



# 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	5/21/24	July 30, 2024

## 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

Comprehensive Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

San Juan High School met the criteria for CSI for the following indicators and/or student groups:

- ELA - Hispanic/Latino Students
- Math - Hispanic/Latino, Socio-Economic Disadvantaged, and White Students
- EL Progress - English Language Learners
- Suspension Rate - Students who identify Two or More Races.

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

WASC Action Plan Goals:

Area 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.

Area for improvement #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.

Area for improvement #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.

Area for improvement #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.

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	4
Resource Inequities .....	4
Input from Educational Partners .....	4
School and Student Performance Data .....	6
Student Enrollment.....	6
Student Population.....	8
Overall Performance .....	9
Academic Performance.....	11
Academic Engagement.....	19
Conditions & Climate.....	23
Goals, Strategies, & Proposed Expenditures.....	26
SPSA/Goal 1 .....	26
SPSA/Goal 2.....	36
SPSA/Goal 3.....	44
Centralized Services for Planned Improvements in Student Performance.....	51
Budget Summary .....	53
Budget Summary .....	53
Other Federal, State, and Local Funds .....	53
Budgeted Funds and Expenditures in this Plan.....	54
Funds Budgeted to the School by Funding Source.....	54
Expenditures by Funding Source .....	54
Expenditures by Budget Reference .....	54
Expenditures by Budget Reference and Funding Source .....	55
Expenditures by Goal.....	55
School Site Council Membership .....	57

# 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

Please refer to the School and Student Performance Data section where an analysis is provided.

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## 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 2023-2024 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. We did add a Parent Liaison through the FACE office part way through the school year this year to improve communication with parents and guardians.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.96%	0.89%	1.23%	6	5	7
African American	11.36%	10.02%	9.82%	71	56	56
Asian	3.04%	2.68%	3.86%	19	15	22
Filipino	1.12%	1.43%	1.40%	7	8	8
Hispanic/Latino	43.84%	44.54%	43.86%	274	249	250
Pacific Islander	0.48%	0.36%	0.18%	3	2	1
White	32.64%	33.09%	33.68%	204	185	192
Multiple/No Response	6.56%	6.98%	5.79%	41	39	33
	<b>Total Enrollment</b>			625	559	570

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	148	149	137
Grade 10	181	143	148
Grade 11	143	145	146
Grade 12	153	122	139
<b>Total Enrollment</b>	625	559	570

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	114	110	136	12.40%	18.2%	23.9%
Fluent English Proficient (FEP)	154	133	142	26.90%	24.6%	24.9%
Reclassified Fluent English Proficient (RFEP)				8.0%		

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
559	75.1	19.7	1.4
Total Number of Students enrolled in San Juan High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	19.7
Foster Youth	8	1.4
Homeless	34	6.1
Socioeconomically Disadvantaged	420	75.1
Students with Disabilities	103	18.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	10
American Indian	5	0.9
Asian	15	2.7
Filipino	8	1.4
Hispanic	249	44.5
Two or More Races	39	7
Pacific Islander	2	0.4
White	185	33.1



# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Red		
<b>College/Career</b>  Low		

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance English Language Arts

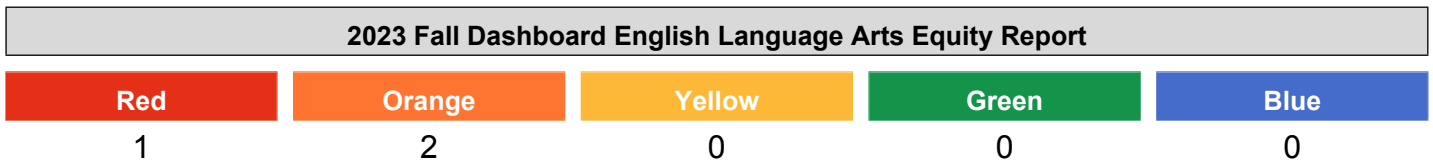
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Red 70.9 points below standard Decreased -3.6 points 113 Students	<b>English Learners</b> 118.9 points below standard Decreased Significantly -34.2 points 27 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Orange 69.9 points below standard Increased +3.5 points 92 Students	<b>Students with Disabilities</b> 121.1 points below standard Decreased -8.9 points 16 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
162.9 points below standard Decreased Significantly - 142.8 points 15 Students	Less than 11 Students 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 73.2 points below standard Maintained +0.1 points 48 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	 Orange 58.6 points below standard Increased +9.6 points 41 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
160.5 points below standard Decreased Significantly -48.2 points 19 Students	Less than 11 Students 8 Students	64.1 points below standard Increased +13.8 points 63 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All Students scored 70.9 points below standard which was a decrease of 3.6 points, Hispanic/Latino students "Maintained" and was the lowest performing group in ELA. Hispanic students scored 73.2 points below standard. There was also a significant drop in our ELA points by our EL students (-48.2 points)

There is a high transient rate of students, first year with a new administration and teacher turnover. We are still coming out of the impacts of COVID with deep learning loss.

We will be reducing class sizes, providing additional ELA support staff focused on our students who need the most support.

