School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Juan High School	34674473438504	May 12, 2026	June 23, 2026

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

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

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

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

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

WASC Action Plan Goals - we had our 3 year mid-cycle visit and approval of our current plan.
Area for improvement #1:
Through the use of a comprehensive professional development plan we will equip staff to align curricular programs to ensure student achievement of academic standards, improve graduation rates, and prepare students for post-secondary options.
Area for improvement #2:
Implement restorative practices along with Social-Emotional Learning (SEL) strategies to better focus on students with behavior and social-emotional needs in an effort to raise attendance rate and lower suspension rate.
Area for improvement #3:
Implement a rigorous curriculum, based on research-based instructional strategies, that encompasses 21st century skills, CCSS, and NGSS. Being sure to collect, disaggregate, analyze and report to staff and the community in a timely manner on the progress of student learning and student growth of SJHS' identified Student Learner Outcomes.
Area for improvement #4:
Develop and explore innovative systems to create stronger connections with communities and engagement with parents, being sure to focus on our disenfranchised or marginalized students and families. Building trust and improving the image of our school community.

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

San Juan High School engaged in a comprehensive, continuous consultation process with diverse stakeholder groups to inform the development and annual update of the SPSA. The planning and data review process included consultation with several key groups through established forums. The School Site Council (SSC) convened several times throughout the academic year to review current school performance data, evaluate the effectiveness of existing SPSA strategies, and provide direct input on the formulation of goals and funding allocations. Additionally, we held four dedicated English Learner Advisory Committee (ELAC) meetings (4 times over the school year) to gather targeted feedback on how best to support our English learner population and review related performance data, with recommendations reported directly to the Site Council to ensure alignment. To engage students and parents/guardians, we hosted monthly "Coffee with the Principal" meetings, providing a consistent opportunity for dialogue and progress review in an informal setting, while Open House and Back-to-School Night served as broader touchpoints to share school-wide data and solicit input. Finally, comprehensive surveys were distributed to all stakeholders, including students, parents/guardians, and staff members. These surveys provided a formal, measurable mechanism to gather broad-based feedback on the current SPSA plan and school data, ensuring all voices had the opportunity to contribute to the review process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	1.23%	1.07%	1.34%	7	6	7
African American	9.82%	8.59%	8.80%	56	48	46
Asian	3.86%	4.65%	8.03%	22	26	42
Filipino	1.40%	2.68%	1.91%	8	15	10
Hispanic/Latino	43.86%	44.72%	43.79%	250	250	229
Pacific Islander	0.18%	0.89%	0.57%	1	5	3
White	33.68%	31.66%	30.59%	192	177	160
Multiple/No Response	5.79%	5.72%	4.97%	33	32	26
			Total Enrollment	570	559	523

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Grade 9	137		136
Grade 10	148		116
Grade 11	146		120
Grade 12	139		151
Total Enrollment	570		523

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	136	134	141	19.7%	23.9%	27.0%
Fluent English Proficient (FEP)	142	138	125	23.8%	24.9%	23.9%
Reclassified Fluent English Proficient (RFEP)	4				2.12%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
559	**71.7%**	**24%**	**1.3%**
Total Number of Students enrolled in San Juan High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	24%
Foster Youth	7	1.3%
Homeless	45	8.1%
Socioeconomically Disadvantaged	401	71.7%
Students with Disabilities	95	17%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	8.6%
American Indian	6	1.1%
Asian	26	4.7%
Filipino	15	2.7%
Hispanic	250	44.7%
Two or More Races	32	5.7%
Pacific Islander	5	0.9%
White	177	31.7%

School and Student Performance Data

Overall Performance

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Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Orange		
College/Career Yellow		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
33.5 points below standard	91.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 23.9 points	Increased 19.1 points	9 Students
133 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	29.5 points below standard
3 Students	10 Students	Increased 44.3 points
		103 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
107.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 27.6 points	10 Students	2 Students
23 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33.8 points below standard
5 Students	3 Students	Increased 40.5 points
		66 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	10.7 points below standard
8 Students	2 Students	Increased 42.8 points
		38 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

* Students with Disabilities: Although this group did not receive a color indicator for accountability (marked as Gray), their actual performance level is 107.7 points Below Standard. They did improve by 27.6 points from the previous year.
* The next lowest is our English Learners at 91.7 points, they also increased as well this year by 19.1 points.
All other groups were near or at the All School level of 33.5 points below the standard. This also increased from the year prior by 23.9 points.
* All groups either increased or maintained from the year prior.

