1000-1999: Certificated Personnel Salaries		
3.20	Professional development to focus on -Data driven conversations, research based instructional strategies, student engagement, social emotional, and academic rigor. Conferences, workshops, including release time to support effective instructional practices for	X All Students English Learners Low-Income Students Foster Youth Other	Dept Chair, Adminitration	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	50,000	2020-2021 school year

	engaging students.					
3.21	Provide release time for small learning communities, dept, CTE, and collaboration team to develop cross curricular activities and interdisciplinary . Increase motivation, engagement, and enhance learning environment for all students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teacher	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	2020-2021 school year



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

San Juan High school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities was impacted due to the shift from 100% hybrid learning to distance learning two-thirds of the way through the school year.

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.

No changes will be made

**2020-21  
Identified Need**

Based on data such as surveys and the college and career indicator, there is still a need to focus on clear pathways to bright futures

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Graduation Rate for students with disabilities	78.8 % 2019	Increase to 80.8%
College and Career indicator for English learners	6.3% 2019	Increase by 9.6% to 15.9%
College and Career indicator for students with disabilities	0% 2019	Increase by 11.7%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Supplement technology to support digital literacy and decrease digital divide.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 4000-4999: Books And Supplies	15,000	School year 2021-22

4.2	Provide field trips for students to visit programs, colleges, career technical education program, enrichment events, and graduate/college preparedness opportunities for all students.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher, Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	19,000 1,000	School year 2021-22
4.3	Materials and supplies to support AVID, CTE, STEAM, AP, and college and career readiness.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000 6,000	School year 2021-22

4.4	Enhance learning experiences with STEAM.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1,400	School year 2021-22
4.5	Provide CTE Culinary Assistant 0.75 FTE.	X All Students English Learners Low-Income Students Foster Youth Other	Culinary Dept	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	40,000	School year 2021-22
4.6	Provide staffing for CTE Collaboration to support students 1.32 FTE.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	LCFF Carryover 1000-1999: Certificated Personnel Salaries	156,988	School year 2021-22



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,465,282.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Cell Tower (High School ONLY)	\$40,724.00
LCFF Carryover	\$156,988.00
LCFF Supplemental Centralized Services (District Only)	\$560,449.00
LCFF Supplemental English Learner Central	\$134,717.00
LCFF Supplemental Site Allocation	\$67,392.00
Title I Part A Parent Involvement	\$5,800.00
Title I Part A Site Allocation	\$499,212.00

Subtotal of state or local funds included for this school: \$1,465,282.00

Total of federal, state, and/or local funds for this school: \$1,465,282.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	67,392	0.00
LCFF Supplemental English Learner Central	134717	0.00
LCFF Supplemental Centralized Services (District Only)	560449	0.00
Title I Part A Site Allocation	499,212	0.00
Title I Part A Parent Involvement	5,800	0.00
Cell Tower (High School ONLY)	40,724	0.00

## Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	40,724.00
LCFF Carryover	156,988.00
LCFF Supplemental Centralized Services (District Only)	560,449.00
LCFF Supplemental English Learner Central	134,717.00
LCFF Supplemental Site Allocation	67,392.00
Title I Part A Parent Involvement	5,800.00
Title I Part A Site Allocation	499,212.00

## Expenditures by Budget Reference

Budget Reference	Amount
	12,504.00
1000-1999: Certificated Personnel Salaries	1,068,803.00
2000-2999: Classified Personnel Salaries	190,251.00
4000-4999: Books And Supplies	68,624.00
5000-5999: Services And Other Operating Expenditures	82,000.00

5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	37,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	14,124.00
None Specified	Cell Tower (High School ONLY)	26,600.00
1000-1999: Certificated Personnel Salaries	LCFF Carryover	156,988.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	500,241.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	60,208.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	102,920.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	31,797.00
	LCFF Supplemental Site Allocation	1,892.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	42,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00
None Specified	LCFF Supplemental Site Allocation	500.00
	Title I Part A Parent Involvement	5,800.00
	Title I Part A Site Allocation	4,812.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	298,654.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	56,246.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	47,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	82,000.00
None Specified	Title I Part A Site Allocation	10,000.00



# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,504.00
Goal 2	252,352.00
Goal 3	960,038.00
Goal 4	240,388.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Dennis Foster	Principal
Amir Taheri	Classroom Teacher
Morgan Darity	Classroom Teacher
Reza Taheri	Classroom Teacher
Dana Crackel	Classroom Teacher
Eileen Grega	Other School Staff
Toni Peccord	Parent or Community Member
Roxane Castaneda	Parent or Community Member
Stephanie Colbert	Parent or Community Member
Natalie Castaneda	Secondary Student
Valery Toldeo-Galan	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

On file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/01/21.

Attested:

D Foster  
On File

Principal, Dennis Foster on 06/01/21

SSC Chairperson, Reza Taheri on 06/01/21

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## San Juan High School

### Funding Source: Cell Tower (High School ONLY) \$40,724.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$26,600.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Enhance learning experience in freshman wheel for 9th graders with introductory to CTE.	4000-4999: Books And Supplies	\$12,724.00	Engaging Academic Programs	AVID and CTE
Enhance learning experiences with STEAM.	4000-4999: Books And Supplies	\$1,400.00	Clear Pathways to Bright Futures	

Cell Tower (High School ONLY) Total Expenditures: \$40,724.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

### Funding Source: LCFF Carryover \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide staffing for CTE Collaboration to support students 1.32 FTE.	1000-1999: Certificated Personnel Salaries	\$156,988.00	Clear Pathways to Bright Futures	

LCFF Carryover Total Expenditures: \$156,988.00

LCFF Carryover Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Centralized Services (District Only) \$560,449.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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## San Juan High School

Utilize a College-Career Specialist to support students toward college/career preparation by graduation. 1.0 FTE	2000-2999: Classified Personnel Salaries	\$60,208.00	Engaging Academic Programs	Counseling
Offer AVID classes to promote college readiness. .85 FTE	1000-1999: Certificated Personnel Salaries	\$99,722.00	Engaging Academic Programs	AVID and CTE
Provide an administrative instructional specialist to assist administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "high poverty, high performance (HPHP)" readiness model for improving student achievement. 1.0 FTE AIS	1000-1999: Certificated Personnel Salaries	\$191,309.00	Engaging Academic Programs	All Staff
	1000-1999: Certificated Personnel Salaries	\$54,429.00	Engaging Academic Programs	English
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$99,687.00	Engaging Academic Programs	English
Student Intervention Teacher. Provide on-site resources at high school to address chronic behavior concerns based upon an analysis of best practice and student needs. (RJ Academy) .60 FTE Staff	1000-1999: Certificated Personnel Salaries	\$55,094.00	Healthy Environments for Social-Emotional Growth	Restorative Justice

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$560,449.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental English Learner Central \$134,717.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## San Juan High School

Ensure all English Learners receive Designated and Integrated English Language Development daily. 0.80 ELD Teacher.	1000-1999: Certificated Personnel Salaries	\$102,920.00	Engaging Academic Programs	English
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 FTE BIAs	2000-2999: Classified Personnel Salaries	\$31,797.00	Engaging Academic Programs	English

LCFF Supplemental English Learner Central Total Expenditures: \$134,717.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Site Allocation **\$67,392.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	AVID and CTE
AVID Tutorials and tutors at every grade level to increase A-G completion.	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs	AVID and CTE
	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	None Specified	\$500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

