



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	May 16th, 2023	August 8, 2023

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

WASC Areas for Improvement

- #1 Through the use of a comprehensive professional development plan we will equip staff to align curricular programs to ensure student achievement of academic standards, improve graduation rates, and prepare students for post-secondary options.
- #2 Implement restorative practices along with Social-Emotional Learning (SEL) strategies to better focus on students with behavior and social-emotional needs in an effort to raise attendance rate and lower suspension rate.
- #3 Implement a rigorous curriculum, based on research-based instructional strategies, that encompasses 21st century skills, CCSS, and NGSS. Being sure to collect, disaggregate, analyze

and report to staff and the community in a timely manner on the progress of student learning and student growth of SJHS' identified Student Learner Outcomes.

#4 Develop and explore innovative systems to create stronger connections with communities and engagement with parents, being sure to focus on our disenfranchised or marginalized students and families. Building trust and improving the image of our school community.

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. San Juan High School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Hispanics
4. Homeless
5. Socio-Economically Disadvantaged
6. Students with Disabilities
7. Two or More Races
8. Whites

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

There has been a minor improvement in our attendance rate and each of our subgroups has improved from last year. The largest improvement has been with our Hispanic or Latino students, with more than a 3% point increase, from 88.7% to 92.1%. The school average has improved from 86.5% to 89.5% from Fall Attendance. If you pull out COVID absences, there is a greater increase across all groups.

Graduation Rate is still low, 2022 grade rate at 71.1% is a historic low, with an average that ranges from 74% to 82% over the last few years.

Math proficiency is a continuous struggle, historically, it ranges from 64% to 74% not proficient. Last year in 2022, students scored "Very Low" with an average -137.1 distance from standard. Our students identified as being home insecure and students with disabilities scored lowest. There are similar results with ELA but the greatest need is in Math.

Behavior:

Suspension Rates Fall

2022-2023

All - 11.27% - DROP from Fall 2019

AA - 12.79% - DROP from Fall 2019

Hispanic/Latino - 7.01% - - DROP from Fall 2019

EL - 10.43% - DROP from Fall 2021, gain from Fall 2019

SED - 12.47% - DROP from Fall 2019

SWD - 9.42% - DROP from Fall 2019

White - 12.79% - Minor gain from both previous years

2021-2022

All - 16.91%

AA - 24.76%

Hispanic/Latino - 20.74%

EL - 21.67%

SED - 16.51%

SWD - 24.83%

White - 11.84%

COVID

2019-2020

All - 13.75%

AA - 30.00%

Hispanic/Latino - 10.31%

EL - 5.56%

SED - 14.12%

SWD - 26.92%

White - 11.64%

Enrollment analysis

While we currently have an enrollment of 546, we have had so far 720 students through San Juan's doors this year with more coming weekly.

San Juan High is made up of 75% of students on free/reduced lunch, 17.4% SPED, 20% EL, 8% are MKV, 1% Foster Youth.

ATSI Groups: African American, EL, Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White

Data Analysis

Attendance

San Juan High School Attendance Data

Report Period: 8/11/2022 to 1/09/2023

TK-12

Group or Program	Number of Students				Percent of Students			Attendance and Absence Rates						
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	# Days Covid Absent	# Days Non Covid Absent	Attendance Rate	Covid Absence Rate	Non Covid Absence Rate
All	628	240	123	265	38.2%	19.6%	42.2%	48,154	5,045	301	4,744	89.5%	5.97%	94.03%
Black/African Am.	90	40	24	26	44.4%	26.7%	28.9%	6,990	805	39	766	88.5%	4.84%	95.16%
Hispanic or Latino	273	79	54	140	28.9%	19.8%	51.3%	21,059	1,659	84	1,575	92.1%	5.06%	94.94%
White	222	101	40	81	45.5%	18.0%	36.5%	16,683	2,145	138	2,007	87.1%	6.43%	93.57%
ELL	113	31	21	61	27.4%	18.6%	54.0%	8,557	628	16	612	92.7%	2.55%	97.45%
RFEP	143	37	29	77	25.9%	20.3%	53.8%	11,599	782	48	734	93.3%	6.14%	93.86%
Low SES	361	143	68	150	39.6%	18.8%	41.6%	28,994	3,003	170	2,833	89.6%	5.66%	94.34%
SWD	138	56	25	57	40.6%	18.1%	41.3%	10,676	1,301	50	1,251	87.8%	3.84%	96.16%
Foster Youth	10	6	-	4	60.0%	0.0%	40.0%	589	136	5	131	76.9%	3.68%	96.32%
Homeless	38	15	6	17	39.5%	15.8%	44.7%	2,846	327	8	319	88.5%	2.45%	97.55%

College Readiness - Graduation Rate

Graduation Rate Indicator - 2022

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[Download Data](#) [View Layout](#)

Student Group	Status Level	2021-22 Graduation Rate Current Status	Number of graduates in the 2021-22 graduation cohort	Number of students in the 2021-22 graduation cohort
All Students	Low	71.1%	123	173
English Learners	Very Low	52.4%	22	42
Foster Youth	*	*	*	6
Homeless	Very Low	58.3%	21	36
Socioeconomically Disadvantaged	Low	72.0%	108	150
Students with Disabilities	No Performance Level	74.1%	20	27
African American	No Performance Level	81.3%	13	16
American Indian or Alaska Native	*	*	*	2
Asian	*	*	*	5
Filipino	*	*	*	1
Hispanic	Low	70.0%	56	80
Native Hawaiian or Pacific Islander	*	*	*	3
White	Low	74.1%	43	58
Two or More Races	*	*	*	8

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The status level is not presented or included for accountability purposes when there are less than 30 students in the 2021-22 school year. Double-dash (--) = Not Applicable.