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

We have decreased class size, provided more intervention opportunities, stable teaching staff, and an increase focus on rigor and content goals.

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

We are looking to maintain our small class sizes as well as adopt a co-teaching model for targeted intervention groups in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
125.1 points below standard	151.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 27.1 points	Increased 60 points	10 Students
139 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	119.8 points below standard
3 Students	10 Students	Increased 49.2 points
		109 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
195.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 17.1 points	10 Students	2 Students
23 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	120.4 points below standard
5 Students	4 Students	Increased 52.1 points
		68 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	110.6 points below standard
8 Students	2 Students	Increased 29.9 points
		41 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

* Students with Disabilities: Scoring 195.7 points Below Standard. This group received a "Gray" indicator. They increased by 17.1 points
* English Learners: Scoring 151.2 points Below Standard. This group received an "Orange" indicator because they improved by 60 points.
* All other groups performed either better or near the same as the All students performance and all groups improved.

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

We have decreased class size, provided more intervention opportunities, stable teaching staff, and an increase focus on rigor and content goals.

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

We are looking to maintain our small class sizes. This year we created targeted smaller learning classes aimed at providing support. This began with our 9th grade students. In addition we have developed PLC's for math and created targeted learning goals for each level of math through IM 3.

School and Student Performance Data

Academic Performance
Science

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
45.4 science points	38.7 science points	Fewer than 11 students - No Data for Privacy
Increased 5 points	Increased 7.7 points	10 Students
144 Students	45 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	42.2 science points	44.9 science points
3 Students	Increased 4.8 points	Increased 5.7 points
	12 Students	114 Students

Students with Disabilities	African American	American Indian
No Performance Color 36.7 science points Maintained 0.7 points 23 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Yellow 44.6 science points Increased 6.8 points 69 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Green 50.3 science points Increased 6 points 43 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

* Students with Disabilities: 36.7 Points Above Standard (Color indicator: Gray) Maintained.
* English Learners (Overall): 38.7 Points Above Standard (Color indicator: Yellow) - increased by 7.7 points
* All other groups are either above or near the All Students performance. All groups either improved or maintained.

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

We have decreased class size, provided more intervention opportunities, stable teaching staff, and an increase focus on rigor and content goals.

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

We are looking to maintain our small class sizes. In addition we have developed PLC's for science and are working to create targeted learning goals for each level of science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	Orange
36.4 making progress.	37.8 making progress.
Number Students: 107 Students	Number Students: 37 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.

2025 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
11.2%	52.3%	0%	36.4%

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

Overall, the EL student population is in the Orange performance tier. The data shows that only 36.4% of students are currently making progress, which represents a decline of 6.9% from previous reporting.
* The percentage of ELs who "Maintained ELPI Levels 1, 2L, 2H, 3L, 3H" saw the largest increase, jumping from 39.6% in 2024 to 52.3% in 2025.
* The percentage of students who "Decreased at Least One ELPI Level" dropped from 17.0% in 2024 down to 11.2% in 2025.
* Areas for improvement are ELs who "Maintained ELPI Level 4" which decreased to 0.0% in 2025, down from 2.8% the previous year.
* With the percentage of "ELs Who Progressed at Least One ELPI Level" dropping from 40.6% in 2024 to 36.4% in 2025, this needs to be an area of focus.

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

We had a large number of newcomers to San Juan over the last several years. This year in 2025-2026, there has been a reduction and this coming year we expect less. We have also restructured our ELD courses this year and look forward to gains for this years growth.

