

School Year: **2025-26**



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
Rancho San Juan High School	27 66159 0136697	May 27, 2025	June 10,2025

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL 1: The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Goal 1

The performance and opportunity gap will be eliminated- all students will graduate college and/or career ready.

Identified Need

District wide data reveals that students continue to struggle in reading and math calculation. In addition, we must increase the number of students A-G eligible, completing CTE pathways, as those are deficiencies revealed in district data that impact the college and career indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Scores	ALL- 9.7 points below standards ELLs- 68.7 points below standards Hispanic- 11.9 points below standards SED- 10.9 points below standards SWD- 68.9 points below standards LTELs- 105.4 points below standards	ALL - The Average scale scores in ELA will increase by 10 points ELLs - The average SBAC scale scores in ELA by 15 points. SWD - The average scale score for SWD's will increase in ELA by 15 points annually
SBAC Math Scores	ALL- 106.3 points below standards ELLs- 144.5 points below standards Hispanic- 109.2 points below standards SED- 106.5 points below standards SWD- 163.9 points below standards LTELs- 179.3 points below standards	ALL - The Average scale scores in ELA will increase by 10 points ELLs - The average SBAC scale scores in ELA by 15 points. SWD - The average scale score for SWD's will increase in ELA by 15 points annually

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data	<p>ALL- % of grades were C's and Above.</p> <p>ELLs-% of grades were C's and Above</p> <p>SWD- % of grades were C's and Above.</p>	<p>ALL- The percent of students earning C's or above will increase by 3 points. -</p> <p>ELLs- The percent of students earning C's or above will increase by 5 points.</p> <p>SWD- The percent of students earning C's or above will increase by 5 points.</p>
FAFSA Completion	78% of seniors completed by the priority deadline.	The percentage of seniors completing a FAFSA will increase by 10 points.
A-G Completion Rates	<p>ALL-85.3 % A-G completion rate</p> <p>ELLs- 77.5% G rate</p> <p>Hispanic- 93.3%</p> <p>SWD- 75.2 % A-G completion rate</p>	<p>ALL=- A-G rates will improve by 5%</p> <p>ELLs-A-G rates for EL's will grow by 10%</p> <p>SWD-A-G rates for SWD's will grow by 10%</p>
Graduation Rate	<p>ALL- 93.3%</p> <p>ELLs- 77.5%</p> <p>Hispanic- 93.3%</p> <p>LTEs 87.3%</p> <p>SED- 94.4%</p> <p>SWD 81%</p>	<p>ALL- Graduation rate will increase by 2%.</p> <p>ELLs- Graduation rate will increase by 5%.</p> <p>Hispanic- Graduation rate will increase by 2%</p> <p>LTEs- Graduation rate will increase by 2%</p> <p>SED- Graduation rate will increase by 2%</p> <p>SWD- Graduation rate will increase by 5%.</p>
College and Career Indicator	<p>ALL- 46.1 Prepared</p> <p>ELLs- 21.6% Prepared</p> <p>Hispanic- 44.6% Prepared</p> <p>LTEs- 25.9% Prepared</p> <p>SED- 47% Prepared</p> <p>SWD- 14.3% Prepared</p>	<p>ALL - The CTE completers rate will increase by 10%</p> <p>ELLs- The CTE completer rate will increase by 15%</p> <p>SWD- The CTE completer rate will increase by 15%</p>
ELPAC	<p>60.4% ELs made progress</p> <p>68.2% LTEs made progress</p>	<p>Percent of ELs making progress towards Proficiency will increase by 5%</p> <p>Percent of LTEs making progress towards Proficiency will increase by 5%</p>

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 High-Quality First Time Instruction (PLC, PDSA)

Our school will foster and support strong Professional Learning Communities (PLCs); teachers will collaborate regularly to plan and implement standards-based instruction, design aligned assessments, and develop targeted interventions and enrichment opportunities. Using a continuous improvement model, teachers will analyze student data to refine instructional practices and enhance learning outcomes. The school will maintain a strong focus on grade-level standards and instructional rigor to ensure all students are on a pathway toward college graduation and career readiness, with a particular emphasis on improving literacy across all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Actual Expenditures

Source(s)

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
Hours for additional collaboration beyond the work day to reevaluate pacing and essential standards, create common assessments, and plan intervention. Subs for release days.