# School and Student Performance Data

## Academic Performance Mathematics

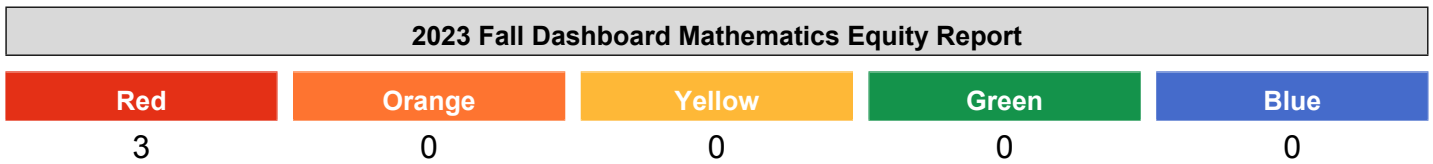
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>167.8 points below standard Decreased Significantly -22.6 points</p> <p>114 Students</p>	<p><b>English Learners</b></p> <p>201.3 points below standard Decreased Significantly -54.4 points</p> <p>27 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>167.1 points below standard Decreased Significantly -18.2 points</p> <p>93 Students</p>	<p><b>Students with Disabilities</b></p> <p>201.1 points below standard Maintained +2.4 points</p> <p>16 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
230.6 points below standard Decreased Significantly -124 points 15 Students	Less than 11 Students  0 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 175.9 points below standard Decreased Significantly -31 points 48 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	 Red 155.5 points below standard Maintained +1.4 points 42 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
230.4 points below standard Decreased Significantly -83.9 points 19 Students	Less than 11 Students  8 Students	162.2 points below standard Decreased -5.7 points 64 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All Students scored 167.8 points below standard which was a drop of 22.6 points from the previous school year. Our lowest performing student groups were Socioeconomically disadvantaged, Hispanic, and White. Hispanic/Latino Students scored 175.9 points below standard which was a drop of 31 points, SED students scored 167.1 points below standard which was a drop of 18.2 points and our white students scored 155.5 points below standard who maintained.

There is a high transient rate of students, first year with a new administration and teacher turnover. We are still coming out of the impacts of COVID with deep learning loss.

We will be reducing class sizes, providing additional Math support staff focused on our students who need the most support.

# School and Student Performance Data

## Academic Performance English Learner Progress

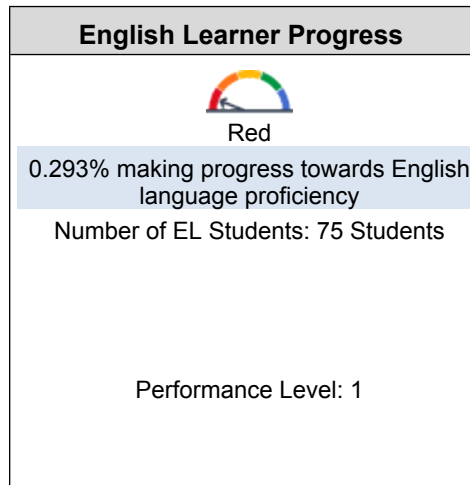
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	40	2	20

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

20 students progressed at least one ELPI level. 13 students decreased one ELPI level.

There is a high transient rate of students, first year with a new administration and teacher turnover. We are still coming out of the impacts of COVID with deep learning loss.

This coming year we have a dedicated EL team and there is additional support in ELA classes for our EL students.