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

As a school site we have been working on developing clear goals for our content standards. In English specifically, they have aligned themselves for expectations and progression for grades 9-11.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	1	4	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
Prepared 27.2%	Prepared 19.2%	Prepared 28%
Increased 3.1%	Increased 8.5%	Increased 13%
158 Students	52 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Orange
0 Students	Prepared 21.9%	Prepared 25.4%
	Increased 5.7%	Maintained 1.4%
	32 Students	142 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Prepared 6.9%	Prepared 33.3%	0 Students
Maintained 1.9%	Increased 13.3%	
29 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 24.1%
9 Students	5 Students	Increased 2.3%
		79 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 27.3%
6 Students		Increased 6%
		44 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

* Students with Disabilities: Prepared 6.9.
*English Learners: Prepared 19.2.
* Homeless: Prepared 21.9.
* Hispanic: Prepared 24.1.
* Socioeconomically Disadvantaged: Prepared 25.4.
* We did have an overall improvement by 3%
* Area of concern is the trend for % "Not Prepared", while lower than last year, it was higher than the prior year trends.

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

While we are a school that has a strong Career Technology program - students are not passing CAASPP for math and ELA. This will prevent a true reflection on preparedness. We also are working on ways to more accurately reflect students taking college classes on transcripts so that those students would be shown to qualify.

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

Class size reduction and a school's focus on rigor and academic goal areas will show improvements on CAASPP which will also show improvement in this area.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	2	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
80.5% graduated	75.5% graduated	88% graduated
Increased 6.1%	Increased 12.3%	Increased 13%
159 Students	53 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Green
0 Students	68.8% graduated	81.8% graduated
	Increased 10.9%	Increased 6.8%
	32 Students	143 Students

Students with Disabilities	African American	American Indian
No Performance Color 82.8% graduated Increased 1.8% 29 Students	No Performance Color 86.7% graduated Increased 11.7% 15 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Green 81.3% graduated Increased 11.3% 80 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	Yellow 79.5% graduated Increased 2.5% 44 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

* Homeless: This student group is the lowest performing overall with a graduation rate of 68.8.
* English Learners: This student group has a graduation rate of 75.5.
* White: This student group has a graduation rate of 79.5.
* All groups increased or maintained.

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

While we have not returned to pre-COVID levels we dramatically improved from the year before. There has been a more stable teacher and support staff population. Early intervention and planning for students who are starting to go off track during 10th grade. In addition to this we struggle with a stable student population, there are students who come to us 11th grade with limited opportunities to work towards gradation.

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

We have started a supported credit recovery class system for English and Social Science. Students will recieve targeted support and instruction to focus on core learning and filling in gaps of understanding.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	3	2	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	Yellow
7.6% suspended at least one day	4.6% suspended at least one day	6.6% suspended at least one day
Declined 10%	Declined 10.7%	Declined 20.1%
695 Students	197 Students	61 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
25% suspended at least one day	16.2% suspended at least one day	7.6% suspended at least one day
Increased 2.8%	Declined 14.3%	Declined 13.4%
16 Students	74 Students	554 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
13.6% suspended at least one day	11.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 11.4%	Declined 10%	
110 Students	61 Students	6 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	0% suspended at least one day	8% suspended at least one day
Declined 7.7%	Maintained 0%	Declined 13.3%
40 Students	16 Students	286 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
18.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.5% suspended at least one day
Declined 11.1%		Declined 7.1%
44 Students	5 Students	237 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

* Foster Youth: The suspension rate for this group is 25.0%, which also increased by 2.8%
* Two or More Races: This group has an 18.2% suspension rate, which declined by 11.1%
* Homeless: The suspension rate for this group is 16.2%, which declined by 14.3%
* Students with Disabilities: This group has a 13.6% suspension rate, which declined by 11.4%
* African American: The suspension rate for this group is 11.5%, which declined by 10%
* All other groups were either near or below the All Student percent of 7.6%. There was an overall decline of suspension rate by 10%

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

Student class size reduction in classrooms has made a large impact on student behavior. There has also been an increase in support staff and early intervention. As reflected in Foster Youth performance, there is still a struggle with students who are in and our of our school community. With current enrollment around 500 students and this equation is out of almost 700 students, you can see there is a high turnover rate of student population.

