

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Juan School	35752596035117	May 29, 2025	June 11, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by San Juan School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement
 San Juan is eligible for ATSI under the following criteria: low academic performance and suspension for Students with Disabilities (SWD) and suspension for Two or More Races (TOM).

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	15
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement.....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	42
Goal 3.....	45
Goal 4.....	47
Goal 5.....	49
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source	52
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements66
Appendix C: Select State and Federal Programs69

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by San Juan School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement

San Juan is eligible for ATSI under the following criteria: low academic performance and suspension for Students with Disabilities (SWD) and suspension for Two or More Races (TOM).

San Juan is eligible for ATSI under the following criteria: low academic performance and suspension for Students with Disabilities (SWD) and suspension for Two or More Races (TOM). The purpose of this School Plan for Student Achievement (SPSA) is to describe areas of success, challenge, and improvement as we work to accelerate student achievement at San Juan School. This plan presents the school's path and purpose influenced by ESSA requirements, the Aromas-San Juan Unified School District's (ASJUSD) current Local Control and Accountability Plan (LCAP), and relevant student achievement data. There are three LCAP goals that steer this SPSA:

Goal 1- Provide high-quality teaching and learning for every student.

Goal 2- Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.

Goal 3- Prepare every student to be college, career, and world-ready upon graduation.

This plan details how San Juan School will serve every student at their level of need. The strategic actions described in this plan are supplemental to elements currently implemented at San Juan School, which include high-quality first instruction, effective implementation of district-adopted curriculum and California State Standards, tiered interventions, inclusive classrooms, Special Education Mental Health Services (SEMHS), and other social and behavioral instruction. San Juan School's core purpose focuses on behavioral, social-emotional, and academic learning guided by a multi-tiered system of supports, ESSA, and the actions and services defined in ASJUSD's current LCAP.

Educational Partner Involvement

How, when, and with whom did San Juan 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 goals of this plan, as well as the financial investment actions necessary to support San Juan School's student achievement, were made, discussed, monitored, and adjusted based on input collected from teachers, the Instructional Leadership Team, administrative staff, English Learner Advisory Committee (ELAC), and School Site Council (SSC).

ELAC, and SSC meeting dates were as follows:

School Site Council meeting dates: 9/5/2024, 12/5/2024, 2/6/2025, 5/29/2025

English Learner Advisory Committee Dates: 9/10/2024, 12/3/2024, 2/25/2025, 4/15/2025, 5/6/2025

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

For several years, no resources have been allocated to address the needs of English learners, Students with Disabilities, of students of Two or More Races. No resources have been allocated to address chronic absenteeism, suspensions, or English language development needs. Only in the 2024-25 Single Plan did we begin to address these areas of need with intention.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Mathematics (Orange)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Language Arts (Socioeconomically Disadvantaged), Chronic Absenteeism (Long-Term English Learners)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

There is an ongoing need to increase parent and community engagement through participation in school events and programs, including the English Language Advisory Committee (ELAC). In addition, there is a need to build deeper connections between the ELAC and the School Site Council. Though Chronic Absenteeism has been a focus for the past two years, there is still considerable need for improvement in this area.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for San Juan School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	2.81%	1.49%	1.48%	10	5	5
African American	1.12%	1.49%	1.19%	4	5	4
Asian	2.25%	1.19%	1.19%	8	4	4
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	49.72%	56.72%	59.64%	177	190	201
Pacific Islander	0%	0%	0.59%	0	0	2
White	21.35%	21.19%	19.88%	76	71	67
Two or More Races	0%	0.6%	0.59%	0	2	2
Not Reported	22.75%	17.31%	15.43%	81	58	52
Total Enrollment				356	335	337

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	32	27
Grade 1	45	45	27
Grade 2	31	38	45
Grade 3	38	31	44
Grade 4	37	40	28
Grade 5	39	38	38
Grade 6	41	36	42
Grade 7	35	41	37
Grade 8	41	34	40
Total Enrollment	356	335	337

Conclusions based on this data:

- Hispanic/Latino students continue to make up the majority of the student population at San Juan School, followed by White students and Not Reported.

2. Overall enrollment has decreased by approximately 20 students since 2021-22.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	153	134	130	43.0%	40%	38.6%
Fluent English Proficient (FEP)	14	19	23	3.9%	5.6%	6.8%
Reclassified Fluent English Proficient (RFEP)	10	12	14	2.8%	3.6%	4.2%

Conclusions based on this data:

1. The number of English learners at San Juan School has decreased slightly over the last three years. There is a need to focus on and increase reclassification rates by ensuring accurate data is collected and making sure students understand the metrics used to change their proficiency status.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40	29	40	39	29	39	39	29	39	97.5	100.0	97.5
Grade 4	37	35	26	37	35	25	37	35	25	100.0	100.0	96.2
Grade 5	38	36	36	37	35	36	37	35	36	97.4	97.2	100
Grade 6	40	38	39	40	37	39	40	37	39	100.0	97.4	100
Grade 7	32	43	37	32	43	36	32	43	36	100.0	100.0	97.3
Grade 8	38	34	37	38	34	37	38	34	37	100.0	100.0	100
All Grades	225	215	215	223	213	212	223	213	212	99.1	99.1	98.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2374.	2352.	2325.	10.26	6.90	2.56	15.38	17.24	7.69	28.21	13.79	17.95	46.15	62.07	71.79
Grade 4	2407.	2392.	2366.	5.41	8.57	8.00	21.62	17.14	12.00	16.22	8.57	16.00	56.76	65.71	64.00
Grade 5	2466.	2488.	2493.	10.81	20.00	22.22	27.03	22.86	22.22	18.92	25.71	27.78	43.24	31.43	27.78
Grade 6	2479.	2465.	2482.	10.00	5.41	10.26	27.50	18.92	17.95	20.00	29.73	30.77	42.50	45.95	41.03
Grade 7	2532.	2466.	2492.	6.25	4.65	5.56	43.75	20.93	25.00	28.13	20.93	30.56	21.88	53.49	38.89
Grade 8	2481.	2543.	2553.	2.63	5.88	16.22	7.89	35.29	29.73	34.21	32.35	27.03	55.26	26.47	27.03
All Grades	N/A	N/A	N/A	7.62	8.45	10.85	23.32	22.07	19.34	24.22	22.07	25.47	44.84	47.42	44.34