340

Actual Expenditures

Title I Part A: Disadvantaged Students
3000-3999: Employee Benefits
Benefits for Sub hrs

3000

Actual Expenditures

LCFF Site
1000-1999: Certificated Personnel Salaries
Hours for additional collaboration beyond the work day to reevaluate pacing and essential standards, create common assessments, and plan intervention. Subs for release days.

680

Actual Expenditures

LCFF Site
3000-3999: Employee Benefits
Benefits for EWAs for the hrs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.2 Intervention and supports

Our school is committed to ensuring academic success for all students by providing comprehensive intervention, remediation, acceleration, and targeted support. We will implement a multi-tiered system of support (MTSS) to address diverse learning needs, with a particular focus on English Learners (ELs), Students with Disabilities (SWDs), African American students, and Foster/Homeless youth.

Strategy/Activity

1.2 Teacher teams will collaborate in teams to analyze data, adjust curriculum, and design assessments with a focus on SWD's, EL's and YIT.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4680

Actual Expenditures

Source(s)

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
hours per semester to pay teachers for
homework center.

2700

Actual Expenditures

Title I Part A: Disadvantaged Students
2000-2999: Classified Personnel Salaries
Paraeducators to support tutorials, Saturday
Schools, and after school homework center.

2043

Actual Expenditures

Title I Part A: Disadvantaged Students
3000-3999: Employee Benefits
teachers and paraeducator homework center
hrs

1500

Actual Expenditures

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
Hours for planning and implementing bi weekly
targeted tutorials for all core subjects. Additional
hours for Saturday Schools.
Substitute Teachers to support during the day
interventions

343

Title I Part A: Disadvantaged Students

Actual Expenditures	3000-3999: Employee Benefits Benefits subs
37440 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries 4 teachers to do Fall intersession, and 4 teachers for Spring Intersession.
8430 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits 4 teachers for fall/spring intersession
94849 Actual Expenditures Aurelia Garcia	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries .8 Intervention Specialist to plan and carry out academic intervention planning.. Original amount 76545 increase by 18304
21356 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits for intervention Specialist
4000 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries hours for supervisor and custodial support for Saturday school/intersession.
1462 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits
1200 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Lunch for winter/spring intersession. Or other supplies to support intersession and intervention.
3000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and supplies for supplemental materials and equipment needed to support supplemental enrichment in all classes. Including additional paper for printing reading materials, and supplemental novels for classrooms etc.

<p>22842</p> <p>Actual Expenditures</p>	<p>Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Afterschool and Saturday transportation to support intervention.</p>
<p>2500</p> <p>Actual Expenditures</p>	<p>Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Printing materials for math and English Interventions.</p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.3 English Learners (Newcomers and LTELs)

Our school is dedicated to providing a comprehensive, inclusive education that meets the diverse strengths, needs, and identities of all English Learners, including both Newcomers and Long-Term English Learners (LTELs). We will implement targeted instructional strategies that support language development and academic achievement across all content areas.

With a strong emphasis on literacy, our educators will integrate culturally responsive teaching practices and scaffolded support to help ELs access grade-level content, build academic vocabulary, and develop strong reading and writing skills. Through ongoing assessment and collaboration within Professional Learning Communities, we aim to accelerate English proficiency and close achievement gaps, ensuring all EL students are on a path to college and career readiness.

Strategy/Activity

1.3 Provide additional supports and interventions for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
<p>2000</p> <p>Actual Expenditures</p>	<p>LCFF Site 1000-1999: Certificated Personnel Salaries hours for sheltered collaboration to discuss best practice and aligns skills across the content.</p>
<p>455</p> <p>Actual Expenditures</p>	<p>LCFF Site 3000-3999: Employee Benefits</p>

21014 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries .2 before school ELD section.
4733 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Benefits for 0.2 FTE, EWAs and Subs
1950 Actual Expenditures	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries EWAs to support EL parent meetings or interventions
439 Actual Expenditures	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Benefits for EWA
1,064 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Subs
2,400 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Para educator to support after school intervention/credit recovery.
1119 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Benefits for Para
1,064 Actual Expenditures	Title III: Immigrant 1000-1999: Certificated Personnel Salaries Subs for fieldtrips
240 Actual Expenditures	Title III: Immigrant 3000-3999: Employee Benefits Benefits for the subs

975 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Hrs for EI Support/Bootcamp
228 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Benefits for EI support
1,259 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Supplemental materials, supplies, and books for English Learners Supports
1,001 Actual Expenditures	Title III: Immigrant 4000-4999: Books And Supplies Materials and supplies for immigrant students.
3,483 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Funds to send staff to local EL conferences, or CABE
4000 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Transportation expense for 1 EL field trip for summer including tickets for entry.
1,800 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Licenses for software to support English Learners.
1,500 Actual Expenditures	Title III: Immigrant 5000-5999: Services And Other Operating Expenditures Field trips for immigrant students.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.4 Student with Disabilities

To improve academic outcomes for Students with Disabilities (SWDs) and English Learners with IEPs, the school will invest in and implement interventions, supports, instructional materials, and software. These resources will support differentiated instruction and personalized learning, ensuring that all students can meaningfully engage with grade-level standards.