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

We are continuing to work with our support staff with Restorative Practices, early intervention, student groups, support for a School Social worker and Sacramento County Support with Mental Health Clinicians.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

There is a high transient rate of students, first year with a new administration but with much less teacher turnover. Next year we will have a very stable staff. We are still coming out of the impacts of COVID with deep learning loss. We have a strong foundation of school culture, increased rigor and staff participation in planning and coordinating supports and engagement.

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

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

2025-26

Identified Need

San Juan High has been identified for Equity Multiplier Funding support due to a non-stability rate over 25%. This means that students transfer in and out of enrollment often times leading to gaps in attendance and lack of consistency around instruction. This plan includes actions to increase educational access and support for students facing the challenges of inconsistent enrollment at one school. The lowest performing student group in the areas of English language arts and mathematics are African American, English Learners, Hispanic, Long Term English Learners, Socially Economically Disadvantaged and students with Individualized Education Plans (IEP.) Additional English learner progress is an area of need.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	33.5 points below standard	+3 scale score points
	English Learners	91.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	29.5 points below standard	
	Students with Disabilities	107.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Hispanic	33.8 points below standard	
	Two or More Races		
	Pacific Islander		
	White	10.7 points below standard	
Math State Assessment: Change in scale score	All Students	125.1 points below standard	+3 scale score points
	English Learners	151.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	119.8 points below standard	
	Students with Disabilities	195.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	120.4 points below standard	
	Two or More Races		
	Pacific Islander		
	White	110.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	36.4		+3%
English Learner Reclassification:	2.12%		+3%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of English language learners who are reclassified to Fluent English Proficient		
College and Career Indicator: Percentage of students placed in the “Prepared” level by the state’s college and career indicator	All Students: Prepared 27.2% English Learners: Prepared 19.2% Homeless: Prepared 21.9% Socioeconomically Disadvantaged: Prepared 25.4% Students with Disabilities: Prepared 6.9% African American: Prepared 33.3% Hispanic: Prepared 24.1% White: Prepared 27.3%	+3%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Supplemental materials and supplies including instructional technology to engage students in reading, writing and speaking skills. WASC Goal #3	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	8400	School Year 2026-2027

1.2	Culturally relevant, current text and materials, library and media technology to support instruction and address student needs. WASC Goal #2	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1980	School Year 2026-2027
1.3	Materials, supplies, hardware, and software to build math foundational skills. WASC Goal #3	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4500	School Year 2026-2027
1.4	Co-teachers are teamed up to allow for targeted learning support for English Language Arts instruction Co-teachers are teamed up to allow for targeted	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 1000-1999: Certificated Personnel Salaries	362,354	School Year 2026-2027

	learning support for math instruction 2.0 FTE				
1.5	Supplemental materials and supplies to support ELD students. WASC Goal #3	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	School Year 2026-2027
1.6	Provide academic support structures and services to increase graduation, college and career readiness. Provide for AVID tutors and students taking assessments for college and career readiness. WASC Goal #2	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	6000	School Year 2026-2027

1.7	0.5 Academic Counselor	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 1000-1999: Certificated Personnel Salaries	93713.00	School Year 2026-2027
1.8	.39 FTE Math Intervention	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 1000-1999: Certificated Personnel Salaries	70,659	School Year 2026-2027
1.9	.20 up to .40 FTE for ELA Co-Teaching - targeted 9th grade classes.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	36985.5 26355.50	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

A review annually of the following data guided our work: School-wide Attendance, grade level attendance, ethnicity attendance data; Teacher Survey, Student Survey, Parent/Guardian Survey. Attendance data is reviewed weekly and at each grading period. Surveys are reviewed annually.