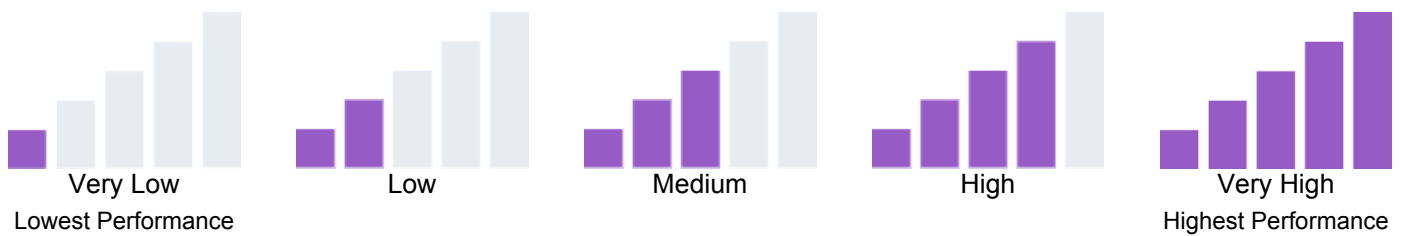
# School and Student Performance Data

## Academic Performance College/Career Report

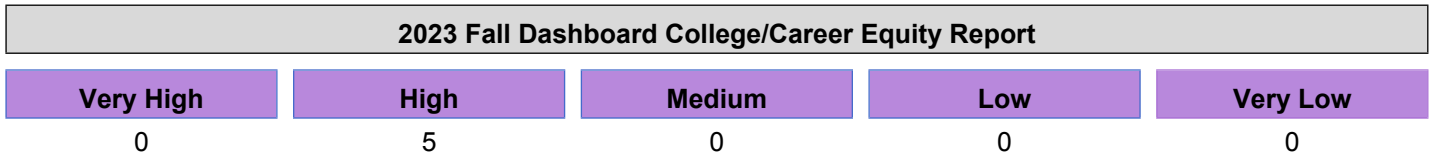
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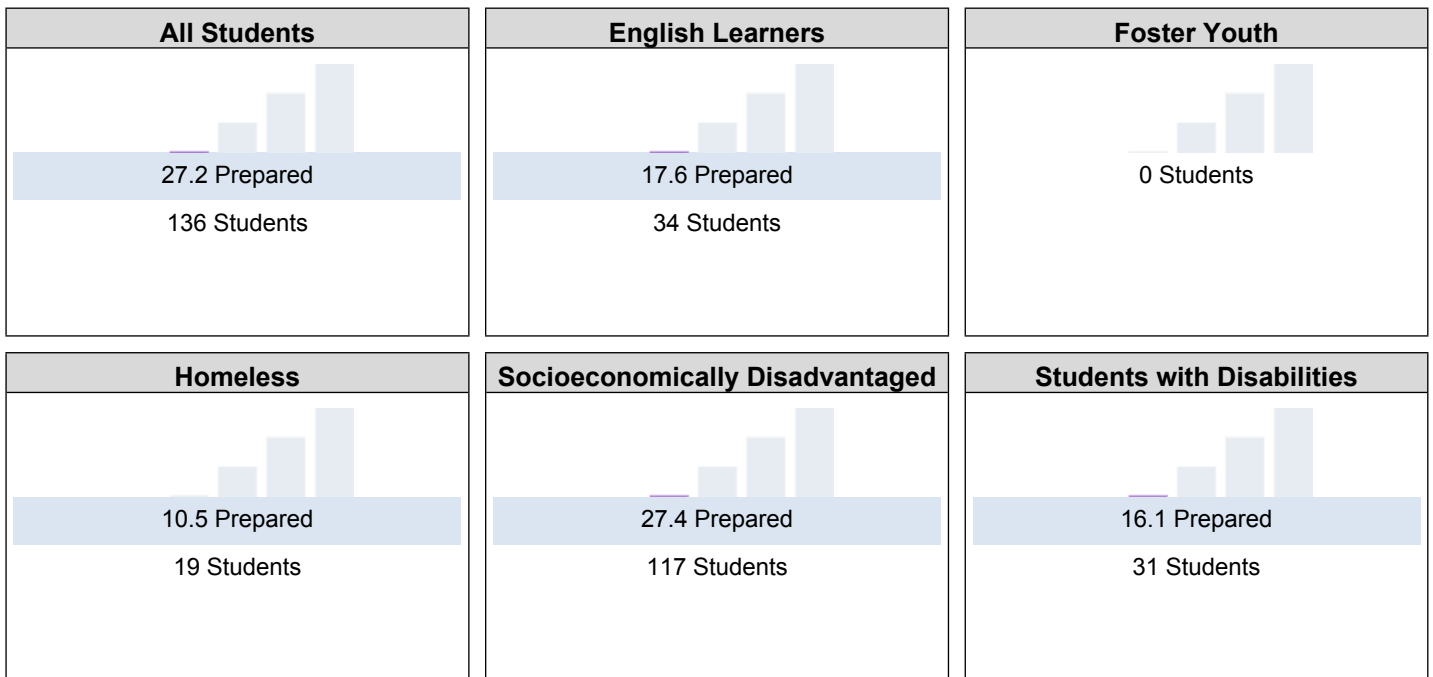
This section provides number of student groups in each level.



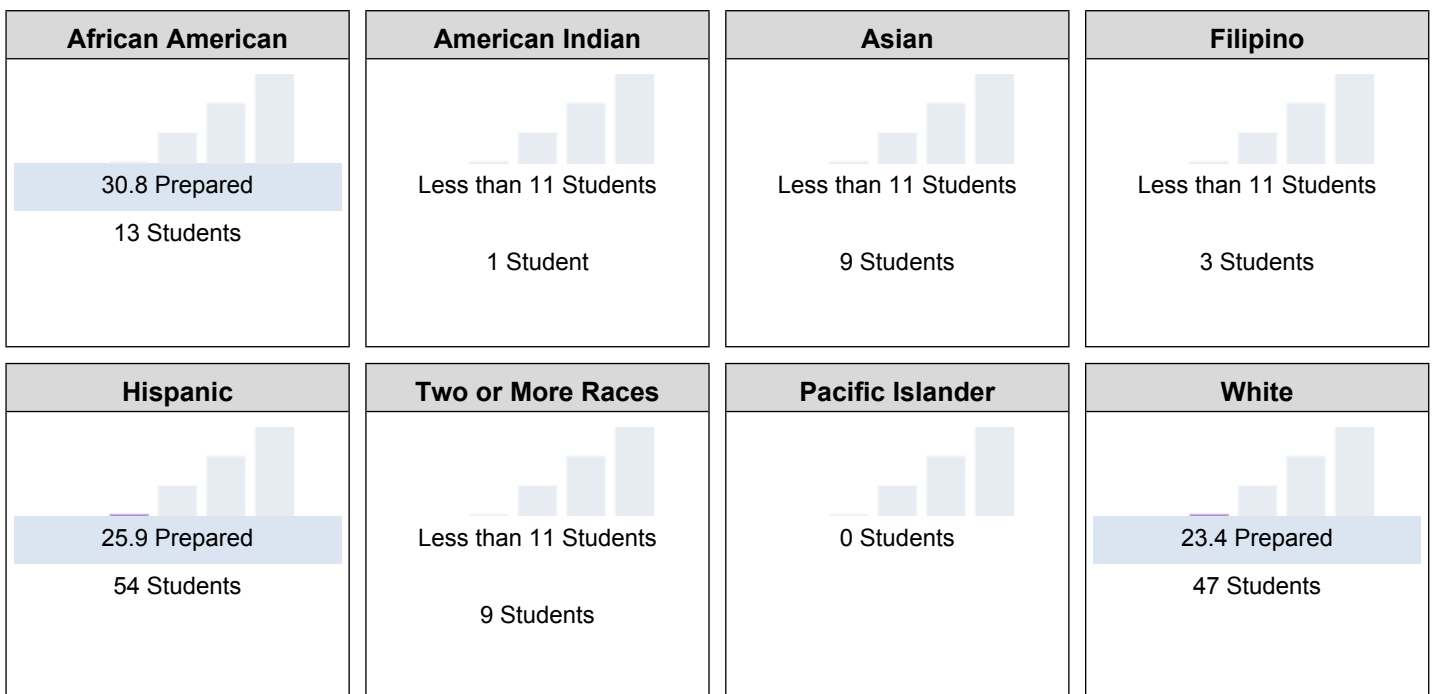
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students performed low in the area of College and Career Readiness. 27.2 percent are prepared. The lowest %prepared are our homeless students with 10.5%, then our students with disabilities with 16.1%, followed by our EL students with 17.6 %.

Even while we are a CTE pathway school, since many students do not perform well on CAASPP, then their work in the area is not reflected. We have had an increase in the number of students take Dual Enrollment this year and have increased the number of CTE students taking Dual Enrollment in their field.