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.13	*	2.56	61.54	*	43.59	33.33	*	53.85
Grade 4	13.51	2.86	*	51.35	60.00	*	35.14	37.14	*
Grade 5	10.81	20.00	13.89	59.46	62.86	61.11	29.73	17.14	25.00
Grade 6	10.00	8.11	10.26	47.50	51.35	48.72	42.50	40.54	41.03
Grade 7	3.13	11.63	13.89	81.25	53.49	58.33	15.63	34.88	27.78
Grade 8	7.89	11.76	18.92	55.26	55.88	54.05	36.84	32.35	27.03
All Grades	8.52	9.86	10.85	58.74	56.34	53.77	32.74	33.80	35.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.26	*	2.56	43.59	*	23.08	46.15	*	74.36
Grade 4	2.70	2.86	*	45.95	37.14	*	51.35	60.00	*
Grade 5	10.81	14.29	25.00	51.35	51.43	50.00	37.84	34.29	25.00
Grade 6	10.00	2.70	7.69	47.50	37.84	48.72	42.50	59.46	43.59
Grade 7	15.63	2.38	8.33	59.38	42.86	47.22	25.00	54.76	44.44
Grade 8	2.63	15.15	16.22	42.11	48.48	67.57	55.26	36.36	16.22
All Grades	8.52	7.11	11.32	47.98	42.18	44.34	43.50	50.71	44.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	5.13	66.67	*	76.92	33.33	*	17.95
Grade 4	8.11	0.00	*	72.97	77.14	*	18.92	22.86	*
Grade 5	13.51	14.29	13.89	67.57	74.29	69.44	18.92	11.43	16.67
Grade 6	5.00	8.11	7.69	70.00	78.38	76.92	25.00	13.51	15.38
Grade 7	15.63	6.98	11.11	78.13	74.42	69.44	6.25	18.60	19.44
Grade 8	2.63	11.76	10.81	68.42	73.53	78.38	28.95	14.71	10.81
All Grades	7.17	8.92	8.49	70.40	73.71	73.11	22.42	17.37	18.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	*	2.56	58.97	*	51.28	33.33	*	46.15
Grade 4	2.70	11.43	*	67.57	62.86	*	29.73	25.71	*
Grade 5	8.11	11.43	22.22	67.57	68.57	63.89	24.32	20.00	13.89
Grade 6	12.50	8.11	7.69	60.00	62.16	71.79	27.50	29.73	20.51
Grade 7	18.75	4.65	5.56	62.50	58.14	69.44	18.75	37.21	25.00
Grade 8	5.26	17.65	16.22	71.05	70.59	67.57	23.68	11.76	16.22
All Grades	8.97	9.39	9.43	64.57	63.38	64.15	26.46	27.23	26.42

Conclusions based on this data:

1. On the 2024 Smarter Balanced Assessments, only 30% of 3rd-8th grade students Met or Exceeded the Standard in English Language Arts and Literacy, a decrease of less than 1% from 2023.

Individual grade levels scored as follows:

Grade 3: 9.65% Met or Exceeded the Standard, a decrease of over 13% from 2023.

Grade 4: 20% Met or Exceeded the Standard, a decrease of 5%% from 2023.

Grade 5: 44% Met or Exceeded the Standard, an increase of 2% over 2023.

Grade 6: 28% Met or Exceeded the Standard, an increase of 5% over 2023.

Grade 7: 30.5% Met or Exceeded the Standard, an increase of 6% over 2023.

Grade 8: 46% Met or Exceeded the Standard, an increase of 6% over 2023.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40	29	40	39	29	39	39	29	39	97.5	100.0	97.5
Grade 4	37	35	26	37	35	25	37	35	25	100.0	100.0	96.2
Grade 5	38	36	36	37	35	36	37	35	36	97.4	97.2	100
Grade 6	40	38	39	40	37	39	40	37	39	100.0	97.4	100
Grade 7	32	43	37	32	42	36	32	42	36	100.0	97.7	97.3
Grade 8	38	34	37	38	34	37	38	34	37	100.0	100.0	100
All Grades	225	215	215	223	212	212	223	212	212	99.1	98.6	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.	2371.	2353.	0.00	0.00	2.56	7.69	17.24	10.26	38.46	37.93	30.77	53.85	44.83	56.41
Grade 4	2388.	2393.	2387.	0.00	2.86	0.00	5.41	11.43	16.00	40.54	20.00	32.00	54.05	65.71	52.00
Grade 5	2445.	2465.	2451.	13.51	8.57	8.33	5.41	17.14	2.78	24.32	28.57	33.33	56.76	45.71	55.56
Grade 6	2422.	2421.	2445.	2.50	0.00	0.00	2.50	5.41	12.82	27.50	24.32	23.08	67.50	70.27	64.10
Grade 7	2460.	2456.	2482.	6.25	4.76	13.89	12.50	4.76	13.89	25.00	30.95	16.67	56.25	59.52	55.56
Grade 8	2458.	2500.	2497.	2.63	11.76	5.41	0.00	8.82	13.51	34.21	32.35	35.14	63.16	47.06	45.95
Grade 11															
All Grades	N/A	N/A	N/A	4.04	4.72	5.19	5.38	10.38	11.32	31.84	28.77	28.30	58.74	56.13	55.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	2.56	41.03	*	41.03	58.97	*	56.41
Grade 4	2.70	0.00	*	32.43	37.14	*	64.86	62.86	*
Grade 5	10.81	8.57	11.11	37.84	34.29	33.33	51.35	57.14	55.56
Grade 6	2.50	0.00	2.56	30.00	29.73	23.08	67.50	70.27	74.36
Grade 7	3.13	2.38	13.89	37.50	35.71	30.56	59.38	61.90	55.56
Grade 8	2.63	11.76	8.11	47.37	41.18	48.65	50.00	47.06	43.24
Grade 11									
All Grades	3.59	3.77	6.60	37.67	39.15	35.38	58.74	57.08	58.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	2.56	46.15	*	48.72	53.85	*	48.72
Grade 4	2.70	5.71	*	43.24	31.43	*	54.05	62.86	*
Grade 5	10.81	5.71	8.33	48.65	54.29	50.00	40.54	40.00	41.67
Grade 6	2.50	0.00	0.00	30.00	43.24	53.85	67.50	56.76	46.15
Grade 7	6.25	7.14	11.11	50.00	47.62	41.67	43.75	45.24	47.22
Grade 8	5.26	11.76	0.00	42.11	50.00	56.76	52.63	38.24	43.24
All Grades	4.48	5.19	5.19	43.05	47.17	49.53	52.47	47.64	45.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.56	*	2.56	64.10	*	51.28	33.33	*	46.15
Grade 4	0.00	2.86	*	35.14	42.86	*	64.86	54.29	*
Grade 5	8.11	5.71	8.33	48.65	65.71	55.56	43.24	28.57	36.11
Grade 6	0.00	0.00	2.56	57.50	54.05	71.79	42.50	45.95	25.64
Grade 7	3.13	7.14	13.89	75.00	57.14	55.56	21.88	35.71	30.56
Grade 8	2.63	8.82	2.70	55.26	52.94	72.97	42.11	38.24	24.32
All Grades	2.69	4.25	6.13	55.61	56.13	58.02	41.70	39.62	35.85

Conclusions based on this data:

1. Though there was an increase in the number of students who Met or Exceeded the Standard in Mathematics on the 2024 Smarter Balanced Assessments, only 16.5% of students in 3rd-8th grade did so.

Individual grade levels scored as follows:

Grade 3: 13% Met the Standard, a decrease of 4% from 2023.

Grade 4: 16% Met the Standard, an increase of 2% over 2023, when 14% Met or Exceeded the Standard.

Grade 5: 11% Met or Exceeded the Standard, a decrease of 14% from 2023.

