



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	5/27/25	June 24,2025

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

☒ Targeted 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 TSI for the following indicators and/or student groups:

- Suspension Rate - Students who identify Two or More Races.

Our lowest performing groups include:

EL students - Graduation Rate, Suspension Rate, College Career Indicators

Hispanic/Latino students - ELA performance and Suspension Rate

Homeless Youth - Suspension Rate

LTEL - Suspension Rate

SED - ELA/Math Performance, College Career Indicators, and Suspension Rate

SWD - Suspension Rate

TOM - Suspension Rate

WH - Suspension Rate

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	10
Academic Engagement	21
Conditions & Climate.....	25
Goals, Strategies, & Proposed Expenditures.....	28
SPSA/Goal 1	28
SPSA/Goal 2	34
SPSA/Goal 3	42
Centralized Services for Planned Improvements in Student Performance	48
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54

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 continue to track and monitor our WASC progress, with a follow up visit in 25/26 school year.
- 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 2024-2025 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 have attended the district region LCAP meetings in the past, this last year it was difficult to find a willing parent, it will continue to be a concerted effort to have our families engage. We do have a Parent Liaison through the FACE office and is housed in our Family Resource Center to improve communication with parents and guardians.
- This year we also implemented a Coffee with the Principal the last Friday of each month. Parents/guardians are invited as well as students, there has been low turnout from families but an invaluable tool for student feedback once a month. This will continue in the 25-26 school year.

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
Total Enrollment				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
Total Enrollment	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)			4	8.0%		2.12%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
570	68.1%	23.9%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	23.9%
Foster Youth	8	1.4%
Homeless	44	7.7%
Socioeconomically Disadvantaged	388	68.1%
Students with Disabilities	97	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	9.8%
American Indian	7	1.2%
Asian	22	3.9%
Filipino	8	1.4%
Hispanic	250	43.9%
Two or More Races	33	5.8%
Pacific Islander	1	0.2%
White	192	33.7%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div> <div><p>Orange</p></div>	<div>Suspension Rate</div> <div><p>Red</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		
<div>College/Career</div> <div><p>Red</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

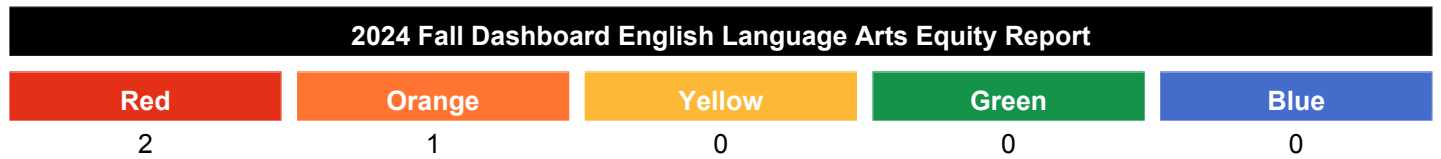
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>57.5 points below standard</div> <div>Increased 13.5 points</div> <div>122 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>110.8 points below standard</div> <div>Increased 8.1 points</div> <div>32 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>134.6 points below standard</div> <div>Declined 4.4 points</div> <div>17 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>73.8 points below standard</div> <div>Declined 3.9 points</div> <div>91 Students</div>

Students with Disabilities  No Performance Color 135.3 points below standard Declined 14.2 points 24 Students	African American  No Performance Color 34.4 points below standard Increased 128.5 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 74.3 points below standard Maintained 1.1 points 63 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 53.5 points below standard Increased 5.1 points 37 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.

Our lowest performing student groups were Students with Disabilities, our students with Disabilities scored 135.3 points below standard and also declined by 14.2 points. Our EL and LTEL students with scores 110.8 points below standard (but did increase by 8.1 points) and 134.6 points below standard (with a decline of 4.4 points) respectively. Also are Socioeconomically Disadvantaged and Hispanic, our Socioeconomically Disadvantaged students scored 73.8 points below standard which was a decrease of 3.9 points from the previous school year. Our Hispanic students scored 74.3 points below standard which maintained from the previous school year. In comparison, all students scored 57.5 points below standard which was an increase of 13.5 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While we continue to have an increase in the number of EL students coming to our school site, the added fact, that many are coming from limited formal educational environments. We have continued to use supports this year with the use of an intervention teacher that is going into English Classrooms, working specifically with our EL students for three periods a day. We have also increased the number of BIA supports which now included Russian and Ukrainian. In addition to this, we have instituted class size reduction which we tentatively have seen improvements this year with grades. This is compounded by the fact that San Juan has a high rate of transiency, which is connected to our access of Equity Multiplier funds, with a rate of greater than 20%.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our students will continue to be provided supports through reduced class size, SEL support to address needs related to attendance and classroom engagement. Students have had slightly better attendance this year and we are seeing the impact of them being in classrooms more. With small counselor ratios, students are better able to access their school counselor.