# San Juan High School

	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	Prevention Assistance for Student Success
		\$892.00	School Connectedness	
Provide materials and supplies to support English Learner Advisory Committee in providing input to school planning.		\$1,000.00	School Connectedness	
Restorative Justice, Peer Judicial Panel, Student Accountability Trainings for students and staff.	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Healthy Environments for Social-Emotional Growth	Restorative Justice
Materials and supplies to support AVID, CTE, STEAM, AP, and college and career readiness.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Provide release time for small learning communities, dept, CTE, and collaboration team to develop cross curricular activities and interdisciplinary. Increase motivation, engagement, and enhance learning environment for all students.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs	All Staff
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Provide CTE Culinary Assistant 0.75 FTE.	2000-2999: Classified Personnel Salaries	\$40,000.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures: \$67,392.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

**Funding Source: Title I Part A Parent Involvement \$5,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## San Juan High School

Materials and supplies for parent support and community events.	\$1,800.00	School Connectedness
Utilize two parent liaisons to increase home/school connectedness in the San Juan Community	\$4,000.00	School Connectedness

Title I Part A Parent Involvement Total Expenditures: \$5,800.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation

**\$499,212.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Conduct home visits to families to develop a partnership between home and school.		\$4,812.00	School Connectedness	
Support and promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, graduation) with materials and supplies and clerical support that promotes these programs	None Specified	\$8,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Youth leadership, training, conferences and transportation.	None Specified	\$1,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
School Community Intervention Asst. 1.0 FTE	2000-2999: Classified Personnel Salaries	\$56,246.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Intervention Teacher to support students in meeting academic success through attendance and socio-emotional resources 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$94,412.00	Healthy Environments for Social-Emotional Growth	Prevention Assistance for Student Success
Materials and supplies for staff to support student academic, socio-emotional, and attendance success.	4000-4999: Books And Supplies	\$2,500.00	Healthy Environments for Social-Emotional Growth	Prevention Assistance for Student Success

## San Juan High School

Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for college and career preparedness.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	English
Supplemental materials and supplies including technology to engage students in reading, writing and speaking skills.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	English
Culturally relevant current text and materials, library and media technology to support instruction and address student need.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	English
Provide academic support structures and services to increase graduation, college and career readiness. Including students taking assessments for college and career readiness.	5000-5999: Services And Other Operating Expenditures	\$13,000.00	Engaging Academic Programs	AVID and CTE
Professional development to focus on - Data driven conversations, research based instructional strategies, student engagement, social emotional, and academic rigor. Conferences, workshops, including release time to support effective instructional practices for engaging students.	5000-5999: Services And Other Operating Expenditures	\$50,000.00	Engaging Academic Programs	All Staff
Supplement technology to support digital literacy and decrease digital divide.	4000-4999: Books And Supplies	\$15,000.00	Clear Pathways to Bright Futures	
Provide field trips for students to visit programs, colleges, career technical education program, enrichment events, and graduate/college preparedness opportunities for all students.	5000-5999: Services And Other Operating Expenditures	\$19,000.00	Clear Pathways to Bright Futures	
Academic Intervention Teacher to support students in Credit Recovery to meet graduation requirements .83 FTE add 1.10	1000-1999: Certificated Personnel Salaries	\$110,332.00	Engaging Academic Programs	English
Materials and supplies to support ELD students	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs	English

## San Juan High School

Provide additional San Juan high school counseling services to promote academic success toward college and career progress. 0.50 FTE	1000-1999: Certificated Personnel Salaries	\$46,910.00	Engaging Academic Programs	Counseling
Provide credit recovery opportunity during intercessions for students off-track to increase graduation rate and additional teacher hourly to address learning loss.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs	Counseling
Low-ratio support classes for identified integrated math students (in conjunction with MTSS) 0.40 FTE math teacher	1000-1999: Certificated Personnel Salaries	\$37,000.00	Engaging Academic Programs	English
Materials and supplies including hardware, software to build math foundational skills.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$6,000.00	Clear Pathways to Bright Futures	

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Title I Part A Site Allocation Total Expenditures: \$499,212.00

Title I Part A Site Allocation Allocation Balance: \$0.00

San Juan High School Total Expenditures: \$1,465,282.00