Grade 6: 5.41% Met the Standard, an increase of 0.41% over 2023.
Grade 7: 28% Met or Exceeded the Standard, an increase of 20% over 2023.
Grade 8: 18.92% Met or Exceeded the Standard, a 0.08% decrease from 2023.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1405.9	*	1416.8	1428.7	*	1438.0	1352.5	*	1366.9	19	10	12
1	1414.7	1405.8	*	1440.1	1445.2	*	1388.9	1365.9	*	14	20	9
2	1479.4	1413.9	1467.6	1488.6	1426.9	1492.2	1469.5	1400.4	1442.4	11	14	20
3	1491.9	1448.2	1466.2	1500.0	1456.4	1471.0	1483.2	1439.7	1460.9	20	12	16
4	1526.9	1509.8	*	1544.2	1527.1	*	1509.2	1492.2	*	17	17	10
5	1542.6	1554.9	1524.9	1562.4	1570.7	1528.5	1522.5	1538.7	1520.6	17	15	14
6	1535.7	1541.2	1544.5	1556.8	1544.4	1552.9	1514.1	1537.8	1535.6	17	17	12
7	1574.3	1540.7	1531.2	1581.5	1549.3	1529.8	1566.5	1531.7	1532.0	13	15	13
8	1560.7	1565.8	*	1603.5	1592.8	*	1517.6	1538.3	*	21	12	10
All Grades										149	132	116

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.53	*	25.00	26.32	*	25.00	36.84	*	33.33	26.32	*	16.67	19	*	12
1	0.00	0.00	*	21.43	15.00	*	14.29	40.00	*	64.29	45.00	*	14	20	*
2	18.18	7.14	10.00	18.18	21.43	45.00	54.55	35.71	25.00	9.09	35.71	20.00	11	14	20
3	10.00	0.00	6.25	50.00	33.33	18.75	30.00	33.33	50.00	10.00	33.33	25.00	20	12	16
4	23.53	17.65	*	41.18	41.18	*	29.41	35.29	*	5.88	5.88	*	17	17	*
5	35.29	40.00	28.57	29.41	40.00	35.71	29.41	6.67	21.43	5.88	13.33	14.29	17	15	14
6	25.00	35.29	33.33	37.50	29.41	33.33	25.00	23.53	25.00	12.50	11.76	8.33	16	17	12
7	36.36	20.00	15.38	45.45	40.00	38.46	18.18	33.33	30.77	0.00	6.67	15.38	11	15	13
8	38.10	41.67	*	33.33	25.00	*	14.29	25.00	*	14.29	8.33	*	21	12	*
All Grades	21.92	18.18	18.10	34.25	30.30	33.62	27.40	30.30	32.76	16.44	21.21	15.52	146	132	116

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	*	33.33	36.84	*	16.67	15.79	*	33.33	26.32	*	16.67	19	*	12
1	7.14	20.00	*	28.57	35.00	*	57.14	10.00	*	7.14	35.00	*	14	20	*
2	18.18	14.29	40.00	54.55	42.86	45.00	27.27	21.43	5.00	0.00	21.43	10.00	11	14	20
3	35.00	16.67	18.75	40.00	50.00	37.50	20.00	16.67	31.25	5.00	16.67	12.50	20	12	16
4	52.94	64.71	*	35.29	17.65	*	11.76	17.65	*	0.00	0.00	*	17	17	*
5	64.71	66.67	21.43	29.41	26.67	71.43	0.00	0.00	7.14	5.88	6.67	0.00	17	15	14
6	62.50	47.06	58.33	12.50	41.18	25.00	18.75	5.88	16.67	6.25	5.88	0.00	16	17	12
7	54.55	33.33	38.46	36.36	46.67	46.15	9.09	20.00	7.69	0.00	0.00	7.69	11	15	13
8	57.14	50.00	*	38.10	41.67	*	4.76	0.00	*	0.00	8.33	*	21	12	*
All Grades	42.47	37.12	34.48	34.25	36.36	44.83	17.12	13.64	12.93	6.16	12.88	7.76	146	132	116

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	0.00	21.43	*	25.00	50.00	*	58.33	28.57	*	16.67	14	*	12
1	0.00	0.00	*	9.09	0.00	*	0.00	15.00	*	90.91	85.00	*	11	20	*
2	16.67	7.14	0.00	27.78	14.29	40.00	27.78	28.57	10.00	27.78	50.00	50.00	18	14	20
3	5.56	0.00	6.25	0.00	16.67	6.25	61.11	33.33	31.25	33.33	50.00	56.25	18	12	16
4	0.00	0.00	*	22.22	23.53	*	50.00	41.18	*	27.78	35.29	*	18	17	*
5	15.79	26.67	7.14	15.79	6.67	28.57	36.84	53.33	42.86	31.58	13.33	21.43	19	15	14
6	0.00	17.65	0.00	31.25	23.53	41.67	18.75	29.41	41.67	50.00	29.41	16.67	16	17	12
7	18.18	6.67	15.38	36.36	20.00	7.69	36.36	40.00	46.15	9.09	33.33	30.77	11	15	13
8	9.52	33.33	*	28.57	8.33	*	33.33	50.00	*	28.57	8.33	*	21	12	*
All Grades	8.22	9.85	5.17	16.44	12.88	23.28	39.73	36.36	34.48	35.62	40.91	37.07	146	132	116

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.79	*	41.67	68.42	*	50.00	15.79	*	8.33	19	*	12
1	21.43	35.00	*	71.43	50.00	*	7.14	15.00	*	14	20	*
2	18.18	14.29	30.00	72.73	64.29	55.00	9.09	21.43	15.00	11	14	20
3	40.00	16.67	12.50	50.00	66.67	50.00	10.00	16.67	37.50	20	12	16
4	41.18	41.18	*	58.82	47.06	*	0.00	11.76	*	17	17	*
5	29.41	46.67	21.43	64.71	46.67	71.43	5.88	6.67	7.14	17	15	14
6	12.50	23.53	50.00	56.25	58.82	33.33	31.25	17.65	16.67	16	17	12
7	27.27	0.00	7.69	54.55	80.00	61.54	18.18	20.00	30.77	11	15	13
8	19.05	25.00	*	76.19	66.67	*	4.76	8.33	*	21	12	*
All Grades	25.34	25.00	26.72	63.70	61.36	56.03	10.96	13.64	17.24	146	132	116

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.32	*	33.33	47.37	*	41.67	26.32	*	25.00	19	*	12
1	0.00	5.00	*	50.00	60.00	*	50.00	35.00	*	14	20	*
2	18.18	21.43	55.00	81.82	57.14	40.00	0.00	21.43	5.00	11	14	20
3	55.00	41.67	37.50	35.00	33.33	50.00	10.00	25.00	12.50	20	12	16
4	62.50	58.82	*	31.25	41.18	*	6.25	0.00	*	16	17	*
5	94.12	86.67	64.29	0.00	6.67	35.71	5.88	6.67	0.00	17	15	14
6	75.00	70.59	66.67	18.75	23.53	33.33	6.25	5.88	0.00	16	17	12
7	100.00	80.00	69.23	0.00	20.00	23.08	0.00	0.00	7.69	11	15	13
8	84.21	91.67	*	15.79	0.00	*	0.00	8.33	*	19	12	*
All Grades	58.04	51.52	53.45	30.07	33.33	38.79	11.89	15.15	7.76	143	132	116