School and Student Performance Data

Academic Performance Mathematics

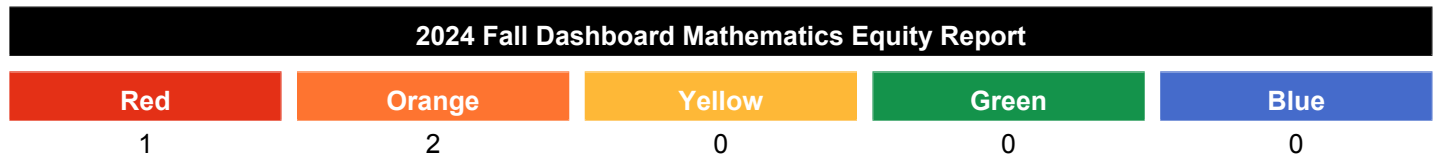
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>152.2 points below standard</div> <div>Increased 15.6 points</div> <div>126 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>211.2 points below standard</div> <div>Declined 9.9 points</div> <div>38 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>242.7 points below standard</div> <div>Declined 20.1 points</div> <div>17 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>169.0 points below standard</div> <div>Maintained 1.9 points</div> <div>98 Students</div>

Students with Disabilities  No Performance Color 212.8 points below standard Declined 11.7 points 24 Students	African American  No Performance Color 102.0 points below standard Increased 128.6 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 172.6 points below standard Increased 3.4 points 64 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 140.5 points below standard Increased 15.0 points 38 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.

Our lowest performing student groups were Students with Disabilities, our students with Disabilities scored 212.8 points below standard and also declined by 11.7 points. Our EL and LTEL students with scores 211.2 points below standard (with a decrease by 9.9 points) and 242.7 points below standard (with a decline of 20.1 points) respectively. Also are Socioeconomically Disadvantaged and Hispanic, our Socioeconomically Disadvantaged students scored 169 points below standard which was maintained their scores from the previous school year. Our Hispanic students scored 172.6 points below standard which improved by 3.4 points from the previous school year. In comparison, all students scored 152.2 points below standard which was an increase of 15.6 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While we continue to have an increase in the number of EL students coming to our school site, the added fact, that many are coming from limited formal educational environments. With our Equity Multiplier funds we have made a concerted effort to increase class size reduction to allow for more one on one work with students. So many are come to the school struggling with basic math fundamentals. This coming year we are exploring a Math Foundations course that will build these basic and core skills. We have also increased the number of BIA supports which now included Russian and Ukrainian. In addition to this, we have instituted class size reduction which we tentatively have seen improvements this year with grades. This is compounded by the fact that San Juan has a high rate of transiency, which is connected to our access of Equity Multiplier funds, with a rate of greater than 20%.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our students will continue to be provided supports through reduced class size, SEL support to address needs related to attendance and classroom engagement. Students have had slightly better attendance this year and we are seeing the impact of them being in classrooms more. With small counselor ratios, students are better able to access their school counselor.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
43.4% making progress.	37.3% making progress.
Number Students: 106 Students	Number Students: 51 Students

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.

2024 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
17%	39.6%	2.8%	40.6%

Lowest Performing Group:

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

Over the course of the last several years our EL students who have progressed in at least 1 ELPI level has ranged from 54% to 26.7%. In the 2024 school year it was 40.6%. Areas of improvement are in the % of students who have decreased at least 1 ELPI level, for the last two years, it has been 17%, in years past it has been a lower level with only on average 7%. In the 2024 year both our EL and LTEL students improved, our EL students improved by 14.1 percentage points and our LTEL students improved by 6.5 percentage points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While we continue to have an increase in the number of EL students coming to our school site, the added fact, that many are coming from limited formal educational environments. With our Equity Multiplier funds we have made a concerted effort to increase class size reduction to allow for more one on one work with students. So many are coming to the school struggling with academic language. We have also increased the number of BIA supports which now included Russian and Ukrainian. In addition to this, we have instituted class size reduction which we tentatively have seen improvements this year with grades. This is compounded by the fact that San Juan has a high rate of transiency, which is connected to our access of Equity Multiplier funds, with a rate of greater than 20%. While our EL students have one of the best attendance rate amongst our student groups, it is an area that can still improve.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have been able to increase and will maintain our BIA support, along with a teacher who has supported EL students in English classes. This coming year, this support will be redirected to support those students in other academic classes. In addition, we have transitioned to having Transition I and II classes, which are English classes supporting EL students.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