We will continue our work in developing our pathways, supporting students in dual enrollment and making progress on our CAASPP scores. With class size reduction, additional BIA supports, and further out from the impacts of COVID, students will continue to improve.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

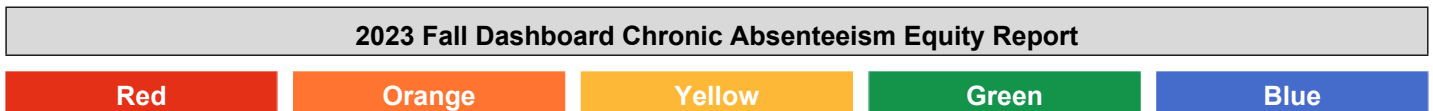
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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# School and Student Performance Data

## Academic Engagement Graduation Rate

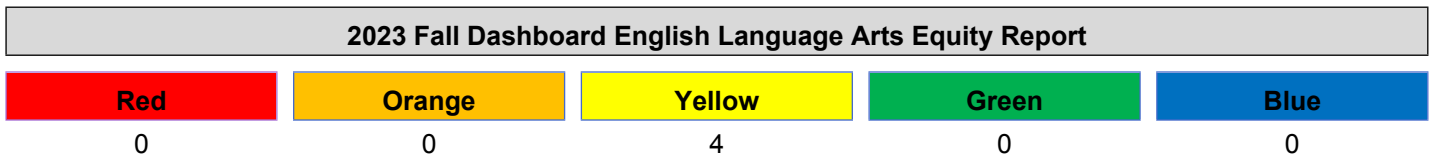
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Yellow 78.7% graduated Increased Significantly 7.6 136 Students	<b>English Learners</b>  Yellow 70.6% graduated Increased Significantly 18.2 34 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 73.7% graduated Increased Significantly 15.4 19 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 78.6% graduated Increased Significantly 6.6 117 Students	<b>Students with Disabilities</b> 83.9% graduated Increased Significantly 9.8 31 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>76.9% graduated</p> <p>Decreased -4.3</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Yellow</p> <p>79.6% graduated</p> <p>Increased Significantly 9.6</p> <p>54 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Yellow</p> <p>78.7% graduated</p> <p>Increased 4.6</p> <p>47 Students</p>

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

78.7% of all students graduate from high school which was a significant increase from the previous school year. Our EL students are our lowest performing groups with 70.6%. We have had an increase in the number of out of country students with limited transcripts and even more limited English Language access. We will continue to support these students to make sure they have access to material and support.

There is a high transient rate of students, first year with a new administration and teacher turnover. We are still coming out of the impacts of COVID with deep learning loss.

We will be reducing class sizes, providing additional Math support staff focused on our students who need the most support.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

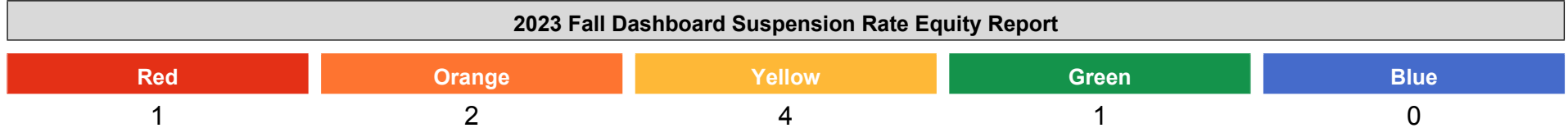
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Yellow

11.1% suspended at least one day

Declined Significantly -7.4  
682 Students

**English Learners**

  
 Green

5.8% suspended at least one day


Declined Significantly -11.3  
156 Students

**Foster Youth**

50% suspended at least one day

Increased 2.6  
20 Students


**Homeless**

  
 Yellow

9.2% suspended at least one day

Declined -10.9  
65 Students


**Socioeconomically Disadvantaged**

  
 Yellow

12.6% suspended at least one day

Declined Significantly -5.5  
539 Students

**Students with Disabilities**





  
 Orange

16.9% suspended at least one day

Declined -5.5  
130 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 26% suspended at least one day Declined -3.4 73 Students	Less than 11 Students 7 Students	4.8% suspended at least one day Maintained 0 21 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1% suspended at least one day Declined Significantly -9.9 294 Students	 Red 19.6% suspended at least one day Increased 3.9 46 Students	Less than 11 Students 2 Students	 Yellow 10% suspended at least one day Declined Significantly -8.9 231 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

11.1% of all students were suspended at least one day which was a significant decrease from the previous school year. While we did decrease our rate by 3.4 percent, our African American group still has the highest with 26%. Our students who identify as two or more races had the largest increase of suspension rate by 3.9% and their rate is at 19.6%. This was an increase from the previous school year.

There is a high transient rate of students, first year with a new administration and teacher turnover. We did a lot of work early on around setting expectations and providing supports. We did have an overall drop of 7.4 percent.

This year and will continue we focused professional development on developing school culture, adding SEL support staff, this coming year we are adding a Dean of Students to focus on low level behavior supports before it gets to the more chronic issues.

# 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

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# Annual Review

## SPSA Year Reviewed: 2023-24

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?

We use grade data, attendance data, department assessments. Material is reviewed in departments, SLCs, Site Council and Leadership Team.

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

There is a high transient rate of students, first year with a new administration and teacher turnover. We are still coming out of the impacts of COVID with deep learning loss.

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

We will continue to work through our SLCs to support students in an individual way. We will continue to build up basic skills and supports as we scaffold students towards success. We will have reduced class sizes for next year for our core subjects, increased support for our EL students with both certificated staffing and BIA support.