Progress will be monitored through IEP goal tracking, formative assessments, and regular data review within collaborative teams. The goal is to reduce the achievement gap for SWDs and ELs with IEPs by increasing the percentage of students meeting IEP goals.

Strategy/Activity

1.4 Provide additional supports and interventions for students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Actual Expenditures

LCFF Site
1000-1999: Certificated Personnel Salaries
Hours for co teaching collaborations.

229

Actual Expenditures

LCFF Site
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.5 Software and Technology

The school will ensure that all students and teachers have equitable access to educational technology tools, including devices, digital platforms, and instructional software, to enhance teaching and learning.

Strategy/Activity

1.5 Provide technology in the form of equipment and software to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7000

Actual Expenditures

Title I Part A: Disadvantaged Students
5000-5999: Services And Other Operating
Expenditures
Software licenses to support instruction.

Actual Expenditures

Actual Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.6 College and Career Readiness

The school will strengthen college and career readiness pathways by expanding access to support programs such as AVID and PUENTE, increasing counselor-led academic and career guidance, and engaging families through targeted parent nights and workshops. These efforts will ensure that all students—particularly those from historically underserved backgrounds—are prepared for postsecondary success.

Strategy/Activity

1.6 Sites will implement and monitor an effective academic intervention program to ensure successful preparation for college and/or a career.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10300

Actual Expenditures

LCFF Site
1000-1999: Certificated Personnel Salaries
Subs for for fieldtrips

2324

Actual Expenditures

LCFF Site
3000-3999: Employee Benefits
benefits Subs for for fieldtrips 50 sub days

15000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries .2 Intervention specialist to work with students on A-G preparedness, advisory, and organize after school work shops etc.
3377 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits for .2 Intervention Specialist
4290 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries AVID Coordinator Stipend and hours for AVID Site team meeting for 5 teachers
966 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits For AVID team
6890 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Hours for targeted tutorials for all core subjects and after school student support.
1551 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits for tutorial hours
1000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials/Books/Binders for AVID program
1000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials to support access to higher level course like advance math.
3500 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures PSAT fees

<p>4000</p> <p>Actual Expenditures</p>	<p>LCFF Site</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Enrichment field trips.</p>
<p>Actual Expenditures</p>	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
<p>Actual Expenditures</p>	

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The implementation of our after-school homework center has been highly successful, as evidenced by the positive outcomes reflected in our grade data. Attendance at the center was robust, and as a result, we observed significant increases towards meeting our academic goals at the end of the semester, both overall and within each subgroup. The focus on interventions and literacy initiatives has also proven effective, with midyear STAR data indicating notable positive growth.

To address academic deficiencies, we offered two intersessions and ran five credit recovery courses specifically targeting students with D's and F's. Although we do not yet have the final data

on A-G completion or graduation rates, anecdotal evidence suggests that these programs were effective in supporting student progress. Additionally, programs such as Puente and AVID have maintained strong participation and continue to demonstrate positive college-going rates.

While the new online FAFSA presented challenges, our dedicated efforts to assist parents throughout February contributed to sustained completion rates. Much of our intervention work focused on mathematics, and early state testing results have shown encouraging signs of positive growth in this area. We are excited about the potential these results indicate and remain committed to refining and enhancing our strategies to further support our students' success.

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

There were a few notable differences between the intended implementation and the actual budgeted expenditures for our strategies and activities aimed at meeting our articulated goals. Thanks to additional funds granted to us, we were able to spend more on field trips, providing valuable experiential learning opportunities for our students. We also allocated more funds towards intersession programs as demand increased, necessitating additional resources to accommodate the higher participation. Conversely, expenditures on materials and supplies were lower than initially anticipated, and we spent slightly less on software licenses than planned. Overall, these differences were minor and did not significantly impact the effectiveness of our programs.

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

There are no substantive changes to

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Goal 2

All teachers at Rancho San Juan will be trained in, and implement, researched based instructional practices aimed at eliminating the achievement gap for all students.