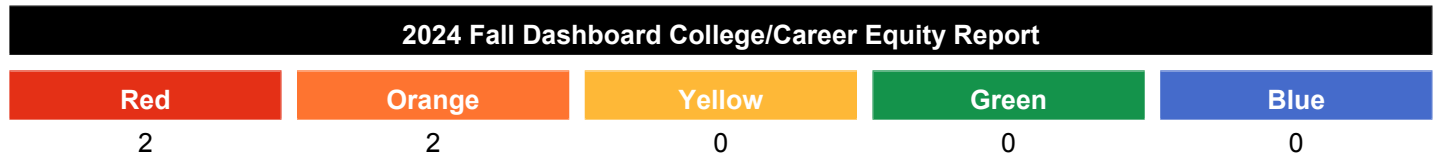
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>17.5 Prepared</div> <div>Declined 9.7</div> <div>166 Students</div>	<div>English Learners</div> <div> Red</div> <div>7.1 Prepared</div> <div>Declined 10.5</div> <div>56 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>10 Prepared</div> <div>Maintained 0.9</div> <div>20 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>16.2 Prepared</div> <div>Increased 5.7</div> <div>37 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>18 Prepared</div> <div>Declined 9.4</div> <div>150 Students</div>

Students with Disabilities  No Performance Color 0 Prepared Declined 16.1 20 Students	African American  No Performance Color 6.7 Prepared Declined 24.1 15 Students	American Indian  No Performance Color Less than 11 Students 0 2 Students
Asian  No Performance Color Less than 11 Students 0 6 Students	Filipino  No Performance Color Less than 11 Students 0 2 Students	Hispanic  Orange 13 Prepared Declined 12.9 69 Students
Two or More Races  No Performance Color 27.3 Prepared 0 11 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 19.7 Prepared Declined 3.7 61 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.

Several student groups demonstrated particularly low performance in terms of college and career readiness, as measured by the percentage of graduates classified as "Prepared." Students with Disabilities had the lowest performance, with 0% classified as Prepared and a decline of 16.1 points from the previous year. Foster Youth also had 0% Prepared, though no change was reported due to the small group size of only four students. African American students showed 6.7% Prepared and experienced the largest decline of any group, dropping by 24.1 points. English Learners had a 7.1% Prepared rate and declined by 10.5 points, placing them in the Red performance category. Long-Term English Learners showed a 10% Prepared rate with no significant change from the prior year. Hispanic students had a Prepared rate of 13% and declined by 12.9 points, earning an Orange performance level. These trends highlight the need for targeted interventions to improve college and career readiness among these student populations.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Although we are a CTE pathway school, many students underperform on the CAASPP, so their progress in this area isn't accurately reflected. However, we've increased Dual Enrollment participation this year, including adding an ACE Government course and expanding Dual Enrollment opportunities for CTE students. Auto and Culinary students now take related courses through our local community college. Unfortunately, these classes don't count toward the CCI.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have a dual approach as we tackle this area, one is to continue the work we are doing to improve CAASPP scores for students, of which we are showing steady improvement. This way students who are completers for our program will have their hard work reflected in the CCI. In addition, we are maintaining our 9th grade wheel that exposes all our students to the various pathways.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Graduation Rate

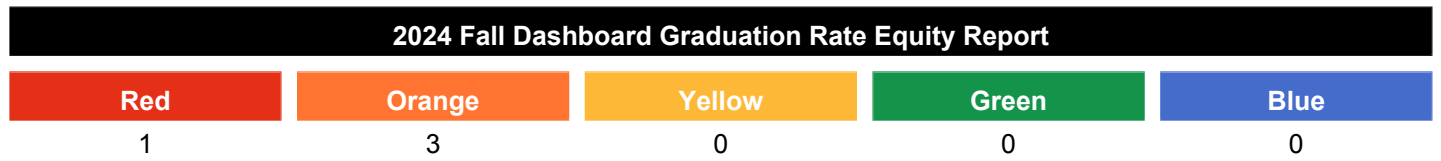
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.”