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

We will continue to work through our SLCs to support students in an individual way. We will continue to build up basic skills and supports as we scaffold students towards success. We will have reduced class sizes for next year for our core subjects, increased support for our EL students with both certificated staffing and BIA support. We did have gains in attendance and the support stuff doing home visits, constant communication around attendance and tardies has had an impact. We have reestablished our push-in process and are working through the use of the wellness room with mixed results. Staffing continues to be a concern to make sure it's covered.

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

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

2025-26

Identified Need

San Juan High has been identified for Equity Multiplier Funding support due to a non-stability rate over 25%. This means that students transfer in and out of enrollment often times leading to gaps in attendance and lack of consistency around instruction. This plan includes actions to increase educational access and support for students facing the challenges of inconsistent enrollment at one school. The lowest performing student group in the areas of English language arts and mathematics are African American, English Learners, Hispanic, Long Term English Learners, Socially Economically Disadvantaged and students with Individualized Education Plans (IEP.) Additional English learner progress is an area of need.
We will continue working with families to improve attendance and engagement while strengthening a positive school culture through the Spartan Way. Priorities include expanding access to advanced and interest-based courses, building community partnerships to support academics and connectedness, and offering enrichment to boost attendance. We will also focus on connecting students to campus through support and intervention, while regularly monitoring progress and adjusting supports as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	89.6%	91%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	20.6%	-3%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 80.5% graduated English Learners 75.5% graduated Foster Youth Homeless 68.8% graduated Socioeconomically Disadvantaged 81.8% graduated Students with Disabilities 82.8% graduated African American 86.7% graduated American Indian Asian Filipino Hispanic 81.3% graduated Two or More Races Pacific Islander White 79.5% graduated	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Support and promote school-centered programs and events with materials supplies and clerical support that promotes student involvement (including but not limited to extra curricular arts, athletics, graduation. WASC Goal #2	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	8000	School Year 2026-2027
2.2	Youth leadership, training, materials, conferences and transportation. WASC Goal #2	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	School Year 2026-2027

2.3		Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for college and career preparedness. WASC Goal #3	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies		6500		School Year 2026-2027
2.4		Academic Intervention Teacher - This is over budgeted currently. If there is overage it will go towards 1.9 ELA Co-Teaching. PC 38262 .40	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD		Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		53112 20859		School Year 2026-2027
2.5		BIA Spanish .75 FTE PC 39460	All Students X English Learners Low-Income Students Foster Youth Lowest Performing		Equity Multiplier 2000-2999: Classified Personnel Salaries		61521		School Year 2026-2027

2.6	Enhance learning experience in freshman wheel for 9th graders with introductory to CTE. WASC Goal #3	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	6500	School Year 2026-2027
2.7	Professional development focused on data-driven research-based instructional strategies, student engagement, social-emotional, and academic rigor. Attend workshops, conferences, provide release time to collaborate in the development of	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	980 1000	School Year 2026-2027

	effective instructional practices for engaging students. WASC Goal #1 - PD				
2.8	Provide field trips for students to visit colleges, career technical education programs, enrichment events such as assemblies, guest/ motivational speakers in preparation for college and/or the world of work. WASC Goal #2	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	8900	School Year 2026-2027
2.9	Materials and supplies to support AVID, CTE, AP, and college and career readiness. WASC Goal #3	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	4000	School Year 2026-2027

			4000-4999: Books And Supplies		
2.10	Intervention Teacher for push-in or pull out to support student academic success and increased attendance. This is over budgeted currently. If there is overage it will go towards 1.9 ELA Co-Teaching. .40 FTE WASC Goal #2 PC 35703	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	53112 20859	School Year 2026-2027
2.11	SCIS I 1.0 FTE, PC#40195 Support students with attendance and home visits during the school year, as well as providing alternatives to suspension through intervention that allows students to work on behavior	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	Equity Multiplier 2000-2999: Classified Personnel Salaries	94467	School Year 2026-2027

	lessons and return to class				
2.12	BIA Russian .75 FTE PC39459	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	61521	School Year 2026-2027
2.13	BIA Farsi/Dari .75 FTE PC39459	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	61521	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

With the support of our Dean of Students, we will have a new ASB Director for this coming 26/27 school year. San Juan has made great improvement on school culture. We have refined and better supported our process for behavior intervention. We have an active Wellness Team and SLCs that review student progress weekly.