Identified Need

Staff needs to be able to implement researched based instructional practices that support all learners at a tier 1 level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Retention	89.28% of new reelected teachers were retained.	100% of new teachers will be retained.
Teacher training	33% completed professional sharing or a PDSA cycle.	% of teachers will participate in at least 2 professional sharing opportunities, or 1 PSA cycle.
Implementation of researched Based Instructional Practices.	New metric/No Baseline	% will demonstrate elements of the site instructional focus consistently based on administrative walk thru data.
Participation in PD	97% of teachers participated in PD in one of these areas.	All teachers will complete at least on PD in the area of supporting EL's, Co-teaching, CM/GRR, Grading for Equity, Assessment Design, Reading Strategies, restorative justice or PLC/RTI.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 PD for new teachers and staff, EL, SWD, district initiatives

By the end of the academic year, the school will increase student achievement across all core content areas by strengthening high-quality, differentiated instruction through targeted professional development and the integration of culturally responsive pedagogy, literacy strategies, and educational technology. Special emphasis will be placed on supporting English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to ensure equitable access to academic content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000 Actual Expenditures 7000 for subs	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Hours for ILT meetings/Hours for after school PD/Subs for Coaching Cycles/PDSA Cycle Release Days/Hours for teacher collaboration, and release time. All ELA, ELD, Math, Science, and Social Studies will engage in cycles of improvement.
1579 Actual Expenditures 1577 for subs	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits
4000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries New teacher meetings every month
901 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits New teacher meeting
300 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials for staff wellness events
1500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Supplies for professional development to support all teachers

6000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Conference attendance to support site initiative's.
500 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials for new teacher meetings
20000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Travel and Conference for all staff. RTI, assessment design, Grading, PBIS, PLC, and equity inclusion. .
1750 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Food for professional development for all staff

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The overall implementation of our strategies and activities to achieve our articulated goals was marked by several key successes and areas for improvement. We effectively pulled out all ELA, ELD, and Math teachers for PDSA cycles, thereby strengthening our collaboration structures by incorporating basic PDSA principles. This effort led to a doubling in the number of common assessments being discussed and uploaded into our PLC tool, showcasing a significant improvement in our data-sharing practices.

While observation data for classrooms did not provide clear evidence of increases in strategies outlined in our instructional framework, we did observe positive engagement in professional development sessions, monthly new teacher meetings, and an increase in staff wellness and community activities. Feedback from staff has been overwhelmingly positive, indicating a supportive and collaborative environment. Although direct instructional changes were not easily measurable through classroom observations, the enhanced collaboration, assessment practices, and staff participation suggest a promising trend toward achieving our goals.

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

We only had 2 new teachers participate in a planning day. Besides that. The activities were implemented as planned. In terms of budget, we did spend a little more on release time for PDSA cycles than anticipated.

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

We plan to engage additional departments for PDSA cycles and release days. These can be found in goal 2 action 2

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.

Goal 3

All students will be engaged in teaching and learning environment that are safe, caring, and healthy.

Identified Need

Overall district dashboard revealed a high suspension rate, and chronic absenteeism rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	ALL- 2.5% Suspended for at least one day Hispanic- 2.7% Suspended for at least one day SED 2.6% Suspended for at least one day ELLs- 3% Suspended for at least one day LTELs- 4% Suspended for at least one day SWD- 3.8% Suspended for at least one day Homeless- 0% Suspended for at least one day White- 0% Suspended for at least one day	ALL- Reduce by 1.5% Hispanic- Reduce by 1.5% SED Reduce by 1.5% ELLs- Reduce by 2% LTELs- Reduce by 2.5% SWD-Reduce by 2.5% Homeless- 0% maintain White- 0% maintain
Office Discipline Referrals	Average daily ODR's 1.32 per day.	Reduce average daily ODR by 10%
Attendance Rate	ADA was %	Increase ADA by 4%
Chronic Absenteeism	ALL- % ELLs- % SWD- % Homeless- %	ALL -Reduce by 5% ELLs- Reduce by 5% SWD- Reduce by 5% Homeless- Reduce by 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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 MTSS (Behavioral and Social Emotional)

The school will foster a safe, inclusive, and supportive learning environment by implementing a tiered system of behavior supports and interventions. Staff will receive professional development to effectively address the social, emotional, behavioral, and mental health needs of all students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and other historically underserved student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5770 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Hours for PBIS Team Meetings, Subs For Release Time, extra hours for PBIS lead for lesson planning etc..
1299 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Benefits for PBIS team
24651 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries .2 intervention specialist release to support tier one intervention efforts for PBIS and houses.
5550 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Benefits for release
3000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies PBIS Materials including materials, food, etc. for student recognition events.