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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>74.4% graduated</div> <div>Declined 4.3%</div> <div>168 Students</div>	<div>English Learners</div> <div> Red</div> <div>63.2% graduated</div> <div>Declined 7.4%</div> <div>57 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>75% graduated</div> <div>Declined 6.8%</div> <div>20 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>57.9% graduated</div> <div>Declined 15.8%</div> <div>38 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>75% graduated</div> <div>Declined 3.6%</div> <div>152 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>81% graduated</p> <p>Declined 2.9%</p> <p>21 Students</p>	African American  <p>No Performance Color</p> <p>75% graduated</p> <p>Declined 1.9%</p> <p>16 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	Filipino  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	Hispanic  <p>Orange</p> <p>70% graduated</p> <p>Declined 9.6%</p> <p>70 Students</p>
Two or More Races  <p>No Performance Color</p> <p>81.8% graduated</p> <p>11 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <p>Orange</p> <p>77% graduated</p> <p>Declined 1.7%</p> <p>61 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.

Based on the 2024 Fall Dashboard data for the College/Career Indicator (CCI), the student groups with the lowest graduation performance—those scoring in the Red indicator level or significantly below the overall graduation rate—include English Learners and Homeless students.

English Learners are the only group with a Red performance level, graduating at a rate of 63.2%, which is significantly below the All Students rate of 74.4%, and they experienced a decline of 7.4 percentage points. Homeless students also performed well below the overall average, with a graduation rate of 57.9%, and had the largest drop of all reported groups, declining by 15.8 percentage points, though their group size is small and they are not assigned a color indicator.

Other groups that scored below the All Students graduation rate, although not in the Red performance level, include Hispanic students at 70% (Orange indicator, down 9.6 points) and Socioeconomically Disadvantaged students at 75% (Orange, down 3.6 points). While Long-Term English Learners, African American students, and Foster Youth do not have performance color indicators due to small group sizes, their graduation rates (75%, 75%, and not reported due to privacy, respectively) are either at or below the schoolwide average.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Transiency rate is a struggle, not only at Senior year, which is still quite high, but also in the earlier years. For students who start with us and finish, they do so at a better rate. We often times get students from outside our school in the 11th

and 12th grade who come to us deficient in credits and not on track for graduation. This is similar with students who are coming from out of the country with limited transcripts or none and then aren't able to graduate. Since we have such a small school, every student counts for a larger percentage.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have added a data counselor to help identify and track data related to CAASPP and graduation issues. Additionally, we are working with our school district to develop a waiver process that supports students who have faced academic challenges, allowing them to work toward modified graduation requirements. Looking ahead to next year, we are planning a new onboarding process for incoming students at San Juan to better assess their needs and provide the necessary support to help them stay on track for graduation.

School and Student Performance Data

Conditions & Climate Suspension Rate

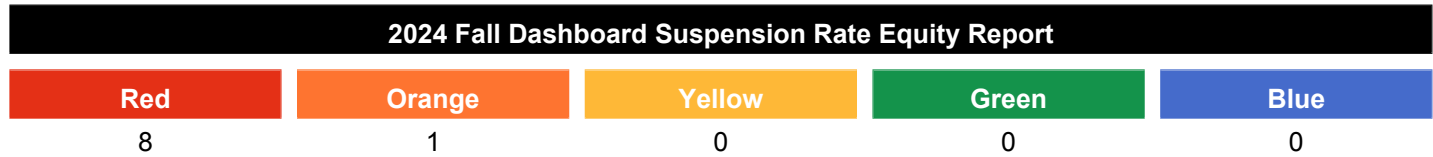
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>17.6% suspended at least one day</div> <div>Increased 6.5%</div> <div>697 Students</div>	<div>English Learners</div> <div> Red</div> <div>15.3% suspended at least one day</div> <div>Increased 9.5%</div> <div>177 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>26.7% suspended at least one day</div> <div>Increased 15.6%</div> <div>60 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>22.2% suspended at least one day</div> <div>Declined 27.8%</div> <div>18 Students</div>	<div>Homeless</div> <div> Red</div> <div>30.6% suspended at least one day</div> <div>Increased 21.3%</div> <div>72 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>20.9% suspended at least one day</div> <div>Increased 8.3%</div> <div>530 Students</div>