Mathematics Indicator - 2022

[View other reports for this School](#)

[Download Data](#) [View Layout](#)

Student Group	Status Level	CURRENT STATUS Average distance from Standard	Current year denominator**	School or district is held to the high school cut points	LOSS Penalty - The number of LOSS scores added to the DFS due to the participation rate being below 95%	Pair and Share School Method
All Students	Very Low	-137.1	102	Y	8	N
English Learners	No Performance Level	-141.8	20	Y	1	N
Foster Youth	No Performance Level	*	2	Y	2	N
Homeless	No Performance Level	-161.6	14	Y	3	N
Socioeconomically Disadvantaged	Very Low	-138.2	76	Y	8	N
Students with Disabilities	No Performance Level	-189	21	Y	3	N
African American	No Performance Level	-106.6	11	Y	--	N
American Indian or Alaska Native	No Performance Level	*	1	Y	--	N
Asian	No Performance Level	*	7	Y	1	N
Filipino	No Performance Level	*	2	Y	--	N
Hispanic	Very Low	-139.1	35	Y	2	N
Native Hawaiian or Pacific Islander	No Performance Level	*	1	Y	1	N
White	Very Low	-143.5	38	Y	5	N
Two or More Races	No Performance Level	*	9	Y	1	N

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Root Cause Analysis

What did your root causes analysis reveal?

Guidance

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

Grad Rate and Math and ELA Performance

There is a high rate of mobility at San Juan High School. Students who start with us at the beginning of the school year oftentimes don't end the school year with us. 40% of our 11th grade class has been at San Juan High School all three years. Students that have been on campus for a year or less was comprised of 32.9% of our student population. Of the 182 11th grade students that we had for this year 2022-2023, 43 students exited San Juan High School.

Forty-seven percent of the 9th grade students who are coming into San Juan High School are three or more years behind, additionally, fifteen percent are two grade levels behind in math based on Articulation Reports. Only 10% of students are coming in with near or at grade level in math.

Fifty percent of the incoming 9th graders are coming in three or more grade levels behind in English, only fifteen percent of students are near or at grade level in English.

Parent involvement is sparse, only two parents attended the Title I parent meeting, and few parents attend students' athletic events. For our WASC parent meeting, only three parents attended. Only 73 parents responded to the Spring Parent Climate Survey. Many of our parents don't come from a strong school background and struggle to support their students with school work.

For many students there is a high rate of beyond school stress that impacts their school experience, taking care of family members, working, lack of housing, limited food and limited access to health care.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

Align curricular programs to ensure student achievement of academic standards, improve graduation rates, and prepare students for post-secondary options.

Implement data-driven practices to ensure alignment of curricular programs for increased student achievement.

Implement a rigorous curriculum that encompasses CCSS and NGSS.

Increase student engagement through using a variety of research-based instructional strategies and implementation of targeted supports.

Develop a comprehensive professional development plan to equip staff and address gaps in teacher understanding of targeted practices.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: Educational Partners will update and align mission and vision statements to reflect academic goals and student learning outcomes.

All staff will collect, disaggregate, analyze, and report academic, social-emotional, attendance, survey, and student learner outcome data to the whole staff in a timely manner to monitor and modify teaching and learning strategies to increase student achievement and achieve school wide outcomes.

Build trust with all stakeholders, including disenfranchised students and families.

Innovate ways to communicate celebrations and tell the story of San Juan high school to all stakeholder groups.

Resource Inequities

What resource inequities did you discover?

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

Through the Comprehensive Needs Assessment, our educational partners concluded that that the amount of Title 1 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 and ELs.

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, 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. This data continued to hold during the 2023-2024 school year.

Many students are still feeling the impact of COVID and the learning loss that has taken place. There was not as great an impact in ELA as seen in the CAASPP testing results but there has been a greater loss in the area of math proficiency.

Input from Educational Partners

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 listed below:

Site Leadership Team -Elected site leadership team (SLT), which is the group that is accountable for the assistance in the development of the professional development plan. The 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 since the beginning of the school year. Data review was conducted in small groups led by School Leadership Team and Administration department designed to get at the underlying barriers, and develop action plans as we prepared for WASC.

School Site Council - School Site Council members participated in a discussion on root cause analysis of school data as they reviewed and discussed resource inequalities throughout the 2022-2023 school year. 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 School Site Council in May. The council and Leadership Team will continue to monitor progress toward plan implementation and the budget to support the plan throughout the year making modifications as needed based on a review of progress monitoring data.