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	0.00	68.42	*	83.33	31.58	*	16.67	19	*	12
1	7.14	0.00	*	14.29	10.00	*	78.57	90.00	*	14	20	*
2	9.09	7.14	5.00	63.64	42.86	45.00	27.27	50.00	50.00	11	14	20
3	5.00	0.00	0.00	55.00	41.67	37.50	40.00	58.33	62.50	20	12	16
4	11.76	0.00	*	52.94	64.71	*	35.29	35.29	*	17	17	*
5	23.53	33.33	14.29	29.41	46.67	57.14	47.06	20.00	28.57	17	15	14
6	6.25	23.53	0.00	31.25	35.29	66.67	62.50	41.18	33.33	16	17	12
7	27.27	6.67	23.08	54.55	46.67	30.77	18.18	46.67	46.15	11	15	13
8	14.29	41.67	*	38.10	25.00	*	47.62	33.33	*	21	12	*
All Grades	10.96	12.12	8.62	45.21	40.91	47.41	43.84	46.97	43.97	146	132	116

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.26	*	16.67	52.63	*	50.00	42.11	*	33.33	19	*	12
1	0.00	0.00	*	21.43	30.00	*	78.57	70.00	*	14	20	*
2	9.09	7.69	0.00	54.55	46.15	65.00	36.36	46.15	35.00	11	13	20
3	5.00	0.00	6.25	80.00	66.67	56.25	15.00	33.33	37.50	20	12	16
4	23.53	11.76	*	64.71	58.82	*	11.76	29.41	*	17	17	*
5	23.53	33.33	7.14	58.82	53.33	64.29	17.65	13.33	28.57	17	15	14
6	6.25	17.65	16.67	81.25	76.47	75.00	12.50	5.88	8.33	16	17	12
7	27.27	6.67	0.00	72.73	73.33	92.31	0.00	20.00	7.69	11	15	13
8	0.00	8.33	*	84.21	83.33	*	15.79	8.33	*	19	12	*
All Grades	10.42	9.92	6.03	64.58	56.49	66.38	25.00	33.59	27.59	144	131	116

Conclusions based on this data:

- Though the 2024 ELPAC results show a modest improvement in overall EL achievement, the results were mixed. Some grade levels made significant growth in one or more domains. Still, the percentage of students scoring in the Well Developed range, which is a crucial measure when redesignating these students as fluent, remains quite low. Only 52% scored at Level 3 or Level 4. There is still significant room for growth.

Overall:
Listening: Of the 116 students tested, 27% scored in the Well Developed range, an increase of 2% over 2023.
Speaking: Of the 116 students tested, 53% scored in the Well Developed range, an increase of 2% over 2023.
Reading: Of the 116 students tested, 9% scored in the Well Developed range, a decrease of 3% from 2023.
Writing: Of the 116 students tested, 6% scored in the Well Developed range, a decrease of 4% from 2023.

Kindergarten:
Listening: Of the 12 students tested, 42% scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

Speaking: Of the 12 students tested, 33% scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

Reading: Of the 12 students tested, none scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

Writing: Of the 12 students tested, 17% scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

1st Grade:

Listening: Too few students tested to generate grade level results in 2024.

Speaking: Too few students tested to generate grade level results in 2024.

Reading: Too few students tested to generate grade level results in 2024.

Writing: Too few students tested to generate grade level results in 2024.

2nd Grade:

Listening: Of the 20 students tested, 30% scored in the Well Developed range, an increase of 15% from 2023.

Speaking: Of the 20 students tested, 55% scored in the Well Developed range, an increase of 34% over 2023.

Reading: Of the 20 students tested, 5% scored in the Well Developed range, a decrease of 2% from 2023.

Writing: Of the 20 students tested, none scored in the Well Developed range, a decrease of 8% from 2023.

3rd Grade:

Listening: Of the 16 students tested, 12.5% scored in the Well Developed range, a decrease of 4% from 2023.

Speaking: Of the 16 students tested, 37.5% scored in the Well Developed range, a decrease of 4% from 2023.

Reading: Of the 16 students tested, none scored in the Well Developed range. The same was true in 2023.

Writing: Of the 16 students tested, 6.25% scored in the Well Developed range, an increase of 6.25% over 2023.

4th Grade:

Listening: Too few students tested to generate grade level results in 2024.

Speaking: Too few students tested to generate grade level results in 2024.

Reading: Too few students tested to generate grade level results in 2024.

Writing: Too few students tested to generate grade level results in 2024.

5th Grade:

Listening: Of the 14 students tested, 21% scored in the Well Developed range, a decrease of 25% from 2023.

Speaking: Of the 14 students tested, 64% scored in the Well Developed range, a decrease of 27% from 2023.

Reading: Of the 14 students tested, 14% scored in the Well Developed range, a decrease of 19% from 2023.

Writing: Of the 14 students tested, 7% scored in the Well Developed range, an decrease of 26% from 2023.

6th Grade:

Listening: Of the 12 students tested, 50% scored in the Well Developed range, an increase of 26% over 2023.

Speaking: Of the 12 students tested, 67% scored in the Well Developed range, a decrease of roughly 4% from 2023.

Reading: Of the 12 students tested, none scored in the Well Developed range, a decrease of nearly 24% from 2023.

Writing: Of the 12 students tested, 17% scored in the Well Developed range, a decrease of 1% from 2023.

7th Grade:

Listening: Of the 13 students tested, 7.69% scored in the Well Developed range, an increase of 7.69% over 2023.

Speaking: Of the 13 students tested, 69% scored in the Well Developed range, a decrease of 11% from 2023.

Reading: Of the 13 students tested, 23% scored in the Well Developed range, an increase of 16% over 2023.

Writing: Of the 13 students tested, 6% scored in the Well Developed range, a decrease of 4% from 2023.

8th Grade:

Listening: Too few students tested to generate grade level results in 2024.

Speaking: Too few students tested to generate grade level results in 2024.

Reading: Too few students tested to generate grade level results in 2024.

Writing: Too few students tested to generate grade level results in 2024.

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
337	58.5%	38.6%	0.3%
Total Number of Students enrolled in San Juan 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	130	38.6%
Foster Youth	1	0.3%
Homeless	18	5.3%
Socioeconomically Disadvantaged	197	58.5%
Students with Disabilities	66	19.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.2%
American Indian	5	1.5%
Asian	4	1.2%
Filipino	0	0.0%
Hispanic	201	59.6%
Two or More Races	2	0.6%
Pacific Islander	2	0.6%
White	67	19.9%

Conclusions based on this data:

1. Almost 60% of San Juan School students identify as Hispanic, making this an important student subgroup. Fifty-eight percent of students have been identified as socioeconomically disadvantaged. Forty percent of San Juan

School students are English learners. This subgroup must be targeted to improve students' language proficiency and overall academic achievement.

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
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. English Language Arts, Mathematics, and Suspension Rate are all areas of concern.
2. Review of the 2024 data shows that overall chronic absenteeism continued to decrease. Though this is an improvement over 2022-23, it is vital that we continue to improve our daily rate of attendance.
3. English Learner Progress is an area of success.