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

We will continue with our Dean of Students for next year to support low level tier I behaviors. They will now be supported with a team of SCIS I's and school social worker. We will have a full year of our Parent Ambassador and we have also identified a Parent Liaison for this coming year. Additional security staff have been added as well and a stabilized support staff for this coming year.

2025-26

Identified Need

San Juan High has been identified for Equity Multiplier Funding support due to a non-stability rate over 25%. This means that students transfer in and out of enrollment often times leading to gaps in attendance and lack of consistency around instruction. This plan includes actions to increase educational access and support for students facing the challenges of inconsistent enrollment at one school. The lowest performing student group in the areas of English language arts and mathematics are African American, English Learners, Hispanic, Long Term English Learners, Socially Economically Disadvantaged and students with Individualized Education Plans (IEP.) Additional English learner progress is an area of need.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	7.6% suspended at least one day	-3%
	English Learners	4.6% suspended at least one day	
	Foster Youth	25% suspended at least one day	
	Homeless	16.2% suspended at least one day	
	Socioeconomically Disadvantaged	7.6% suspended at least one day	
	Students with Disabilities	13.6% suspended at least one day	
	African American	11.5% suspended at least one day	
	American Indian		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Asian: 0% suspended at least one day Filipino: 0% suspended at least one day Hispanic: 8% suspended at least one day Two or More Races: 18.2% suspended at least one day Pacific Islander White: 5.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	67.1%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	54.5%	+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	5%	+3%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Supplemental materials and supplies for staff to support student	All Students X English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	3500	School Year 2026-2027

	academic, socioemotional, and attendance success. WASC Goal #2	X Lowest Performing SWD	4000-4999: Books And Supplies		
3.2	School Community Intervention Specialist I 1 FTE WASC Goal #2 PC 39136	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	53419 41048	School Year 2026-2027
3.3	Enhance learning experiences with STEAM. WASC Goal #3	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	School Year 2026-2027

3.4	Provide student and parent trainings, student group interventions, access to resources, and home visits 1.0 FTE School Social Worker PC#40196	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	Equity Multiplier 1000-1999: Certificated Personnel Salaries	181177	School Year 2026-2027
3.5	Provide materials and supplies to support English Learner Advisory Committee in providing input to school planning. WASC Goal #3	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	500	School Year 2026-2027
3.6	Provide materials and supplies for parent support of all students and for parent community events. WASC Goal #4	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	1000	School Year 2026-2027

			4000-4999: Books And Supplies		
3.7	One parent liaison to increase home/school connectedness in the San Juan Community WASC Goal #4	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	3570	School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
English Learners receive daily Designated and Integrated English Language Development. - LCFF EL Central	2026-2027 school year	1.4 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support to beginning and early intermediate proficiency EL students to support core content instruction in collaboration with the classroom teacher. - LCFF EL Central	2026-2027 school year	.75 BIA	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional high, middle and K-8 school academic counseling, social relationships, parent and family relations. Targeted services under the framework of MTSS. - LCFF Central	2026-2027 school year	1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Utilize a College-Career Specialist to support students toward college/career preparation by graduation. - LCFF Central	2026-2027 school year	1.0 FTE College and Career Tech	2000-2999: Classified Personnel Salaries		
Offer AVID courses to promote college readiness. - LCFF Central	2026-2027 school year	.85 FTE AVID Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Intervention/Restorative Justice Teacher addressing chronic discipline behavior to reduce suspension rate. - LCFF Central	2026-2027 school year	.60 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries		
Provide an administrative instructional specialist to assist administration and staff in developing, monitoring, and evaluating comprehensive school reform in accordance with "high poverty, high performance (HPHP)" readiness model to improve student achievement. - LCFF Central	2026-2027 school year	1.0 FTE AIS	1000-1999: Certificated Personnel Salaries		