English Learner Advisory Committee - Participated in an discussions of needed 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, there has been very low turnout for any of our parent meetings or events. A parent survey was conducted focusing on school communication, student progress, data metrics, and increasing home-school connection/partnership. SJHS Parent Advisor and Parents attend the district region LCAP meetings.

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 the amount of Title I monies should continue to support math and literacy goals set forth by the English and Math Department. Evidence shows that there is a need to continue support in improving students' academic achievements on a variety of metrics (CAASPP, GPA, graduation rates). As part of ATSI, a continued focus and targeted intervention will be implemented to reduce the number of students failing one or more classes resulting in an increase in the school-wide graduation rate.

Resource allocation for fully implementing AVID school-wide teaching strategies providing professional development "Strategies and Tips" at monthly faculty meetings will help to develop a school-wide culture focusing on teaching and learning. The School Leadership Team supports continuing the AVID strategies as part of professional development throughout the 2022-2023 school year. Continued resources towards providing a variety of professional development sessions are needed to decrease the number of failing students, increase our graduation rate and provide a school-wide culture focused on academics that will impact the learning of over 600 students across the campus.

Another area of inequity noted by our stakeholder's concerns is school culture, obstacles to creating a safe and positive school climate, and the increase in behaviors that lead to suspension. In the 2021-2022 data showed 9th and 10th grades receiving the majority of referrals and suspensions. The data for Unduplicated Student Suspension rate by ethnicity showed African Americans' highest, then Whites, Hispanic/Latino. Resources are aligned to provide socio-emotional interventions put in place, provide student access to a "Wellness Center", provide the teaching of restorative justice practices, and provide collaboration periods for grade-level teams to discuss student interventions. A review of the school-wide discipline matrix along with suspension data will be reviewed annually.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	0.96%	0.89%	7	6	5
African American	11.4%	11.36%	10.02%	69	71	56
Asian	2.5%	3.04%	2.68%	15	19	15
Filipino	1.7%	1.12%	1.43%	10	7	8
Hispanic/Latino	42.6%	43.84%	44.54%	257	274	249
Pacific Islander	0.7%	0.48%	0.36%	4	3	2
White	33.7%	32.64%	33.09%	203	204	185
Multiple/No Response	6.3%	6.56%	6.98%	38	41	39
	Total Enrollment			603	625	559

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	182	148	149
Grade 10	137	181	143
Grade 11	158	143	145
Grade 12	126	153	122
Total Enrollment	603	625	559

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	75	114	110	12.40%	18.2%	19.7%
Fluent English Proficient (FEP)	162	154	133	26.90%	24.6%	23.8%
Reclassified Fluent English Proficient (RFEP)	6			8.0%		

Conclusions based on this data:

1.