3500 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Speakers for assemblies/events
1750 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures PD to support organization of student activities, athletics, and Link Crew

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Safe and caring campus environment

The school will create a physically and emotionally safe, welcoming, and inclusive campus environment by hiring and training site staff, including campus security, who will actively engage with students and the community to support schoolwide behavior expectations and contribute to a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 Family Engagement

The school will strengthen family engagement by providing educational workshops and access to school and community resources, ensuring families are equipped to support their students' academic progress and overall well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,300 Actual Expenditures	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Hours for certificated personnel involved in parent meetings after hours, or for other parent workshops.
293 Actual Expenditures	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Benefits for parent meetings
1,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials for house activities. \$150 office depot PO per house.
261 Actual Expenditures	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Postage for additional parent communication.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Homeless and Foster Youth

Strategy/Activity

3.4 Foster/Homeless Youth

The school will provide equitable academic and social-emotional support for foster youth (FY) and homeless youth (HY) by ensuring access to essential services, transportation, school supplies, and mental health supports, enabling full participation in the educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1197 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and supplies for homeless foster youth.

1000	LCFF Site
Actual Expenditures	5000-5999: Services And Other Operating Expenditures Field trips and outings for homeless foster youth.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6 Chronic Absenteeism

The school will improve student engagement and daily attendance by implementing a data-driven system in which intervention and attendance teams monitor attendance patterns and provide timely, targeted supports to students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

3.7 Community Schools

Implement, and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17000

LCFF Site
1000-1999: Certificated Personnel Salaries

Actual Expenditures	Hours for house meetings to plan transition and support events for students. 8 hours additional planning for house leads.
3828 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits
29729 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Field Trip costs including transportation houses/schools. .

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The overall implementation of our strategies and activities aimed at achieving our articulated goals was successful across several key areas. PBIS, SLC, Parent Involvement, and wellness strategies were all executed effectively. Although we do not yet have final data on attendance, preliminary data indicates a positive trend. Our referrals per day remained at a similar level compared to previous years due to an increase in specific behaviors during the first semester. However, staff responded commendably, and as a result, the second semester showed significant improvement. These efforts suggest that our strategies are having a positive impact, and we are on track to meet our goals.

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

In terms of budget we did spend less on hours than anticipated, and were able to

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

we did eliminate the release period for PBIS goal 3 action 1.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Site	146,875	0.00
Title I Part A: Disadvantaged	275,176	0.00
Title I Part A: Parent Involvement	4,243	0.00
Title III Part A: Language Instruction	42,075	0.00
Title III: Immigrant	3,805	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Site	146,875.00
Title I Part A: Disadvantaged Students	275,176.00
Title I Part A: Parent Involvement	4,243.00
Title III Part A: Language Instruction for LEP Students	42,075.00
Title III: Immigrant	3,805.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF Site	67,721.00
2000-2999: Classified Personnel	LCFF Site	4,000.00
3000-3999: Employee Benefits	LCFF Site	16,728.00
4000-4999: Books And Supplies	LCFF Site	10,697.00
5000-5999: Services And Other	LCFF Site	47,729.00
1000-1999: Certificated Personnel	Title I Part A: Disadvantaged Students	173,149.00
2000-2999: Classified Personnel	Title I Part A: Disadvantaged Students	2,700.00
3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	39,985.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	3,500.00
5000-5999: Services And Other	Title I Part A: Disadvantaged Students	55,842.00
1000-1999: Certificated Personnel	Title I Part A: Parent Involvement	3,250.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	732.00
5000-5999: Services And Other	Title I Part A: Parent Involvement	261.00
1000-1999: Certificated Personnel	Title III Part A: Language Instruction for	23,053.00
2000-2999: Classified Personnel	Title III Part A: Language Instruction for	2,400.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for	6,080.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for	1,259.00
5000-5999: Services And Other	Title III Part A: Language Instruction for	9,283.00
1000-1999: Certificated Personnel	Title III: Immigrant	1,064.00
3000-3999: Employee Benefits	Title III: Immigrant	240.00
4000-4999: Books And Supplies	Title III: Immigrant	1,001.00
5000-5999: Services And Other	Title III: Immigrant	1,500.00