School and Student Performance Data

Academic Performance English Language Arts

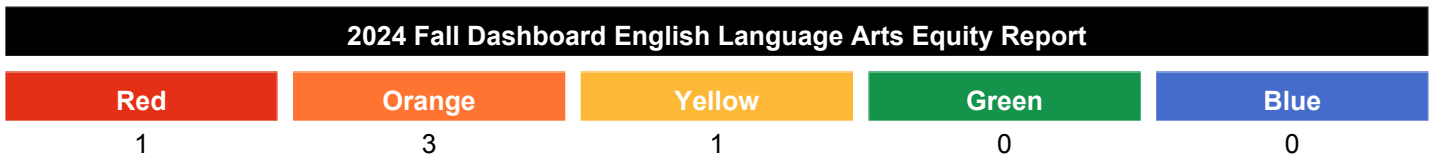
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>51.3 points below standard</p> <p>Increased 4.6 points</p> <p>206 Students</p>	<p>English Learners</p> <p>Orange</p> <p>79.7 points below standard</p> <p>Increased 5.0 points</p> <p>96 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>86.9 points below standard</p> <p>Maintained 0.0 points</p> <p>26 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>78.1 points below standard</p> <p>Declined 6.4 points</p> <p>122 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>105.1 points below standard</p> <p>Increased 13.5 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>62.4 points below standard</p> <p>Increased 4.1 points</p> <p>140 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>19.9 points below standard</p> <p>Declined 8.7 points</p> <p>52 Students</p>

Conclusions based on this data:

1. There is cause for concern among the various student subgroups at San Juan School. There are significant differences in achievement between groups of students based on race, language acquisition status, and socioeconomic status. Student subgroups scored as follows:
 Overall: San Juan School students scored 51.3 points below standard, an increase of 4.6 points over 2023.
 English Learners: English Learners scored 79.7 points below standard, an increase of 5 points over 2023.
 Socio-Economically Disadvantaged: SED scored 78.1 points below standard, a decrease of 6.4 points from 2023.
 White: White students scored 19.9 points below standard, a decrease of 8.7 points from 2023.
 Hispanic/Latinx: Hispanic/Latinx scored 62.4 points below standard, an increase of 4.1 points over 2023.
 Students with Disabilities: SWD scored 105.1 points below standard, an increase of 13.5 points over 2023.

School and Student Performance Data

Academic Performance Mathematics

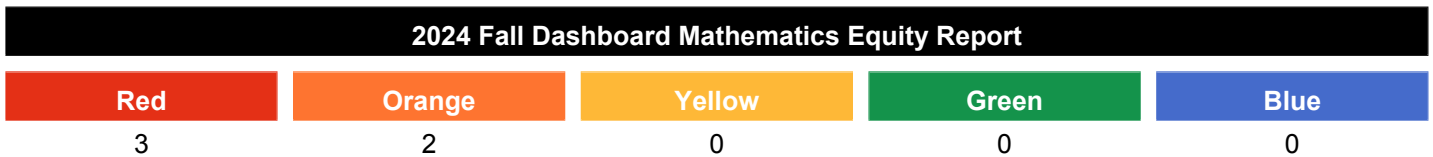
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<p>All Students</p>  <p>Orange</p> <p>88.8 points below standard</p> <p>Maintained 1.4 points</p> <p>210 Students</p>	<p>English Learners</p>  <p>Red</p> <p>106.7 points below standard</p> <p>Maintained 2.1 points</p> <p>99 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>130.7 points below standard</p> <p>Declined 3.4 points</p> <p>26 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>108.8 points below standard</p> <p>Maintained 1.1 points</p> <p>124 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>145.2 points below standard</p> <p>Increased 15.1 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>97.9 points below standard</p> <p>Maintained 1.1 points</p> <p>143 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>65.5 points below standard</p> <p>Maintained 2.1 points</p> <p>53 Students</p>

Conclusions based on this data:

- Many of the performance discrepancies apparent in the ELA data also apply to math. Student subgroups scored as follows:
 Overall: San Juan School students scored 88.8 points below standard, an increase of 1.4 points over 2023.
 English Learners: English Learners scored 106.7 points below standard, an increase of 2.1 points over 2023.
 Socio-Economically Disadvantaged: SED scored 108.8 points below standard, an increase of 1.1 points over 2023.
 White: White students scored 65.5 points below standard, an increase of 2.1 points over 2023.
 Hispanic/Latinx: Hispanic/Latinx scored 97.9 points below standard, an increase of 1.1 points over 2023.
 Students with Disabilities: SWD scored 145.2 points below standard, an increase of 15.1 points over 2023.

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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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 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  Blue 58.6% making progress. Number Students: 99 Students	Long-Term English Learner Progress  No Performance Color 60% making progress. Number Students: 20 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
9.1%	32.3%	1%	57.6%

Conclusions based on this data:

- Though the 2024 ELPAC results show a modest improvement in overall EL achievement, the results were mixed. Some grade levels made significant growth in one or more domains. Still, the percentage of students scoring in the Well Developed range, which is a crucial measure when redesignating these students as fluent, remains quite low. Only 52% scored at Level 3 or Level 4. There is still significant room for growth.

Overall:

Listening: Of the 116 students tested, 27% scored in the Well Developed range, an increase of 2% over 2023.

Speaking: Of the 116 students tested, 53% scored in the Well Developed range, an increase of 2% over 2023.

Reading: Of the 116 students tested, 9% scored in the Well Developed range, a decrease of 3% from 2023.

Writing: Of the 116 students tested, 6% scored in the Well Developed range, a decrease of 4% from 2023.

Kindergarten:

Listening: Of the 12 students tested, 42% scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

Speaking: Of the 12 students tested, 33% scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

Reading: Of the 12 students tested, none scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

Writing: Of the 12 students tested, 17% scored in the Well Developed range in 2024. Too few kindergarteners tested to generate grade level results in 2023.

1st Grade:

Listening: Too few students tested to generate grade level results in 2024.

Speaking: Too few students tested to generate grade level results in 2024.

Reading: Too few students tested to generate grade level results in 2024.

Writing: Too few students tested to generate grade level results in 2024.

2nd Grade:

Listening: Of the 20 students tested, 30% scored in the Well Developed range, an increase of 15% from 2023.

Speaking: Of the 20 students tested, 55% scored in the Well Developed range, an increase of 34% over 2023.

Reading: Of the 20 students tested, 5% scored in the Well Developed range, a decrease of 2% from 2023.

Writing: Of the 20 students tested, none scored in the Well Developed range, a decrease of 8% from 2023.

3rd Grade:

Listening: Of the 16 students tested, 12.5% scored in the Well Developed range, a decrease of 4% from 2023.

Speaking: Of the 16 students tested, 37.5% scored in the Well Developed range, a decrease of 4% from 2023.

Reading: Of the 16 students tested, none scored in the Well Developed range. The same was true in 2023.

Writing: Of the 16 students tested, 6.25% scored in the Well Developed range, an increase of 6.25% over 2023.

4th Grade:

Listening: Too few students tested to generate grade level results in 2024.

Speaking: Too few students tested to generate grade level results in 2024.

Reading: Too few students tested to generate grade level results in 2024.

Writing: Too few students tested to generate grade level results in 2024.

5th Grade:

Listening: Of the 14 students tested, 21% scored in the Well Developed range, a decrease of 25% from 2023.

Speaking: Of the 14 students tested, 64% scored in the Well Developed range, a decrease of 27% from 2023.

Reading: Of the 14 students tested, 14% scored in the Well Developed range, a decrease of 19% from 2023.

Writing: Of the 14 students tested, 7% scored in the Well Developed range, an decrease of 26% from 2023.

6th Grade:

Listening: Of the 12 students tested, 50% scored in the Well Developed range, an increase of 26% over 2023.

Speaking: Of the 12 students tested, 67% scored in the Well Developed range, a decrease of roughly 4% from 2023.