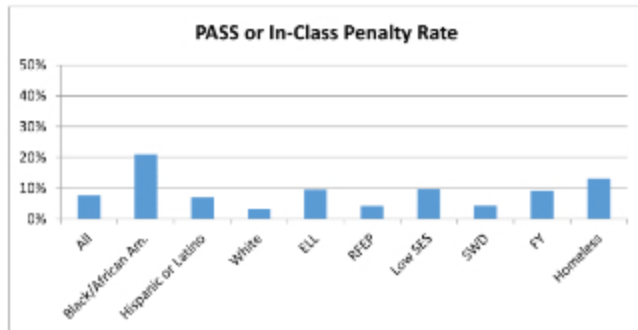
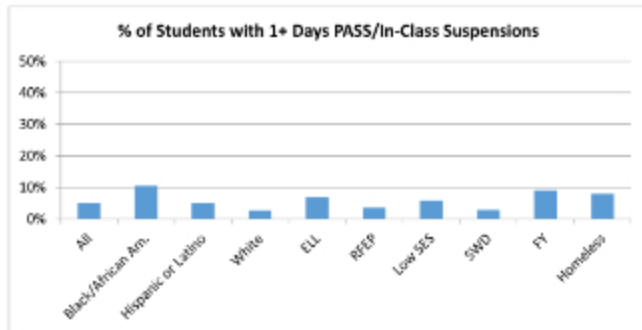
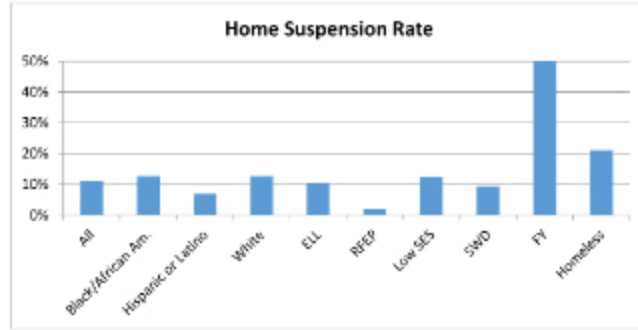
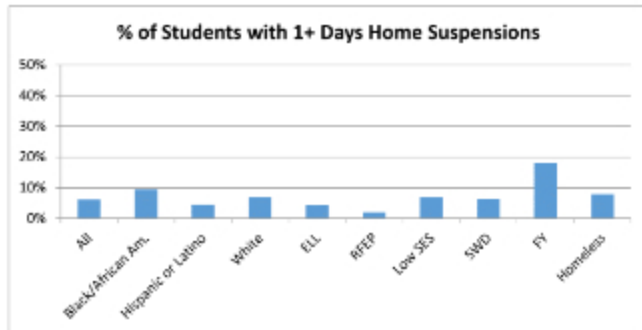
	Parent Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
		Caring Relationships					
A) School has a climate that is caring.	72	76.39%	274	50.73%	39	82.05%	
B) There are students and staff on campus who listen to students when they have something to say.	73	76.71%	272	61.03%	39	87.18%	
C) There is an adult from the school who checks on how students are doing.	73	64.38%	270	51.11%	39	92.31%	
D) School has the materials, staff, programs, and supports needed to help all students do their best.	73	71.23%	270	48.52%	39	66.67%	
E) Staff feels supported to do their job well in meeting the needs of all students.					39	64.10%	
F) Staff feels part of an effective team.					39	69.23%	
Family and Staff Engagement							
Parent Strongly Agree/Agree							
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	73	79.45%			39	82.05%	
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	73	75.34%			39	58.97%	
C) The school offers families opportunities to be involved in school and classroom activities.	73	64.38%			39	58.97%	
D) The school keeps families well-informed about school activities.	73	82.19%			39	74.36%	
E) The staff at our school listens to family concerns about issues.	73	67.12%			39	82.05%	
F) The staff at school are helpful and welcoming when families come to school or call.	73	82.19%			39	87.18%	
G) The school and families are partners in promoting positive behavior for my student.	73	73.97%			39	64.10%	
H) Families who speak a language other than English receive general information about our school in their home language.	73	90.41%			39	82.05%	
I) Staff receive information about upcoming events and important information about the school.					39	76.92%	
School Decision Making							
Parent Strongly Agree/Agree							
A) School seeks input when making important decisions.	73	75.34%	267	34.83%	39	61.54%	
B) Important school decisions reflect diverse input.	73	65.75%	267	34.08%	39	41.03%	
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	72	69.44%					
D) The principal and staff listen to concerns of other staff members about issues.					39	69.23%	
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					38	65.79%	
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					38	71.05%	
G) Our school uses data from this survey to inform site decision making.					39	58.97%	
H) Staff voice matters in decision making.					39	35.90%	
Safety							
Parent Strongly Agree/Agree							
A) Concerns about student safety are taken seriously.	73	75.34%	270	47.78%	39	79.49%	
B) Concerns about student safety are addressed in a timely manner at my school.	73	71.23%	270	44.81%	39	79.49%	
C) My school is a safe place for all students.	73	64.38%	270	42.59%	39	69.23%	
D) My school is a safe place for all staff.					39	66.67%	
E) Students know what staff member to go to if they have a safety concern.	73	78.08%	268	61.57%	38	78.95%	
F) Students know school safety protocols.	73	82.19%	269	60.97%	39	66.67%	
G) I feel safe sharing different viewpoints and perspectives at my school.	71	60.56%	268	41.42%	39	58.97%	
Sense of Belonging							
Parent Strongly Agree/Agree							
A) School staff respects student diversity.	72	76.39%	267	60.67%	39	74.36%	
B) Adults at my school treat students respectfully.	73	84.93%	269	56.51%	39	61.54%	
C) Students are respectful to each other at school.	72	41.67%	266	23.31%	39	25.64%	
D) Students have opportunities to socialize with other students often at school.	73	79.45%	271	59.41%	39	79.49%	
E) Students have an adult on campus they trust.	73	71.23%	269	62.45%	39	84.62%	
F) Students trust other students at school.	73	72.60%	268	66.42%	39	43.59%	
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	72	62.50%	265	46.04%	39	58.97%	
H) School staff reflects student diversity.	73	65.75%	268	46.27%	39	51.28%	
Academic Progress							
Parent Strongly Agree/Agree							
A) Families and students understand how assignments and tests are graded.	73	67.12%	269	63.94%	39	38.46%	
B) Questions and concerns about schoolwork are addressed.	73	78.08%	264	37.58%	39	71.79%	
C) Student grades reflect their knowledge of the material.	73	79.45%	268	48.88%	39	43.59%	
D) Adults at my school believe all students can be successful.	73	83.56%	267	63.67%	38	60.53%	
E) Students feel comfortable and unjudged to ask their teacher for help.	73	71.23%	268	52.24%	39	79.49%	
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	73	72.60%	265	62.26%	39	79.49%	
G) Teachers at my school go out of their way to help all students.	73	65.75%	268	50.00%	38	68.42%	
H) Students receive timely and regular feedback on their learning.	73	67.12%	268	48.13%	39	69.23%	
I) Staff at my school provides resources or ideas that help families support their students at home.	72	61.11%			39	56.41%	
High Expectations							
Parent Strongly Agree/Agree							
A) Students are challenged academically at school.	72	59.72%	265	46.42%	38	42.11%	
B) School recognizes and celebrates the academic success of all students.	71	69.01%	267	37.68%	38	84.21%	
C) Adults on campus motivate students to do their best.	73	67.12%	266	56.02%	38	71.05%	
D) School provides additional academic support when students are struggling.	73	72.60%	266	55.64%	38	86.84%	