**2023-24**

**Identified Need**

Assessment system to measure students as they come to us. Develop a system of supports to make sure students have access to rigorous course material.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
<b>ELA State Assessment: Change in scale score</b>	All Students	70.9 points below standard	<b>+3 scale score points</b>
	English Learners	118.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	69.9 points below standard	
	Students with Disabilities	121.1 points below standard	
	African American	162.9 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	73.2 points below standard	
	Two or More Races		
	Pacific Islander		
White	58.6 points below standard		
<b>Math State Assessment: Change in scale score</b>	All Students	167.8 points below standard	<b>+3 scale score points</b>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																										
	<table border="0"> <tr> <td>English Learners</td> <td>201.3 points below standard</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td></td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>167.1 points below standard</td> </tr> <tr> <td>Students with Disabilities</td> <td>201.1 points below standard</td> </tr> <tr> <td>African American</td> <td>230.6 points below standard</td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>175.9 points below standard</td> </tr> <tr> <td>Two or More Races</td> <td></td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>155.5 points below standard</td> </tr> </table>	English Learners	201.3 points below standard	Foster Youth		Homeless		Socioeconomically Disadvantaged	167.1 points below standard	Students with Disabilities	201.1 points below standard	African American	230.6 points below standard	American Indian		Asian		Filipino		Hispanic	175.9 points below standard	Two or More Races		Pacific Islander		White	155.5 points below standard	
English Learners	201.3 points below standard																											
Foster Youth																												
Homeless																												
Socioeconomically Disadvantaged	167.1 points below standard																											
Students with Disabilities	201.1 points below standard																											
African American	230.6 points below standard																											
American Indian																												
Asian																												
Filipino																												
Hispanic	175.9 points below standard																											
Two or More Races																												
Pacific Islander																												
White	155.5 points below standard																											
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.293%	+3%																										
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.55%	+3%																										
College and Career Indicator: Percentage of students placed in the “Prepared” level by the state’s college and career indicator	<table border="0"> <tr> <td>All Students</td> <td>27.2 Prepared</td> </tr> <tr> <td>English Learners</td> <td>17.6 Prepared</td> </tr> <tr> <td>Homeless</td> <td>10.5 Prepared</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>27.4 Prepared</td> </tr> </table>	All Students	27.2 Prepared	English Learners	17.6 Prepared	Homeless	10.5 Prepared	Socioeconomically Disadvantaged	27.4 Prepared	+3%																		
All Students	27.2 Prepared																											
English Learners	17.6 Prepared																											
Homeless	10.5 Prepared																											
Socioeconomically Disadvantaged	27.4 Prepared																											

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Students with Disabilities	16.1 Prepared	
	African American	30.8 Prepared	
	Hispanic	25.9 Prepared	
	White	23.4 Prepared	

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Supplemental materials and supplies including technology to engage students in reading, writing and speaking skills. WASC Goal #3	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	10000 1000 33656	2024-2025 School Year
1.2	Culturally relevant current text and materials, library	All Students X English Learners X Low-Income Students	LCFF Supplemental	2000 9000	2024-2025 School Year

	and media technology to support instruction and address student need. WASC Goal #2	X Foster Youth X Lowest Performing	Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies		
1.3	Materials, supplies, hardware, and software to build math foundational skills. WASC Goal #3	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	3500 500 67000	2024-2025 School Year

1.4	Provide collaboration release time for departments, SLC, to develop cross-curricular lessons to engage students in their learning. WASC Goal #1	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000 1500 920	2024-2025 School Year
1.5	Supplemental materials and supplies to support ELD students WASC Goal #3	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI)	2000 34000 500	2024-2025 School Year

			4000-4999: Books And Supplies Cell Tower (High School ONLY) None Specified		
1.6	Academic Intervention Teacher to support students in ELA .60 FTE WASC Goal #3 PC 37975 PC 37976	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	35,774  17,509	2024-2025 School Year
1.7	Provide academic support structures and services to increase graduation, college and career readiness. Provide for AVID tutors and students taking assessments for college and career readiness. WASC Goal #2	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,706  2500  500	2024-2025 School Year



			Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
1.8	Differentiated Instruction: Support various student language profiles and needs in core content classes specifically English and Math. BIA Spanish .75FTE BIA Russian .75FTE	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	100128	2024-2025 School Year
1.9	Math Co-Teacher: In class support for co-teaching in IM I.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic/Latino, SED, White	Equity Multiplier 1000-1999: Certificated Personnel Salaries	155171	2024-2025 School Year
1.10	ELA Co-Teacher: In class support for co-teaching in ELA in selected classrooms.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic Latino	Equity Multiplier 1000-1999: Certificated Personnel Salaries	155171	2024-2025 School Year

1.11	Academic Assessment Coordinator: Track assessment and data, provide academic counseling support, and serve as coordinator for Equal Opportunity Schools (EOS), English Language Proficiency Assessments for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP).	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic/Latino, SED, White	Equity Multiplier 1000-1999: Certificated Personnel Salaries	157671	2024-2025 School Year
1.12	Supplemental materials and supplies to implement the Equity Multiplier Funding Initiatives.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic/Latino, SED, White	Equity Multiplier 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	34835  31470	2024-2025 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

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# Annual Review

## SPSA Year Reviewed: 2023-24

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. Attendance data is reviewed weekly and at each grading period. Surveys are reviewed annually.

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).

We have increased staffing support, we continue to make home visits, attendance meetings, support through an SEL focus on education.