Students with Disabilities  Red 25% suspended at least one day Increased 8.1% 116 Students	African American  Orange 21.4% suspended at least one day Declined 4.6% 70 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  No Performance Color 7.7% suspended at least one day Increased 2.9% 26 Students	Filipino  No Performance Color 0% suspended at least one day 11 Students	Hispanic  Red 21.3% suspended at least one day Increased 14.2% 291 Students
Two or More Races  Red 29.3% suspended at least one day Increased 9.7% 41 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Red 12.6% suspended at least one day Increased 2.6% 246 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.

Our suspension Rate for the whole school increased by 6.5% and is at rate of 17.6%. The student groups that have the largest suspension include Long-Term English Learners (26.7%, increased by 15.6%), Homeless students (30.6%, increased by 21.3%), Socioeconomically Disadvantaged students (20.9%, increased by 8.3%), Students with Disabilities (25.0%, increased by 8.1%), Hispanic students (21.3%, increased by 14.2%), and students identified as Two or More Races (29.3%, increased by 9.7%). Additionally, Foster Youth (22.2%, declined by 27.8%) and African American students (21.4%, declined by 4.6%) are not marked Red but have suspension rates well above the overall rate, placing them among the lowest performing groups. Of these lowest-performing groups, only Foster Youth and African American students showed improvement, while all others experienced an increase in suspension rates.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There were several factors that played into this issue, one primary issue was related to the enforcement of summer school and students opting out of in-school suspension. Overall, negative behaviors had not increased. This issue has been corrected this year and current data shows that suspensions have been cut in half.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

This year, and continuing into the next, we have implemented a SCIS I position that delivers behavior-focused lessons through a specialized platform. Students are assigned to the intervention room to complete the lessons and then return to class. The SCIS I also follows up with students throughout the week to reinforce progress and provide support.

Additionally, we have successfully reduced class sizes in all core academic subjects, which has positively impacted the school's overall environment and classroom dynamics. Looking ahead to next year, we will be adding a Social Worker to support families, as well as another SCIS I dedicated to conducting home visits—primarily targeting students with chronic absenteeism, many of whom are also struggling in other areas.

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: 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

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.

2025-26

Identified Need

There is a need to provide time for training and planning aligned to standards. There is a need to strengthen tier 1 instruction and focus on supports for academic language for all students with an emphasis on our EL students. San Juan will continue to strengthen their intervention supports. There is also a need to continue to provide supplemental materials and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	57.5 points below standard	+3 scale score points
	English Learners	110.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	73.8 points below standard	
	Students with Disabilities	135.3 points below standard	
	African American	34.4 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	74.3 points below standard	
	Two or More Races		
	Pacific Islander		
	White	53.5 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Math State Assessment: Change in scale score	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 White	152.2 points below standard 211.2 points below standard 169.0 points below standard 212.8 points below standard 102.0 points below standard 172.6 points below standard 140.5 points below standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	43.4%		+3%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	2.12%		+3%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students English Learners Homeless	17.5 Prepared 7.1 Prepared 16.2 Prepared	+3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Socioeconomically Disadvantaged 18 Prepared</div> <div>Students with Disabilities 0 Prepared</div> <div>African American 6.7 Prepared</div> <div>Hispanic 13 Prepared</div> <div>Two or More Races 27.3 Prepared</div> <div>White 19.7 Prepared</div>	

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 X 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	10000	2025-2026 School Year
1.2	Culturally relevant current text and materials, library and media technology to support	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, EL, SWD	LCFF Supplemental Site Allocation	2000	2025-2026 School Year

	instruction and address student need. WASC Goal #2		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 Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3500	2025-2026 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 X Low-Income Students X Foster Youth X Lowest Performing Hispanic, EL, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1500	2025-2026 School Year
1.5	Supplemental materials and supplies to	All Students X English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	3000	2025-2026 School Year

	support ELD students WASC Goal #3	Lowest Performing	4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
1.6	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 Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	6000	2025-2026 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: 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

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.