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Student Engagement							
A) Students are interested in what they are learning.		73	73.97%	267	42.32%	39	30.77%
B) Students have access to classes and activities that meet their interests and talents.		73	72.60%	269	50.19%	39	46.15%
C) Students understand how to complete their schoolwork.		73	76.71%	268	60.45%	39	58.97%
D) Students complete assignments on time.		73	67.12%	269	42.38%	39	30.77%
E) Students are motivated to do their schoolwork.		73	73.97%	269	33.46%	39	20.51%
College and Career Readiness							
Pct Strongly Agree/Agree							
		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		72	70.83%	268	62.31%	39	79.49%
B) Students and families know what classes they will have to take and pass to graduate from high school.		73	67.12%	267	67.04%	39	64.10%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		73	79.45%	268	56.72%	39	51.28%
D) School offers college and career programs.		72	69.44%	268	63.43%	39	82.05%
E) Students participate in programs to learn about different jobs, careers, and colleges.		70	55.71%	268	41.42%	39	61.54%
F) Students are prepared for the next step of their educational experience.		72	59.72%	267	43.45%	39	38.46%
G) Staff are optimistic about the future of their career in San Juan Unified.						39	74.36%
H) There are equitable opportunities for advancement in the district.						39	48.72%
Customer Satisfaction							
Pct Strongly Agree/Agree							
		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		73	60.27%	267	38.58%	39	56.41%
B) San Juan Unified School District is a district that I would recommend to other families.		72	70.83%	269	43.89%	39	64.10%

San Juan High School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	621	39	6.28%	105	70	11.27%	32	5.15%	48	7.73%
Black/African Am.	86	8	9.30%	13	11	12.79%	9	10.47%	18	20.93%
Hispanic or Latino	271	12	4.43%	28	19	7.01%	14	5.17%	19	7.01%
White	219	15	6.85%	42	28	12.79%	6	2.74%	7	3.20%
ELL	115	5	4.35%	21	12	10.43%	8	6.96%	11	9.57%
RFEP	140	3	2.14%	4	3	2.14%	5	3.57%	6	4.29%
Low SES	361	25	6.93%	66	45	12.47%	21	5.82%	35	9.70%
SWD	138	9	6.52%	16	13	9.42%	4	2.90%	6	4.35%
FY	11	2	18.18%	12	6	54.55%	1	9.09%	1	9.09%
Homeless	38	3	7.89%	13	8	21.05%	3	7.89%	5	13.16%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Conclusions based on this data:

1.

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. WASC Area for Improvement #4

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

What data did you use to monitor progress and how often?

A review annually of the following data guided our work: School-wide Attendance, grade level attendance, ethnicity attendance data; Teacher Survey, Student Survey, Parent/Guardian Survey, Student Listening Session; Latinx Club Listening Circle resulted in the need to increase efforts in having students, especially parents feel connected to the school.

What worked and didn't work? Why? (monitoring)

We have had some staff turnover and new administration over the last several years, several teachers and changes in classified staff. We did have gains in attendance and the support staff doing home visits, constant communication around attendance and tardies has had an impact. We have reestablished our push-in process and are working through the use of the wellness room with mixed results. Staffing continues to be a concern to make sure it's covered.

What modification(s) did you make based on the data? (evaluation)

Make full use of a Parent Liaison to increase home/school connectedness providing community resources for families; increase home visits by Intervention Specialists providing community resources when appropriate.

2022-23

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Climate Survey	Parents - 11% of questions had an 80% or better score and 2% had a 55% or worse score. Students - Zero areas had 80% or better and 56% of the areas had a 55% or worse score. Staff - 15% of responses were better then 80% and 23% of responses were 55% or worse.	Increase all areas by at least 10% for all groups.

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			School Year 2023-24
1.2	Provide materials and supplies to support English Learner	All Students X English Learners Low-Income Students Foster Youth Other	EL Department	Cell Tower (High School ONLY)	1,000	School Year 2023-24

	Advisory Committee in providing input to school planning.			4000-4999: Books And Supplies		
1.3	Provide materials and supplies for parent support of all students and for parent community events.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24
1.4	One parent liaison to increase home/school connectedness in the San Juan Community	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	5500 25233 51960	School Year 2023-24

				2000-2999: Classified Personnel Salaries		
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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

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 all students. WASC area for improvement #2

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

What data did you use to monitor progress and how often?

A review annually of the following data guided our work: Overall Attendance and disaggregated attendance data; Teacher survey, Student Listening Circle, Latinx Club Listening Circle suggested the need to continue a focus on creating a healthy school environment for social-emotional wellness resulting in personal and academic success.

What worked and didn't work? Why? (monitoring)

A need for the school to continue its focus on students' social-emotional wellness was a common theme stated by students participating in the Listening Circles and in the Student Climate Survey. Many acknowledged their Counselor, Intervention Specialists, the Wellness Center, AVID Teachers, and their teacher relationships as a key component in providing a safe and healthy learning environment for their academic success. The opportunity to conduct "in-person" Listening Circles and Student Listening

Sessions was limited due to the pandemic. Attendance data left much to be desired due to a shortage of staff and a shortage of applicants to fill vacant attendance positions. This resulted in fewer calls made to absent students this school year.