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	69,760	0.00
Title I Part A Site Allocation	306750	0.00
Equity Multiplier	944305	-42,628.00
Title I Part A Parent Involvement	3570	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	986,933.00
LCFF Supplemental Site Allocation	69,760.00
Title I Part A Parent Involvement	3,570.00
Title I Part A Site Allocation	306,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	879,448.00
2000-2999: Classified Personnel Salaries	336,019.00
3000-3999: Employee Benefits	82,766.00
4000-4999: Books And Supplies	59,880.00
5000-5999: Services And Other Operating Expenditures	8,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	707,903.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	279,030.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	980.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	59,880.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,900.00

2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,570.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	170,565.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	53,419.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	82,766.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	613,947.00
Goal 2	465,852.00
Goal 3	287,214.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
David Levis	Principal
Katie Cox	Classroom Teacher
Nick Gailbreath	Classroom Teacher
Reza Taheri	Classroom Teacher
Pam Walker	Other School Staff
Erlinda Nazario	Parent or Community Member
Ilda Nazario	Parent or Community Member
11th Grade Student	Secondary Student
12th Grade Student	Secondary Student
12th Grade Student	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
ON FILE	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/26.

Attested:

	Principal, David Levis on May 12, 2026
ON FILE	SSC Chairperson, Reza Taheri on May 12, 2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

      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; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Budget By Expenditures

San Juan High School

Funding Source: Cell Tower (High School ONLY) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Enhance learning experiences with STEAM.	4000-4999: Books And Supplies	$3,724.00	Clear Pathways to Bright Futures	
	5000-5999: Services And Other Operating Expenditures	$7,000.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	$4,000.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs	Counseling
Cell Tower (High School ONLY) Total Expenditures:		$19,724.00		
Cell Tower (High School ONLY) Allocation Balance:		$0.00		

Funding Source: Equity Multiplier **$944,305.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
SCIS I 1.0 FTE, PC#40195 Support students with attendance and home visits during the school year, as well as providing alternatives to suspension through intervention that allows students to work on behavior lessons and return to class	2000-2999: Classified Personnel Salaries	$94,467.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
BIA Russian .75 FTE PC39459	2000-2999: Classified Personnel Salaries	$61,521.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

San Juan High School

BIA Farsi/Dari .75 FTE PC39459	2000-2999: Classified Personnel Salaries	$61,521.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Provide student and parent trainings, student group interventions, access to resources, and home visits 1.0 FTE School Social Worker PC#40196	1000-1999: Certificated Personnel Salaries	$181,177.00	Engaging Academic Programs	English
Co-teachers are teamed up to allow for targeted learning support for English Language Arts instruction Co-teachers are teamed up to allow for targeted learning support for math instruction 2.0 FTE	1000-1999: Certificated Personnel Salaries	$362,354.00	School Connectedness	
0.5 Academic Counselor	1000-1999: Certificated Personnel Salaries	$93,713.00	School Connectedness	
.39 FTE Math Intervention	1000-1999: Certificated Personnel Salaries	$70,659.00	School Connectedness	
BIA Spanish .75 FTE PC 39460	2000-2999: Classified Personnel Salaries	$61,521.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	Equity Multiplier Total Expenditures:	$986,933.00		
	Equity Multiplier Allocation Balance:	($42,628.00)		

Funding Source: LCFF Supplemental Site Allocation **$69,760.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Enhance learning experience in freshman wheel for 9th graders with introductory to CTE. WASC Goal #3	4000-4999: Books And Supplies	$6,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