**2023-24**

**Identified Need**

Continue to work with families around the issues of attendance and student engagement. Continue to develop a positive school culture of the Spartan Way.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A
Attendance: Percentage of the school year attended for students in TK-12	89.91%	91%
High School Dropout Rate:	16.20%	N/A

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
Percentage of high school students who dropout (based on the 4-year cohort outcomes)																														
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A																												
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<table border="0"> <tr><td>All Students</td><td>78.7% graduated</td></tr> <tr><td>English Learners</td><td>70.6% graduated</td></tr> <tr><td>Foster Youth</td><td></td></tr> <tr><td>Homeless</td><td>73.7% graduated</td></tr> <tr><td>Socioeconomically Disadvantaged</td><td>78.6% graduated</td></tr> <tr><td>Students with Disabilities</td><td>83.9% graduated</td></tr> <tr><td>African American</td><td>76.9% graduated</td></tr> <tr><td>American Indian</td><td></td></tr> <tr><td>Asian</td><td></td></tr> <tr><td>Filipino</td><td></td></tr> <tr><td>Hispanic</td><td>79.6% graduated</td></tr> <tr><td>Two or More Races</td><td></td></tr> <tr><td>Pacific Islander</td><td></td></tr> <tr><td>White</td><td>78.7% graduated</td></tr> </table>	All Students	78.7% graduated	English Learners	70.6% graduated	Foster Youth		Homeless	73.7% graduated	Socioeconomically Disadvantaged	78.6% graduated	Students with Disabilities	83.9% graduated	African American	76.9% graduated	American Indian		Asian		Filipino		Hispanic	79.6% graduated	Two or More Races		Pacific Islander		White	78.7% graduated	+1%
All Students	78.7% graduated																													
English Learners	70.6% graduated																													
Foster Youth																														
Homeless	73.7% graduated																													
Socioeconomically Disadvantaged	78.6% graduated																													
Students with Disabilities	83.9% graduated																													
African American	76.9% graduated																													
American Indian																														
Asian																														
Filipino																														
Hispanic	79.6% graduated																													
Two or More Races																														
Pacific Islander																														
White	78.7% graduated																													

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Support and promote school centered	X All Students English Learners Low-Income Students	LCFF Supplemental	7000 2000	2024-2025 School Year

	<p>programs and events with materials supplies and clerical support that promotes student involvement (including but not limited to extra curricular arts, athletics, graduation) WASC Goal #2</p>	<p>Foster Youth Lowest Performing</p>	<p>Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies</p>		
2.2	<p>Youth leadership, training, materials, conferences and transportation. WASC Goal #2</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Cell Tower (High School ONLY) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>1500 6000</p>	<p>2024-2025 School Year</p>
2.3	<p>Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Cell Tower (High School ONLY) 4000-4999: Books And Supplies LCFF Supplemental</p>	<p>2000 3000</p>	<p>2024-2025 School Year</p>

	college and career preparedness. WASC Goal #3		Site Allocation 4000-4999: Books And Supplies		
2.4	Academic Intervention Teacher to support students .20 FTE WASC Goal #3 PC 38262	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,023	2024-2025 School Year
2.5	Provide additional San Juan high school counseling services to promote academic success and increase college and career progress. 0.50 FTE WASC Goal #2 PC 33892	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	50,692 25,267	2024-2025 School Year
2.6	Enhance learning experience in freshman wheel for 9th graders	All Students English Learners X Low-Income Students X Foster Youth	Cell Tower (High School ONLY)	2990 5000	2024-2025 School Year



	with introductory to CTE. WASC Goal #3	X Lowest Performing	4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
2.7	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. WASC Goal #1 - PD	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	9000	2024-2025 School Year

2.8	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. WASC Goal #2	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8900 2000 15,719	2024-2025 School Year
2.9	Materials and supplies to support AVID, CTE, AP, and college and career readiness. WASC Goal #3	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI)	2000 34000 4000	2024-2025 School Year

			4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
2.10	Intervention Teacher for push- in or pull out to support student academic success and increased attendance. .40 FTE WASC Goal #2 PC 35703	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	29,200  11,731	2024-2025 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

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# Annual Review

## SPSA Year Reviewed: 2023-24

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?

ASB participation, number of student clubs, suspension and behavior rates and student/family/staff surveys. This data is reviewed by the grading period or annually for the surveys.

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

This has been our second year in a row with a stable activities director to help lead ASB and school culture. We have refined and better supported our process for behavior intervention. We have an active Wellness Team and SLCs that review student progress weekly.

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

We have added a Dean of Students for next year to support low level tier I behaviors. We will have a full year of our Parent Ambassador and we have also identified a Parent Liaison for this coming year. Additional security staff have been added as well and a stabilized support staff for this coming year.

**2023-24**

**Identified Need**

Stable staffing, continued review of procedures and policies around behavior. Continue to build our Spartan Culture as we connect students to the Spartan Way.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	11.1% suspended at least one day
	English Learners	5.8% suspended at least one day
	Foster Youth	50% suspended at least one day
	Homeless	9.2% suspended at least one day
	Socioeconomically Disadvantaged	12.6% suspended at least one day
	Students with Disabilities	16.9% suspended at least one day
	African American	26% suspended at least one day
	American Indian	
	Asian	4.8% suspended at least one day
	Filipino	
	Hispanic	7.1% suspended at least one day
	Two or More Races	19.6% suspended at least one day
Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	10% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.29%		-.03%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	52.6%		+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	49.9%		+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		+10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Intervention Teacher to support student socioemotional wellness resulting in student academic success, increased attendance 1.0 FTE	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	88,000 47,191	2024-2025 School Year

	WASC Goal #2 PC 31538 PC 37975		3000-3999: Employee Benefits		
3.2	Materials and supplies for staff to support student academic, socioemotional, and attendance success. WASC Goal #2	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	2024-2025 School Year
3.3	School Community Intervention Specialist I 1 FTE WASC Goal #2 PC 39136	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	40,786 25,902	2024-2025 School Year
3.4	Enhance learning experiences with STEAM. WASC Goal #3	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3160 3000	2024-2025 School Year

			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.5	Build stronger partnerships with students and families. To include home visits, community partnership programs like IYT, SAYS and other potential support programs. WASC Goals #2/#4	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5700-5799: Transfers Of Direct Costs	6000 3000 10000	2024-2025 School Year
3.6	Provide materials and supplies to support English	All Students X English Learners Low-Income Students	Cell Tower (High School ONLY)	2000	2024-2025 School Year