Reading: Of the 12 students tested, none scored in the Well Developed range, a decrease of nearly 24% from 2023.

Writing: Of the 12 students tested, 17% scored in the Well Developed range, a decrease of 1% from 2023.

7th Grade:

Listening: Of the 13 students tested, 7.69% scored in the Well Developed range, an increase of 7.69% over 2023.

Speaking: Of the 13 students tested, 69% scored in the Well Developed range, a decrease of 11% from 2023.

Reading: Of the 13 students tested, 23% scored in the Well Developed range, an increase of 16% over 2023.

Writing: Of the 13 students tested, 6% scored in the Well Developed range, a decrease of 4% from 2023.

8th Grade:

Listening: Too few students tested to generate grade level results in 2024.

Speaking: Too few students tested to generate grade level results in 2024.

Reading: Too few students tested to generate grade level results in 2024.

Writing: Too few students tested to generate grade level results in 2024.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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 number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 27% Chronically Absent Declined 11.6 348 Students	English Learners Orange 28.2% Chronically Absent Declined 4.2 142 Students	Long-Term English Learners Red 30% Chronically Absent Increased 4.2 30 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless No Performance Color 16.7% Chronically Absent 0 18 Students	Socioeconomically Disadvantaged Yellow 29.4% Chronically Absent Declined 10.5 204 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>29.9% Chronically Absent</p> <p>Declined 8.5</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>28.9% Chronically Absent</p> <p>Declined 11.9</p> <p>246 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Orange</p> <p>23.1% Chronically Absent</p> <p>Declined 12.1</p> <p>78 Students</p>

Conclusions based on this data:

1. Review of the most recent data reveals that overall chronic absenteeism decreased to 27% in 2023-24, an 11.6% decline. Though this is a significant improvement, it is vital that we continue to improve our daily attendance rate.

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.

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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.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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		
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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

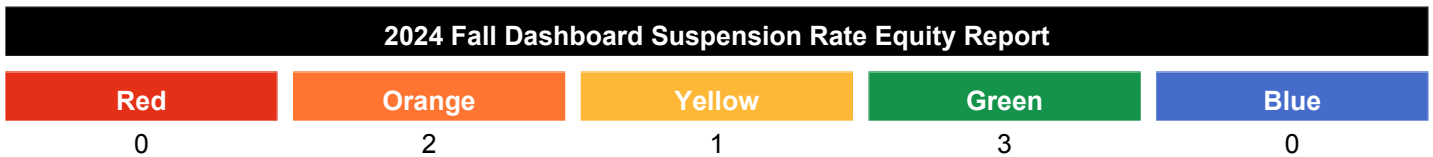
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p>All Students</p> <p>Yellow</p> <p>3.1% suspended at least one day</p> <p>Declined 1.4%</p> <p>354 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 3.4%</p> <p>144 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 19.2%</p> <p>30 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>11.1% suspended at least one day</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 3%</p> <p>209 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Declined 0.5%</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 1.5%</p> <p>252 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>78 Students</p>

Conclusions based on this data:

1. Suspension rates decreased to 3.1% in 2023-24. There is still a need for improvement school-wide and in several subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide high-quality teaching and learning for every student.

Implement the district adopted ELA/ELD curriculum, Into Reading (K-5) and StudySync (6-8), with an emphasis on phonological awareness, phonics, high frequency words, reading comprehension (literature and informational text), vocabulary development, and writing with the appropriate whole group and differentiated instruction in order to increase reading and writing proficiency for all students as measured by SBAC assessments and i-Ready diagnostic tests.

Implement the district adopted math curriculum, enVision Math, with an emphasis on the CCSS Standards for Mathematical Practice (including perseverance, abstract and quantitative reasoning, constructing and critiquing arguments, and modeling) with the appropriate whole group and differentiated instruction in order to promote the development of fluency, conceptual understanding, and problem-solving skills of all students as measured by i-Ready and SBAC assessments.

Utilize research-based strategies, including Depth of Knowledge (DOK) and WICOR (AVID) in order to develop all students' research and inquiry skills as measured by 21st Century progress indicators and SBAC assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Provide high-quality teaching and learning for every student.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to i-Ready Diagnostic #3, which was administered in March 2025, the following areas of need exist at San Juan School:

Reading:

Overall, 39% of San Juan School students are two or more years below grade level in Reading.

- In Grade 1, 11% of students are two or more years below grade level in Reading.
- In Grade 2, 25% of students are two or more years below grade level in Reading.
- In Grade 3, 45% of students are two or more years below grade level in Reading.
- In Grade 4, 37% of students are two or more years below grade level in Reading.
- In Grade 5, 48% of students are two or more years below grade level in Reading.
- In Grade 6, 35% of students are two or more years below grade level in Reading.
- In Grade 7, 51% of students are two or more years below grade level in Reading.
- In Grade 8, 44% of students are two or more years below grade level in Reading.

Projected Proficiency: Grades 3-8

According to i-Ready Diagnostic #3, only 36% of students in Grades 3-8 are on track to be proficient in Reading on the Smarter Balanced Assessments.

- Only 31% of students in Grade 3 are on track to be proficient in Reading on the Smarter Balanced Assessments.
- Only 37% of students in Grade 4 are on track to be proficient in Reading on the Smarter Balanced Assessments.
- Only 35% of students in Grade 5 are on track to be proficient in Reading on the Smarter Balanced Assessments.
- Only 53% of students in Grade 6 are on track to be proficient in Reading on the Smarter Balanced Assessments.
- Only 29% of students in Grade 7 are on track to be proficient in Reading on the Smarter Balanced Assessments.
- Only 56% of students in Grade 8 are on track to be proficient in Reading on the Smarter Balanced Assessments.

Math:

Overall, 35% of San Juan School students are two or more years below grade level in Math.

- In Grade 1, 5% of students are two or more years below grade level in Math.
- In Grade 2, 17% of students are two or more years below grade level in Math.
- In Grade 3, 26% of students are two or more years below grade level in Math.
- In Grade 4, 48% of students are two or more years below grade level in Math.
- In Grade 5, 39% of students are two or more years below grade level in Math.
- In Grade 6, 37% of students are two or more years below grade level in Math.
- In Grade 7, 44% of students are two or more years below grade level in Math.
- In Grade 8, 44% of students are two or more years below grade level in Math.

Projected Proficiency: Grades 3-8

According to i-Ready Diagnostic #3, only 23% of students in Grades 3-8 are on track to be proficient in Math on the Smarter Balanced Assessments.