2025-26

Identified Need

We will continue working with families to improve attendance and engagement while strengthening a positive school culture through the Spartan Way. Priorities include expanding access to advanced and interest-based courses, building community partnerships to support academics and connectedness, and offering enrichment to boost attendance. We will also focus on connecting students to campus through support and intervention, while regularly monitoring progress and adjusting supports as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	89.6%	91%
High School Dropout Rate:	20.6%	-3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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.	<div><div>All Students</div><div>74.4% graduated</div></div> <div><div>English Learners</div><div>63.2% graduated</div></div> <div><div>Foster Youth</div><div></div></div> <div><div>Homeless</div><div>57.9% graduated</div></div> <div><div>Socioeconomically Disadvantaged</div><div>75% graduated</div></div> <div><div>Students with Disabilities</div><div>81% graduated</div></div> <div><div>African American</div><div>75% graduated</div></div> <div><div>American Indian</div><div></div></div> <div><div>Asian</div><div></div></div> <div><div>Filipino</div><div></div></div> <div><div>Hispanic</div><div>70% graduated</div></div> <div><div>Two or More Races</div><div>81.8% graduated</div></div> <div><div>Pacific Islander</div><div></div></div> <div><div>White</div><div>77% graduated</div></div>	+1%

+1%

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	8000	2025-2026 School Year

	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	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
2.2	Youth leadership, training, materials, conferences and transportation. WASC Goal #2	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	2025-2026 School Year
2.3	Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6500	2025-2026 School Year

	college and career preparedness. WASC Goal #3		Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
2.4	Academic Intervention Teacher to support students .60 FTE WASC Goal #3 PC 38262	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, EL, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	50,700 26,082	2025-2026 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 Low-Income Students 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	37,359 21,110	2025-2026 School Year

2.6	Enhance learning experience in freshman wheel for 9th graders with introductory to CTE. WASC Goal #3	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	6500	2025-2026 School Year
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	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, EL, SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	980	2025-2026 School Year

	practices for engaging students. WASC Goal #1 - PD				
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 Hispanic, EL, SWD	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	8900	2025-2026 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 Hispanic, EL, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	4000	2025-2026 School Year

			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 Hispanic, EL, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	33668 13235	2025-2026 School Year
2.11	Reading/Writing Intervention Teacher-.60 FTE PC TBD	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, EL, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	50700 23426	2025-2026 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: 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

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.

2025-26

Identified Need

We will maintain stable staffing and continue to review and refine our behavior-related procedures and policies. Strengthening our Spartan Culture remains a priority as we help students connect with the values of the Spartan Way. We will also focus on building the capacity of our support staff and creating more opportunities for enrichment and engagement to deepen students' connection to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	17.6% suspended at least one day	-3%
	English Learners	15.3% suspended at least one day	
	Foster Youth	22.2% suspended at least one day	
	Homeless	30.6% suspended at least one day	
	Socioeconomically Disadvantaged	20.9% suspended at least one day	
	Students with Disabilities	25% suspended at least one day	
	African American	21.4% suspended at least one day	
	American Indian		
	Asian	7.7% suspended at least one day	
	Filipino	0% suspended at least one day	
	Hispanic	21.3% suspended at least one day	
	Two or More Races	29.3% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 12.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	58.4%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	54.5%	+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).	5%	+3%

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	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 LTEL, His, SWD, TOM, Homeless	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3500	2025-2026 School Year

3.2	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 LTEL, His, SWD, TOM, Homeless	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	44911 27726	2025-2026 School Year
3.3	Enhance learning experiences with STEAM. WASC Goal #3	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	2025-2026 School Year
3.4	Build stronger partnerships with students and families. To include home visits, community partnership	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing LTEL, His, SWD, TOM, Homeless	Title I Part A Site Allocation 5000-5999: Services And Other	3147	2025-2026 School Year

	programs and other potential support programs. WASC Goals #2/#4		Operating Expenditures		
3.5	Provide materials and supplies to support English Learner Advisory Committee in providing input to school planning. WASC Goal #3	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	500	2025-2026 School Year
3.6	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 LTEL, His, SWD, TOM, Homeless	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000	2025-2026 School Year

3.7	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 LTEL, His, SWD, TOM, Homeless	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4,180 500	2025-2026 School Year
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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

SCHOOL GOAL #1:

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	2025-2026 school year	1.8 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	2025-2026 school year	.75 BIA	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #2:

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	2025-2026 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	2025-2026 school year	1.0 FTE College and Career Tech	2000-2999: Classified Personnel Salaries		
Offer AVID courses to promote college readiness. - LCFF Central	2025-2026 school year	.85 FTE AVID Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #3:
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	2025-2026 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	2025-2026 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$408,624.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$70,880.00
Title I Part A Parent Involvement	\$4,180.00
Title I Part A Site Allocation	\$333,564.00

Subtotal of state or local funds included for this school: \$408,624.00

Total of federal, state, and/or local funds for this school: \$408,624.00

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	70,880	0.00
Title I Part A Site Allocation	333,564	0.00
Title I Part A Parent Involvement	4,180	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	70,880.00
Title I Part A Parent Involvement	4,180.00
Title I Part A Site Allocation	333,564.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	174,907.00
2000-2999: Classified Personnel Salaries	49,091.00
3000-3999: Employee Benefits	111,579.00
4000-4999: Books And Supplies	61,000.00
5000-5999: Services And Other Operating Expenditures	12,047.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	980.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	61,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,900.00

2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,180.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	173,927.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	44,911.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	111,579.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	3,147.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,000.00
Goal 2	294,160.00
Goal 3	88,464.00

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
Erlinda Nazario	Parent or Community Member
Ilda Nazario	Parent or Community Member
11th Grade Student	Secondary Student
12th Grade Student	Secondary Student
12th Grade Student	Secondary Student

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/27/2025.

Attested:

	Principal, David Levis on 05/27/2025
	SSC Chairperson, Reza Taheri on 05/27/2025

Budget By Expenditures

San Juan High School

Funding Source: Cell Tower (High School ONLY)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$5,000.00	Engaging Academic Programs	Counseling

Cell Tower (High School ONLY) Total Expenditures: \$19,724.00

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

Funding Source: LCFF Supplemental Site Allocation

\$70,880.00 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	\$500.00	Engaging Academic Programs	English

San Juan High School

Materials and supplies for staff to support student academic, socioemotional, and attendance success. WASC Goal #2	4000-4999: Books And Supplies	\$3,500.00	Engaging Academic Programs	English
Enhance learning experiences with STEAM. WASC Goal #3	4000-4999: Books And Supplies	\$3,000.00	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	\$500.00	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	\$1,000.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	Counseling
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	\$3,000.00	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	\$6,000.00	School Connectedness	

San Juan High School

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	\$8,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Youth leadership, training, materials, conferences and transportation. WASC Goal #2	4000-4999: Books And Supplies	\$3,000.00	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	\$6,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Enhance learning experience in freshman wheel for 9th graders with introductory to CTE. WASC Goal #3	4000-4999: Books And Supplies	\$6,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Professional development focused on data-driven research-based instructional strategies, student engagement, social-emotional, and academic rigor. Attend workshops, conferences, provide release time to collaborate in the development of effective instructional practices for engaging students. WASC Goal #1 - PD	1000-1999: Certificated Personnel Salaries	\$980.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
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
Materials and supplies to support AVID, CTE, AP, and college and career readiness. WASC Goal #3	4000-4999: Books And Supplies	\$4,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

San Juan High School

LCFF Supplemental Site Allocation Total Expenditures: \$77,380.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$4,180.00 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	\$4,180.00	Engaging Academic Programs	English

Title I Part A Parent Involvement Total Expenditures: \$4,180.00

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

Funding Source: Title I Part A Site Allocation \$333,564.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$27,726.00	Engaging Academic Programs	English
Build stronger partnerships with students and families. To include home visits, community partnership programs and other potential support programs. WASC Goals #2/#4	5000-5999: Services And Other Operating Expenditures	\$3,147.00	Engaging Academic Programs	English
School Community Intervention Specialist I 1 FTE WASC Goal #2 PC 39136	2000-2999: Classified Personnel Salaries	\$44,911.00	Engaging Academic Programs	English
Reading/Writing Intervention Teacher-.60 FTE PC TBD	1000-1999: Certificated Personnel Salaries	\$50,700.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

San Juan High School

	3000-3999: Employee Benefits	\$23,426.00	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	\$33,668.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	\$26,082.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	\$21,110.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	\$13,235.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Academic Intervention Teacher to support students .60 FTE WASC Goal #3 PC 38262	1000-1999: Certificated Personnel Salaries	\$50,700.00	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	\$37,359.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
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	\$1,500.00	School Connectedness	

San Juan High School

Title I Part A Site Allocation Total Expenditures: \$333,564.00

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

San Juan High School Total Expenditures: \$434,848.00