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Professional development focused on data-driven research-based instructional strategies, student engagement, social-emotional, and academic rigor. Attend workshops, conferences, provide release time to collaborate in the development of effective instructional practices for engaging students. WASC Goal #1 - PD	1000-1999: Certificated Personnel Salaries	$980.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Provide field trips for students to visit colleges, career technical education programs, enrichment events such as assemblies, guest/ motivational speakers in preparation for college and/or the world of work. WASC Goal #2	5000-5999: Services And Other Operating Expenditures	$8,900.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Materials and supplies to support AVID, CTE, AP, and college and career readiness. WASC Goal #3	4000-4999: Books And Supplies	$4,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Supplemental materials and supplies to support ELD students. WASC Goal #3	4000-4999: Books And Supplies	$3,000.00	School Connectedness	
Provide academic support structures and services to increase graduation, college and career readiness. Provide for AVID tutors and students taking assessments for college and career readiness. WASC Goal #2	4000-4999: Books And Supplies	$6,000.00	School Connectedness	
Supplemental materials and supplies including instructional technology to engage students in reading, writing and speaking skills. WASC Goal #3	4000-4999: Books And Supplies	$8,400.00	School Connectedness	
Culturally relevant, current text and materials, library and media technology to support instruction and address student needs. WASC Goal #2	4000-4999: Books And Supplies	$1,980.00	School Connectedness	
Materials, supplies, hardware, and software to build math foundational skills. WASC Goal #3	4000-4999: Books And Supplies	$4,500.00	School Connectedness	

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Provide materials and supplies to support English Learner Advisory Committee in providing input to school planning. WASC Goal #3	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	English
Provide materials and supplies for parent support of all students and for parent community events. WASC Goal #4	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	English
Support and promote school-centered programs and events with materials supplies and clerical support that promotes student involvement (including but not limited to extra curricular arts, athletics, graduation. WASC Goal #2	4000-4999: Books And Supplies	$8,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Youth leadership, training, materials, conferences and transportation. WASC Goal #2	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Transition to high school for incoming 9th graders includes intervention focus on literacy/math remediation and development for college and career preparedness. WASC Goal #3	4000-4999: Books And Supplies	$6,500.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
Supplemental materials and supplies for staff to support student academic, socioemotional, and attendance success. WASC Goal #2	4000-4999: Books And Supplies	$3,500.00	Engaging Academic Programs	English
	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs	Counseling
Provide field trips for students to visit colleges, career technical education programs, enrichment events such as assemblies, guest/motivational speakers in preparation for college and/or the world of work.	5000-5999: Services And Other Operating Expenditures	$1,500.00	Clear Pathways to Bright Futures	
Enhance learning experiences with STEAM. WASC Goal #3	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	English

LCFF Supplemental Site Allocation Total Expenditures:	$76,260.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$3,570.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
One parent liaison to increase home/school connectedness in the San Juan Community WASC Goal #4	2000-2999: Classified Personnel Salaries	$3,570.00	Engaging Academic Programs	English

Title I Part A Parent Involvement Total Expenditures:	$3,570.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$306,750.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Intervention Teacher - This is over budgeted currently. If there is overage it will go towards 1.9 ELA Co-Teaching. PC 38262 .40	1000-1999: Certificated Personnel Salaries	$53,112.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	$41,048.00	Engaging Academic Programs	English
School Community Intervention Specialist I 1 FTE WASC Goal #2 PC 39136	2000-2999: Classified Personnel Salaries	$53,419.00	Engaging Academic Programs	English
.20 up to .40 FTE for ELA Co-Teaching - targeted 9th grade classes.	1000-1999: Certificated Personnel Salaries	$36,985.50	School Connectedness	
	1000-1999: Certificated Personnel Salaries	$26,355.50	School Connectedness	

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Intervention Teacher for push-in or pull out to support student academic success and increased attendance. This is over budgeted currently. If there is overage it will go towards 1.9 ELA Co-Teaching. .40 FTE WASC Goal #2 PC 35703	1000-1999: Certificated Personnel Salaries	$53,112.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	$20,859.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	1000-1999: Certificated Personnel Salaries	$1,000.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment
	3000-3999: Employee Benefits	$20,859.00	Healthy Environments for Social-Emotional Growth	Student Events and Enrichment

Title I Part A Site Allocation Total Expenditures:	$306,750.00
Title I Part A Site Allocation Allocation Balance:	$0.00
San Juan High School Total Expenditures:	$1,393,237.00