- Only 24% of students in Grade 3 are on track to be proficient in Math on the Smarter Balanced Assessments.
- Only 18% of students in Grade 4 are on track to be proficient in Math on the Smarter Balanced Assessments.
- Only 26% of students in Grade 5 are on track to be proficient in Math on the Smarter Balanced Assessments.
- Only 14% of students in Grade 6 are on track to be proficient in Math on the Smarter Balanced Assessments.
- Only 22% of students in Grade 7 are on track to be proficient in Math on the Smarter Balanced Assessments.
- Only 38% of students in Grade 8 are on track to be proficient in Math on the Smarter Balanced Assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading: % At or Above Grade Level	2024-25 Diagnostic #3: 35%	2025-26 Diagnostic #3: 45%
i-Ready Math: % At or Above Grade Level	2024-25 Diagnostic #3: 26%	2025-26 Diagnostic #3: 36%
SBAC ELA: Distance from Standard	Spring 2024: 51.3 points below standard	Spring 2025: 40 points below standard

SBAC Math: Distance from Standard	Spring 2024: 88.8 points below standard	Spring 2025: 77 points below standard
SBAC ELA: Students with Disabilities	Spring 2024: 11.42% Met Standard	Spring 2025: 21% Met/Exceeded Standard
SBAC Math: Students with Disabilities	Spring 2024: 8.34% Met/Exceeded Standard	Spring 2025: 18% Met/Exceeded Standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Utilize research- and evidence-based instructional strategies, including:</p> <p>Reading comprehension strategies, including close reading, evaluating and citing textual evidence, and WICOR activities, to target students' reading comprehension skills while implementing Into Reading and StudySync.</p> <p>Writing strategies, including WICOR activities, to enhance Into Reading and StudySync resources and teach narrative, informational, and argumentative writing.</p> <p>Academic language development strategies, such as word walls, vocabulary instruction in context, context clues, and close reading, to promote students' vocabulary and academic language development.</p> <p>English language development strategies, including the 4Ls of productive partnering, constructed response frames and accountable talk sentence frames, explicit academic vocabulary instruction, and oral rehearsal before writing to promote the development of listening, speaking, reading, and writing skills.</p> <p>Mathematics instructional strategies, including systematic and explicit instruction, visual representation of functions and relationships (such as manipulatives, pictures and graphs), peer-assisted instruction, math games, modeling, Green-Yellow-Red standards analysis, implementation of open ended tasks, formative assessments, student work analysis, integrated Language Arts activities (including Writing to Learn for Math), academic vocabulary notebooks, and ongoing formative assessment—to target students' math skills while implementing enVision Math.</p>	All students	0 None Specified None Specified High Quality Instruction
1.2	Monitor EL academic progress and steps towards reclassification using the Ellevation platform.	English learners	0 None Specified None Specified Progress Monitoring
1.3	Utilize the EL Intervention TOSA to provide model lessons and coaching to teachers.	English learners	0 None Specified None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Coaching
1.4	Design and implement lesson objectives, learning tasks, and leveled questions that promote high level Depth of Knowledge (DOK) in ELA and Math.	All students	0 None Specified None Specified High Quality Instruction
1.5	Utilize Footsteps2Brilliance in Grades K-2 to increase students' literacy skills (Provided by SBCOE).	All students	0 None Specified None Specified Supplemental Instructional Program
1.6	<p>i-Ready</p> <p>Utilize i-Ready "My Path" reading lessons for at least 45 minutes per week to improve students' reading comprehension (literature and informational text) and vocabulary development</p> <p>Utilize i-Ready "My Path" math lessons for at least 45 minutes per week to improve students' math fluency, conceptual understanding, and problem-solving skills.</p> <p>Utilize i-Ready reading and math diagnostic tests as universal screening tools to identify students in need of additional support.</p> <p>(Provided by ASJUSD).</p>	All students	0 None Specified None Specified Supplemental Instructional Program
1.7	Provide high quality first instruction with universal screening (via i-Ready) and appropriate differentiation for all students.	All students	0 None Specified None Specified High Quality Instruction
1.8	Provide training and coaching during staff meetings to help teachers utilize research-based strategies in order to improve reading comprehension, vocabulary, and writing skills, as well as their understanding of numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.	All students	0 None Specified None Specified Instructional Leadership & Coaching
1.9	Conduct regular classroom visits to monitor the implementation of accountable talk frames, Depth of Knowledge (DOK), Webb's DOK rubric, and WICOR strategies (AVID).	All students	0 None Specified None Specified Instructional Leadership & Coaching
1.10	Provide release time for certificated staff members to collaborate, share knowledge, and develop strategies in the following areas: High Quality Instruction, Professional Learning Communities, AVID, Social Emotional Learning, English Language Development (ELD), Project Based Learning (PBL), and Educational Technology.	All students	5,000 LCFF 1000-1999: Certificated Personnel Salaries Funding provided by district LCAP
1.11	Provide daily designated ELD for all English learners, grouped by English language proficiency level, with the use of district adopted core ELD materials and supplemental materials.	English learners	0 None Specified None Specified High Quality Instruction

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.12	Utilize scaffolding and differentiation strategies to build students' English language proficiency and enable them to access classroom instruction in English.	English learners	0 None Specified None Specified High Quality Instruction
1.13	Provide integrated ELD with clearly-articulated language objectives, learning activities, and instructional strategies (including scaffolds, pictures, graphic organizers, sentence frames, realia, etc.) in all core subjects to ensure access for English Learners.	English learners	0 None Specified None Specified High Quality Instruction
1.14	Provide strategic intervention in reading and math, including before/after school intervention, for identified students in high need subgroups, especially Students with Disabilities and students of Two or More Races.	All students, especially Students with Disabilities and students of Two or More Races	2,500 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Extra Assignment Pay
1.16	Provide training and coaching in support of the understanding and integration of the Standards for Mathematical Practice (including perseverance, abstract and quantitative reasoning, constructing and critiquing arguments, and modeling) during staff meetings.	All students	0 None Specified None Specified Instructional Leadership and Coaching
1.17	Provide an Outdoor Learning Camp experience for all students in sixth grade.	All students	0 None Specified Funded through donations, fundraising, and family contributions
1.18	Provide a Library Clerk to support literacy for students who are socio-economically disadvantaged, homeless/foster youth, and/or English learners.	Socio-economically disadvantaged, homeless/foster youth, and/or English learners.	59,193 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries .6563 FTE
1.19	Purchase high interest leveled reading material and library books for the San Juan School Library.	All students, including English Learners	5,000 Arts Music Instructional Materials Block Grant 4000-4999: Books And Supplies
1.20	Provide the El Teatro Campesino Artists in Schools Program for students in seventh grade.	Students in seventh grade, including English learners, Students with Disabilities, and Students of Two or More Races	7,500 Arts Music Instructional Materials Block Grant 5800: Professional/Consulting Services And Operating Expenditures

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.5: Several K-2 teachers utilize Footsteps2Brilliance to increase students' literacy skills. San Juan teachers are frequently recognized for being the biggest readers in the county.

1.6: i-Ready diagnostics and online instruction have become a staple at San Juan School over the past three years. Students have demonstrated slow but steady growth in Reading and Math during the same period.

1.12: San Juan School teachers began providing a daily designated ELD rotation in February 2024, which contributed to excellent growth in English Learner achievement. We continued with the rotation until the adoption of Into Reading in January 20225.

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

1.10: Given that the district provides robust opportunities for professional development, teachers did not utilize this funding allocation. For 2025-26, this goal has been modified to focus on release time and collaboration.

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 will continue with the implementation of 1.5, 1.6, and 1.12.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student, Staff, and Community Engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic Absenteeism:

27% of San Juan School students were chronically absent in 2023-24, a decrease of 11.6%.

28.9% of Hispanic students were chronically absent, a decrease of 11.9%.

23.1% of White students were chronically absent, a decrease of 12.1%.

There were not enough students of Two or More Races to generate a score.

Suspension:

3.1% of San Juan School students were suspended at least one day in 2023-24, a decrease of 1.4%.

2.4% of Hispanic students were suspended at least one day in 2023-24, a decrease of 1.5%.