	Learner Advisory Committee in providing input to school planning. WASC Goal #3	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
3.7	Provide materials and supplies for parent support of all students and for parent community events. WASC Goal #4	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500  1000	2024-2025 School Year
3.8	One parent liaison to increase home/school connectedness in the San Juan Community WASC Goal #4	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5040  500  1000	2024-2025 School Year

			Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
3.9	SCIS I to provide summer support by building relationships with new incoming students and conducting home visits for students in need of additional support. 1.0 FTE	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing TOM	Equity Multiplier 2000-2999: Classified Personnel Salaries	83434	2024-2025 School Year

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

## Centralized Services

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
English Learners receive daily Designated and Integrated English Language Development. - LCFF EL Central	2024-2025 school year	1.4 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support to beginning and early intermediate proficiency EL students to support core content instruction in collaboration with the classroom teacher. - LCFF EL Central	2024-2025 school year	.75 BIA	2000-2999: Classified Personnel Salaries		

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional high, middle and K-8 school academic counseling, social relationships, parent and family relations. Targeted services under the framework of MTSS. - LCFF Central	2024-2025 school year	1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Utilize a College-Career Specialist to support students toward college/career preparation by graduation. - LCFF Central	2024-2025 school year	1.0 FTE College and Career Tech	2000-2999: Classified Personnel Salaries		
Offer AVID courses to promote college readiness. - LCFF Central	2024-2025 school year	.85 FTE AVID Teacher	1000-1999: Certificated Personnel Salaries		

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Intervention/Restorative Justice Teacher addressing chronic discipline behavior to reduce suspension rate. - LCFF Central	2024-2025 school year	.60 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries		
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. - LCFF Central	2024-2025 school year	1.0 FTE AIS	1000-1999: Certificated Personnel Salaries		

# 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	\$425,040.00
Total Federal Funds Provided to the School from the LEA for CSI	\$199,656.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,437,546.00

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$199,656.00

Subtotal of additional federal funds included for this school: \$199,656.00

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)	\$22,650.00
Equity Multiplier	\$717,880.00
LCFF Supplemental Site Allocation	\$72,320.00
Title I Part A Parent Involvement	\$5,040.00
Title I Part A Site Allocation	\$420,000.00

Subtotal of state or local funds included for this school: \$1,237,890.00

Total of federal, state, and/or local funds for this school: \$1,437,546.00

# 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	72,320	0.00
Comprehensive Support and Improvement (CSI)	199,656.00	0.00
Title I Part A Site Allocation	420,000	0.00
Title I Part A Parent Involvement	5,040.00	0.00
Cell Tower (High School ONLY)	22,650.00	0.00
Equity Multiplier	717,880	0.00

## Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	22,650.00
Comprehensive Support and Improvement (CSI)	199,656.00
Equity Multiplier	717,880.00
LCFF Supplemental Site Allocation	72,320.00
Title I Part A Parent Involvement	5,040.00
Title I Part A Site Allocation	420,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	710,122.00
2000-2999: Classified Personnel Salaries	235,388.00
3000-3999: Employee Benefits	127,600.00
4000-4999: Books And Supplies	327,317.00
5000-5999: Services And Other Operating Expenditures	26,619.00
5700-5799: Transfers Of Direct Costs	10,000.00
None Specified	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	20,150.00
5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	2,000.00
None Specified	Cell Tower (High School ONLY)	500.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	16,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	6,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	177,656.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	468,013.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	183,562.00
4000-4999: Books And Supplies	Equity Multiplier	66,305.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	920.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	52,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,900.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	5,040.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	225,189.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	40,786.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	127,600.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	10,706.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	15,719.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	871,011.00
Goal 2	242,022.00

Goal 3

324,513.00



# 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
Katie Cox	Classroom Teacher
Nick Gailbreath	Classroom Teacher
Reza Taheri	Classroom Teacher
Pam Walker	Other School Staff
Shawn Whitecotton	Parent or Community Member
12th Grade Student	Secondary Student
12th Grade Student	Secondary Student
12th Grade Student	Secondary Student
Vacant	Parent or Community Member

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.

# Budget By Expenditures

## San Juan High School

**Funding Source: Cell Tower (High School ONLY)**

**\$22,650.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$1,000.00	School Connectedness	
	4000-4999: Books And Supplies	\$500.00	School Connectedness	
Youth leadership, training, materials, conferences and transportation. WASC Goal #2	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for college and career preparedness. WASC Goal #3	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	None Specified	\$500.00	School Connectedness	
	4000-4999: Books And Supplies	\$500.00	School Connectedness	
Enhance learning experience in freshman wheel for 9th graders with introductory to CTE. WASC Goal #3	4000-4999: Books And Supplies	\$2,990.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Materials and supplies to support AVID, CTE, AP, and college and career readiness. WASC Goal #3	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

## San Juan High School

	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Enhance learning experiences with STEAM. WASC Goal #3	4000-4999: Books And Supplies	\$3,160.00	Engaging Academic Programs	English
Provide materials and supplies to support English Learner Advisory Committee in providing input to school planning. WASC Goal #3	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	English
Provide materials and supplies for parent support of all students and for parent community events. WASC Goal #4	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	Counseling
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	
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	English

Cell Tower (High School ONLY) Total Expenditures: \$42,374.00

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

**Funding Source: Comprehensive Support and Improvement (CSI)**

**\$199,656.00 Allocated**

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

	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs	English
Build stronger partnerships with students and families. To include home visits, community partnership programs like IYT, SAYS and other potential support programs. WASC Goals #2/#4	2000-2999: Classified Personnel Salaries	\$6,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$34,000.00	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. WASC Goal #1 - PD	1000-1999: Certificated Personnel Salaries	\$9,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	4000-4999: Books And Supplies	\$9,000.00	School Connectedness	
	4000-4999: Books And Supplies	\$34,000.00	School Connectedness	
	4000-4999: Books And Supplies	\$33,656.00	School Connectedness	
	4000-4999: Books And Supplies	\$67,000.00	School Connectedness	
Provide collaboration release time for departments, SLC, to develop cross-curricular lessons to engage students in their learning. WASC Goal #1	1000-1999: Certificated Personnel Salaries	\$4,000.00	School Connectedness	