What modification(s) did you make based on the data? (evaluation).

Increase conducting Students Listening Circle sessions to quarterly/Semester to benchmark progress in meeting the goal of creating a healthy environment for social-emotional growth. Monitoring attendance daily, calls home on absences to identify those not attending school due to social-emotional issues, provides an opportunity to build trusting relationships. and connectedness with parents/guardians.

2022-23

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

1. Increase graduation rates from 71% to 76%
2. Increase average daily attendance rate by 5%
3. Decrease suspension for all students by 5%
4. Increase parent participation

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Extra Curricular Activities: Sports, Clubs, ASB participation	16 clubs at club rush, ASB class - no elections	Increase # of clubs by 10% , Active ASB, ASB elections
Attendance Rate	89.5%	Increase by 5%
Suspension Rate for All Students	Fall 11.27%	Decrease by 5%
Graduation Rate	71%	to 76%+

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
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2.1	Support and promote school centered programs and events with materials supplies and clerical support that promotes student involvement (including but not limited to extra curricular arts, athletics, graduation)	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4500 1000	School Year 2023-24
2.2	Youth leadership, training, materials, conferences and transportation.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Cell Tower (High School ONLY) None Specified	500	School Year 2023-24
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	54284	School Year 2023-24

2.4	Intervention Teacher to support student social-emotional wellness resulting in student academic success, increased attendance 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	96956	School Year 2023-24
2.5	Intervention/Restorative Justice Teacher-addressing chronic discipline behavior to reduce suspension rate .60 FTE	All Students X English Learners X Low-Income Students X Foster Youth X Other African-American, Hispanic/Latino, SWD	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	55,094.	School Year 2023-24
2.6	Materials and supplies for staff to support student academic, socio-emotional, and	X All Students English Learners Low-Income Students Foster Youth Other	Wellness Team			School Year 2023-24

attendance
success.
SCOE Grant

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. WASC area for improvement #1 and #3

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

What data did you use to monitor progress and how often?

A review annually of the following data guides the work: Student Listening Circle, Latinx Club Listening Circle, Student Survey, attendance, graduation rate, discipline and disaggregated grades by grade level, subject, ethnicity and race, language and disability indicated a need to focus on Teaching and Learning strategies to engage students in their learning. Academic Intervention Strategies must be implemented in collaboration with parent support to provide students a way NOT to fail a class.

What worked and didn't work? Why? (monitoring)

This year coming back with all the changes of staff and admin has been difficult. Based on Student Survey results, students do not feel motivated (33.46 feel they are and teachers are mirroring this with 20.52% feel students are motivated). The highest score on the survey for students was 67% that students knew what they needed to take to graduate. Having a small number of students limits access to a variety of courses, and pathways which then limits their choice of electives and courses. Academic interventions (tutoring) did not work as most students are not motivated to attend tutoring sessions outside of the school day. We have started

targeted support for math and that has improved students completion rate for IM1 but this was implemented in the second semester so it will be something we evaluate and review.

What modification(s) did you make based on the data? (evaluation)

Provide transition support for the incoming 9th graders. Provide additional ELD, Special Education support by hiring additional teachers to conduct "pull outs during the day" tutoring students in English/Math. Provide professional development and release time for teachers to develop and teach cross curricular curriculum, align subject standards among departments, discuss grading criteria, etc. Maintain and support the work in the SLC's to allow teachers to support students in their grade level.

2022-23

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 2022-23	Expected Outcome 2023-24
Student Listening Circle indicators	Standardize the process, not reactive but scheduled and regular.	3 sessions through the year
Academic focus and student input for curriculum	develop core content student focus groups for student engagement	increased participation
Student survey	No areas above 80%	Students feel more successful in school
Attendance Rate	89.5	increase
Graduation Rate	71%	Increase

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	X All Students English Learners Low-Income Students Foster Youth	Administration	Cell Tower (High	5000	School Year 2023-24

	includes intervention focus on literacy/math remediation and development for college and career preparedness.	Other		School ONLY) 1000-1999: Certificated Personnel Salaries		
3.2	Supplemental materials and supplies including technology to engage students in reading, writing and speaking skills.	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	2000 1000	School Year 2023-24
3.3	Culturally relevant current text and materials, library and media technology to support instruction and address student need.	All Students X English Learners Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2023-24

3.4	Provide additional high, middle and K-8 school academic counseling, social relationships, parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE - Counselor	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	99,687	School Year 2023-24
3.5	English Learners receive daily Designated and Integrated English Language Development. 0.80 FTE - ELD Teacher.	All Students X English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	102,920	School Year 2023-24
3.6	Materials, supplies, hardware, and software to build math foundational skills.	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500 500	School Year 2023-24

				Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
3.7	Provide primary language support to beginning and early intermediate proficiency EL students to support core content instruction in collaboration with the classroom teacher. .75 FTE - BIA/IA	All Students X English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	31,797	School Year 2023-24
3.8	Provide collaboration release time for departments, SLC, to develop cross curricular lessons to engage	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	3000	School Year 2023-24

	students in their learning.					
3.9	Materials and supplies to support ELD students	All Students X English Learners Low-Income Students Foster Youth Other	ELA/ELD Dept	Title I Part A Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4500 500	School Year 2023-24
3.10	Academic Intervention Teacher to support students course work beyond a students school day to meet graduation requirements. .34 FTE	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration, Counselors	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	51000	School Year 2023-24
3.11	Provide additional San Juan high school counseling services to	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration, Counselors	Title I Part A Site Allocation 1000-1999: Certificated	72076	School Year 2023-24

	promote academic success toward college and career progress. 0.50 FTE			Personnel Salaries		
3.12	Intervention Teacher for push-in or pull out to support student academic success and increased attendance. This will be an emphasis on math support. 1.0 FTE	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Administration, math dept.	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	139467	School Year 2023-24
3.13	Intervention Teacher for push-in or pull out to support student academic success and increased attendance. .40 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	40484	School Year 2023-24
3.14	Provide credit recovery opportunity during intercessions	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemen	3000	School Year 2023-24

	for students off-track to increase graduation rate. Teacher Stipend			tal Site Allocation 4000-4999: Books And Supplies		
3.15	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	School Year 2023-24
3.16	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	6500	School Year 2023-24
3.17	Provide academic support	All Students X English Learners X Low-Income Students	Teacher, Counselor, Administration		2000	School Year 2023-24

	structures and services to increase graduation, college and career readiness. Provide for AVID tutors and students taking assessments for college and career readiness.	Foster Youth X Other African-American, Hispanic/Latino, SWD		Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
3.18		All Students English Learners Low-Income Students Foster Youth Other				
3.19	Offer AVID courses 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	School Year 2023-24

3.20	Provide an administrative instructional specialist to assist administration and staff in developing, monitoring, and evaluating comprehensive school reform in accordance with "high poverty, high performance (HPHP)" readiness model to improve student achievement. 1.0 FTE AIS	X All Students English Learners Low-Income Students Foster Youth Other	Principal, AID	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	191,309	School Year 2023-24
3.21	Professional development focused on data driven research based instructional strategies, student engagement, social emotional, and academic rigor. Attend	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Hispanic/Latino	Dept Chair, Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	5000 5000	School Year 2023-24

workshops,
Conferences,
provide release
time to
collaborate in
the
development of
effective
instructional
practices for
engaging
students.

4000-4999:
Books And
Supplies

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. WASC area for improvement #1

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

What data did you use to monitor progress and how often?

Annual review of graduation rate, career and college data on acceptance to colleges, Student Listening Circle, Student Survey, Parent Survey, Senior graduation survey and California Dashboard 2022.

What worked and didn't work? Why? (monitoring)

Strong AVID program with all students moving to college and have a clear path for beyond high school and most selecting to go to university. Team Teaching to support students with IEPs to access core content. With inconsistent staffing developing clear expectations for students and goals was difficult.

What modification(s) did you make based on the data? (evaluation)

Provide funds to invite guest speakers/ motivational speakers scheduled throughout the school year either in classes or assemblies, review master schedule and develop community partnerships to begin a four year planning and implementing a variety of pathways for students to choose.

**2022-23
Identified Need**

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Graduation Rate for ALL students	71%	increase
College and Career indicator for ALL students	Baseline	Increase by 20%
College and Career indicator for EL & students with disabilities	Baseline	Increase by 20%

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

Strategy/Activity & Proposed Expenditures

4.22	Provide field trips for students to visit colleges, career technical education programs, enrichment events such as assemblies, guest/motivatio nal speakers in	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Suppleme ntal Site Allocation 5000- 5999: Services And Other Operating Expenditur es Cell Tower (High	1500 7000	School Year 2023-24
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	preparation for college and/or the world of work.			School ONLY) 5000-5999: Services And Other Operating Expenditures		
4.23	Materials and supplies to support AVID, CTE, AP, and college and career readiness.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4000	School Year 2023-24
4.24	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	3724	School Year 2023-24

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	\$496,704.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,243,921.00

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 Supplemental Centralized Services (District Only)	\$506,020.00
LCFF Supplemental English Learner Central	\$134,717.00
LCFF Supplemental Site Allocation	\$72,960.00
Title I Part A Parent Involvement	\$5,500.00
Title I Part A Site Allocation	\$484,000.00

Subtotal of state or local funds included for this school: \$1,243,921.00

Total of federal, state, and/or local funds for this school: \$1,243,921.00

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	72,960	0.00
LCFF Supplemental English Learner Central	134,717.00	0.00
LCFF Supplemental Centralized Services (District Only)	506,020	0.00
Title I Part A Site Allocation	484,000	0.00
Title I Part A Parent Involvement	5,500	0.00
Cell Tower (High School ONLY)	40,724.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	40,724.00
LCFF Supplemental Centralized Services (District Only)	506,020.00
LCFF Supplemental English Learner Central	134,717.00
LCFF Supplemental Site Allocation	72,960.00
Title I Part A Parent Involvement	5,500.00
Title I Part A Site Allocation	484,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	956,715.00
2000-2999: Classified Personnel Salaries	228,982.00
4000-4999: Books And Supplies	49,224.00
5000-5999: Services And Other Operating Expenditures	8,500.00
None Specified	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	8,000.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	25,224.00
5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	7,000.00
None Specified	Cell Tower (High School ONLY)	500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	445,812.00
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
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	51,960.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	5,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	399,983.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	79,517.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,693.00
Goal 2	212,334.00
Goal 3	930,670.00
Goal 4	16,224.00

School Site Council Membership

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

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

Name of Members	Role
David Levis	Principal
Amir Taheri	Classroom Teacher
Irene Monarrez	Classroom Teacher
Reza Taheri	Classroom Teacher
Eileen Grega	Other School Staff
Cassandra Tye	Parent or Community Member
Shawn Whitecotton	Parent or Community Member
11th Grade Student	Secondary Student
11th Grade Student	Secondary Student
11th Grade Student	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
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2023.