7.8% of Students with Disabilities students were suspended at least one day in 2023-24, a decrease of 0.5%.

2.9% of Socioeconomically Disadvantaged students were suspended at least one day in 2023-24, a decrease of 3%.

There were not enough students of Two or More Races to generate a score.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Chronic Absenteeism Indicator	27%	17%
CA School Dashboard: Suspension Indicator	3.1% suspended at least one day	2% suspended one day

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Provide opportunities for teachers to collaborate, both with grade level colleagues and across school sites, on a bi-monthly basis with a focus on data disaggregation, high quality instruction, technology integration, and student engagement.	All students	0 None Specified None Specified Professional Development
2.4	Create a school culture that supports engagement and student leadership development through	All students	1500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	murals, campus beautification, and inspirational banners.		Arts Music Instructional Materials Block Grant 5000-5999: Services And Other Operating Expenditures Funded by district through Arts, Music & Instructional Materials Block Grant
2.5	Implement social-emotional learning lessons in all grade levels using Second Step. (Purchased three-year license in 2023-24).	All students	0 None Specified None Specified Social Emotional Learning Curriculum
2.6	Support student behavior by implementing Positive Behavior Interventions and Supports (PBIS) at all grade levels and utilizing restorative discipline practices.	All students	0 None Specified None Specified Positive Behavior Interventions and Supports (PBIS)
2.7	Promote Positive Behavior Interventions and Supports (PBIS) through the use of a schoolwide token economy and student store.	All students	5000 Arts Music Instructional Materials Block Grant 4000-4999: Books And Supplies Funded by district through Arts, Music & Instructional Materials Block Grant
2.10	Develop an after school theater program for students in grades 3-8, and stage two productions annually.	All students	14493 Unrestricted 1000-1999: Certificated Personnel Salaries Funded by the district through Prop 28 arts monies
2.12	Provide activities to promote family literacy and engagement, such as student/parent reading nights, workshops on parenting skills, and other forms of parent education.	All students	6000 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Family Engagement
2.13	Provide after school enrichment activities for Spanish speakers and Spanish learners.	English Learners	2500 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Teacher Extra Assignment
2.14	Purchase materials to support after school enrichment activities for Spanish speakers and Spanish learners.	English Learners	500 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Materials and Supplies
2.15	Determine barriers to accessing ASJ+ and other extracurricular programs.	Students with Disabilities	0 None Specified Whole Child Support
2.16	Research and implement the Circle of Friends program.	Students with Disabilities	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Whole Child Support
2.17	Explore strategies for engaging SWD parents.	Students with Disabilities	0 None Specified Parent Engagement
2.18	Data reviews using the MeasureEd dashboard w/ nightly updates	All students, especially Hispanic, White, and Two or More Races students.	0 None Specified Data Monitoring
2.19	Continue to implement, review, and refine the process for monitoring student attendance and chronic absenteeism at the site/district level.	All students, especially Hispanic, White, and Two or More Races students.	0 None Specified Data Monitoring
2.20	Explore options for attendance recovery including Saturday school.	All students, especially Hispanic, White, and Two or More Races students.	0 None Specified Attendance and Absenteeism

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2.5: In 2024-25, San Juan School implemented social-emotional learning lessons from Second Step for the second straight year. Teachers and students continued to express satisfaction with the program.

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

2.5: Most, but not all, teachers implemented Second Step. We will continue to scale up to all classrooms in 2025-26 with designated SEL time. 2.13 & 2.14: It proved difficult to find affordable Spanish language activities to offer after school. This will remain an area of focus in 2025-26.

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.

2.5: In 2025-26, every teacher will implement Second Step with fidelity.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Prepare every student to be college, career, and world-ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading: % At or Above Grade Level	2024-25 Diagnostic #3: 35%	2025-26 Diagnostic #3: 45%
i-Ready Math: % At or Above Grade Level	2024-25 Diagnostic #3: 26%	2025-26 Diagnostic #3: 46%
SBAC ELA: Distance from Standard	Spring 2024: 51.3 points below standard	Spring 2024: 40 points below standard
SBAC Math: Distance from Standard	Spring 2023: 88.8 points below standard	Spring 2024: 77 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Administer a developmentally appropriate career aptitude assessment to students in grades 6-8.	All students	3000 LCFF 5000-5999: Services And Other Operating Expenditures Funded by district through LCFF
3.2	Schedule field trips to a local colleges or universities and/or industry tours to local businesses for students in grades 6-8. Grades 6 and 7 will be funded through the district LCAP.	All students	1000 Arts Music Instructional Materials Block Grant 5000-5999: Services And Other Operating Expenditures
3.4	Implement school-wide student recognition highlighting students who have performed well	All students	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	academically, socially, behaviorally, and/or athletically		None Specified Student Recognition

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All middle school students completed a career aptitude test and attended a college and career fair. Students in 8th grade visited UC Santa Cruz. Students in grades 6 and 7 did not participate in a field trip or industry tour.

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

3.2: This strategy was not fully implemented. Only students in eighth grade visited a college/university. This strategy will remain an area of focus in 2025-26.

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.

Students in grades 6 and 7 will visit a college or university, or participate in an industry tour.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Foster impactful parent/guardian and community engagement by providing ongoing engagement and education opportunities in order to build the capacity of parents/guardians to improve their involvement and skills in supporting the education of their children.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.2			
5.3			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,186.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$70,693.00

Subtotal of additional federal funds included for this school: \$70,693.00

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

State or Local Programs	Allocation (\$)
Arts Music Instructional Materials Block Grant	\$20,000.00
LCFF	\$8,000.00
None Specified	\$0.00
Unrestricted	\$14,493.00

Subtotal of state or local funds included for this school: \$42,493.00

Total of federal, state, and/or local funds for this school: \$113,186.00

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
Title I Part A: Basic Grants Low-Income and Neglected	75,605.300	4,912.30

Expenditures by Funding Source

Funding Source	Amount
Arts Music Instructional Materials Block Grant	20,000.00
LCFF	8,000.00
None Specified	0.00
Title I Part A: Basic Grants Low-Income and Neglected	70,693.00
Unrestricted	14,493.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	24,493.00
2000-2999: Classified Personnel Salaries	59,193.00
4000-4999: Books And Supplies	10,500.00
5000-5999: Services And Other Operating Expenditures	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Arts Music Instructional Materials Block Grant	10,000.00
5000-5999: Services And Other Operating Expenditures	Arts Music Instructional Materials Block Grant	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Arts Music Instructional Materials Block Grant	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF	5,000.00

5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	59,193.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	6,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	14,493.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,193.00
Goal 2	29,993.00
Goal 3	4,000.00

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
- 6 Parent or Community Members

Name of Members	Role
Cristal Avila	Classroom Teacher
Kaitlyn Cline	Parent or Community Member
Leonard Espinoza	Other School Staff
Katie Farfan-Smith	Parent or Community Member
Desiree Flores	Parent or Community Member
Debra Miller	Classroom Teacher
Lisa O'Callaghan	Classroom Teacher
Stella Ramos	Parent or Community Member
Ethan Stocks	Principal
Elizabeth Welch	Parent or Community Member
Lindsey Yorke	Parent or Community Member

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

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

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 May 29, 2025.

Attested:



Principal, Ethan Stocks on 5/29/2025

SSC Chairperson, Elizabeth Welch on 5/29/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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