# San Juan High School

Comprehensive Support and Improvement (CSI) Total Expenditures: \$199,656.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$0.00

## Funding Source: Equity Multiplier

**\$717,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Differentiated Instruction: Support various student language profiles and needs in core content classes specifically English and Math. BIA Spanish .75FTE BIA Russian .75FTE	2000-2999: Classified Personnel Salaries	\$100,128.00	School Connectedness	
Math Co-Teacher: In class support for co-teaching in IM I.	1000-1999: Certificated Personnel Salaries	\$155,171.00	School Connectedness	
ELA Co-Teacher: In class support for co-teaching in ELA in selected classrooms.	1000-1999: Certificated Personnel Salaries	\$155,171.00	School Connectedness	
SCIS I to provide summer support by building relationships with new incoming students and conducting home visits for students in need of additional support. 1.0 FTE	2000-2999: Classified Personnel Salaries	\$83,434.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$31,470.00	School Connectedness	
Academic Assessment Coordinator: Track assessment and data, provide academic counseling support, and serve as coordinator for Equal Opportunity Schools (EOS), English Language Proficiency Assessments for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP).	1000-1999: Certificated Personnel Salaries	\$157,671.00	School Connectedness	
Supplemental materials and supplies to implement the Equity Multiplier Funding Initiatives.	4000-4999: Books And Supplies	\$34,835.00	School Connectedness	

# San Juan High School

Equity Multiplier Total Expenditures: \$717,880.00

Equity Multiplier Allocation Balance: \$0.00

## Funding Source: LCFF Supplemental Site Allocation **\$72,320.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	Counseling
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	English
	5700-5799: Transfers Of Direct Costs	\$10,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$4,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Materials and supplies for staff to support student academic, socioemotional, and attendance success. WASC Goal #2	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs	English

## San Juan High School

Supplemental materials and supplies including technology to engage students in reading, writing and speaking skills. WASC Goal #3	4000-4999: Books And Supplies	\$10,000.00	School Connectedness	
Culturally relevant current text and materials, library and media technology to support instruction and address student need. WASC Goal #2	4000-4999: Books And Supplies	\$2,000.00	School Connectedness	
Materials, supplies, hardware, and software to build math foundational skills. WASC Goal #3	4000-4999: Books And Supplies	\$3,500.00	School Connectedness	
Supplemental materials and supplies to support ELD students WASC Goal #3	4000-4999: Books And Supplies	\$2,000.00	School Connectedness	
	1000-1999: Certificated Personnel Salaries	\$920.00	School Connectedness	
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. WASC Goal #2	5000-5999: Services And Other Operating Expenditures	\$8,900.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
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) WASC Goal #2	4000-4999: Books And Supplies	\$7,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	4000-4999: Books And Supplies	\$2,500.00	School Connectedness	
	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

## San Juan High School

4000-4999: Books And Supplies	\$6,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

LCFF Supplemental Site Allocation Total Expenditures: \$78,820.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement **\$5,040.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
One parent liaison to increase home/school connectedness in the San Juan Community WASC Goal #4	2000-2999: Classified Personnel Salaries	\$5,040.00	Engaging Academic Programs	English

Title I Part A Parent Involvement Total Expenditures: \$5,040.00

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

### Funding Source: Title I Part A Site Allocation **\$420,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School Community Intervention Specialist I 1 FTE WASC Goal #2 PC 39136	2000-2999: Classified Personnel Salaries	\$40,786.00	Engaging Academic Programs	English



## San Juan High School

Intervention Teacher to support student socioemotional wellness resulting in student academic success, increased attendance 1.0 FTE WASC Goal #2 PC 31538 PC 37975	1000-1999: Certificated Personnel Salaries	\$88,000.00	Engaging Academic Programs	English
	3000-3999: Employee Benefits	\$47,191.00	Engaging Academic Programs	English
	3000-3999: Employee Benefits	\$25,902.00	Engaging Academic Programs	English
	3000-3999: Employee Benefits	\$11,731.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Intervention Teacher for push-in or pull out to support student academic success and increased attendance. .40 FTE WASC Goal #2 PC 35703	1000-1999: Certificated Personnel Salaries	\$29,200.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	\$25,267.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	5000-5999: Services And Other Operating Expenditures	\$15,719.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Academic Intervention Teacher to support students .20 FTE WASC Goal #3 PC 38262	1000-1999: Certificated Personnel Salaries	\$20,023.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Provide additional San Juan high school counseling services to promote academic success and increase college and career progress. 0.50 FTE WASC Goal #2 PC 33892	1000-1999: Certificated Personnel Salaries	\$50,692.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

## San Juan High School

	3000-3999: Employee Benefits	\$17,509.00	School Connectedness
	1000-1999: Certificated Personnel Salaries	\$1,500.00	School Connectedness
Academic Intervention Teacher to support students in ELA .60 FTE WASC Goal #3 PC 37975 PC 37976	1000-1999: Certificated Personnel Salaries	\$35,774.00	School Connectedness
Provide academic support structures and services to increase graduation, college and career readiness. Provide for AVID tutors and students taking assessments for college and career readiness. WASC Goal #2	4000-4999: Books And Supplies	\$10,706.00	School Connectedness
Title I Part A Site Allocation Total Expenditures:		\$420,000.00	
Title I Part A Site Allocation Allocation Balance:		\$0.00	
San Juan High School Total Expenditures:		\$1,463,770.00	