Attested:

	Principal, David Levis on 05/16/2023
	SSC Chairperson, Reza Taheri on 05/16/2023

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
Provide materials and supplies to support English Learner Advisory Committee in providing input to school planning.	4000-4999: Books And Supplies	\$1,000.00	School Connectedness	
	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	None Specified	\$500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Enhance learning experience in freshman wheel for 9th graders with introductory to CTE.	4000-4999: Books And Supplies	\$6,500.00	Engaging Academic Programs	AVID and CTE
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	English
Provide collaboration release time for departments, SLC, to develop cross curricular lessons to engage students in their learning.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	AVID and CTE

San Juan High School

	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	All Staff
Enhance learning experiences with STEAM.	4000-4999: Books And Supplies	\$3,724.00	Clear Pathways to Bright Futures	
	5000-5999: Services And Other Operating Expenditures	\$7,000.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	\$4,000.00	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 Supplemental Centralized Services (District Only)

\$506,020.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Offer AVID courses 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 accordance with "high poverty, high performance (HPHP)" readiness model to improve student achievement. 1.0 FTE AIS	1000-1999: Certificated Personnel Salaries	\$191,309.00	Engaging Academic Programs	All Staff
Provide additional high, middle and K-8 school academic counseling, social relationships, 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

San Juan High School

Intervention/Restorative Justice Teacher-addressing chronic discipline behavior to reduce suspension rate .60 FTE	1000-1999: Certificated Personnel Salaries	\$55,094.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
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

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$506,020.00

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
Provide primary language support to beginning and early intermediate proficiency EL students to support core content instruction in collaboration with the classroom teacher. .75 FTE - BIA/IA	2000-2999: Classified Personnel Salaries	\$31,797.00	Engaging Academic Programs	English
English Learners receive daily Designated and Integrated English Language Development. 0.80 FTE - ELD Teacher.	1000-1999: Certificated Personnel Salaries	\$102,920.00	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 **\$72,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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San Juan High School

Materials, supplies, hardware, and software to build math foundational skills.	4000-4999: Books And Supplies	\$2,500.00	Engaging Academic Programs	English
Supplemental materials and supplies including technology to engage students in reading, writing and speaking skills.	4000-4999: Books And Supplies	\$2,000.00	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	\$1,500.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$1,000.00	School Connectedness	
	2000-2999: Classified Personnel Salaries	\$51,960.00	School Connectedness	
Support and promote school centered programs and events with materials supplies and clerical support that promotes student involvement (including but not limited to extra curricular arts, athletics, graduation)	4000-4999: Books And Supplies	\$4,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Professional development focused on data driven research based instructional strategies, student engagement, social emotional, and academic rigor. Attend workshops, Conferences, provide release time to collaborate in the development of effective instructional practices for engaging students.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	All Staff
	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs	Counseling
Provide field trips for students to visit colleges, career technical education programs, enrichment events such as assemblies, guest/motivational speakers in preparation for college and/or the world of work.	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Clear Pathways to Bright Futures	

San Juan High School

LCFF Supplemental Site Allocation Total Expenditures: \$72,960.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$5,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
One parent liaison to increase home/school connectedness in the San Juan Community	2000-2999: Classified Personnel Salaries	\$5,500.00	School Connectedness	

Title I Part A Parent Involvement Total Expenditures: \$5,500.00

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

Funding Source: Title I Part A Site Allocation \$484,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$25,233.00	School Connectedness	
School Community Intervention Asst. 1.0 FTE	2000-2999: Classified Personnel Salaries	\$54,284.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Intervention Teacher to support student social-emotional wellness resulting in student academic success, increased attendance 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$96,956.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Materials and supplies to support ELD students	4000-4999: Books And Supplies	\$4,500.00	Engaging Academic Programs	English

San Juan High School

Academic Intervention Teacher to support students course work beyond a students school day to meet graduation requirements. .34 FTE	1000-1999: Certificated Personnel Salaries	\$51,000.00	Engaging Academic Programs	English
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	\$72,076.00	Engaging Academic Programs	English
Intervention Teacher for push-in or pull out to support student academic success and increased attendance. This will be an emphasis on math support. 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$139,467.00	Engaging Academic Programs	English
Intervention Teacher for push-in or pull out to support student academic success and increased attendance. .40 FTE	1000-1999: Certificated Personnel Salaries	\$40,484.00	Engaging Academic Programs	English

Title I Part A Site Allocation Total Expenditures: \$484,000.00

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

San Juan High School Total Expenditures: \$1,243,921.00