



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
John Muir Middle	01-61291-6066518	May 20, 2026	June 16, 2026

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

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

(ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site 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.

Plan Purpose

John Muir Middle School has not been identified for Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI). For the 2026–2027 school year, we are operating under a **Schoolwide Program**.

At John Muir, we pride ourselves in our three core values of respect, responsibility, and reflection. These values support our core mission of academic achievement through equity and social/emotional development that supports our students lifelong success in the 21st century.

In the 2025-2026 school year the data from the [2025 California School Dashboard](#) showed that there have been improvements in several metrics while still demonstrating a need for continued growth for all our students.

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

Schoolwide Program

John Muir and San Leandro Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards

and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, college and career readiness, and local indicators as defined in the Dashboard but specifically will focus on academic engagement for college and career indicator and climate (attendance & suspension) for Hispanic and African American subgroups. We have created a comprehensive plan to support the successes and address the struggles of our students. We are working to increase growth in our ELA and Math scores and increase access and achievement for our English Learners.

The data shows that the overall English and math scores are below standard in African American, Hispanic, socioeconomically disadvantaged, and students with disabilities sub groups. The data also shows the same groups have high suspension rates and absenteeism. The data was identified through CAASPP, district testing, and our student information system Aeries.

Various sources of data (including CAASP, CHKS, STAR, Attendance, Discipline, etc.) were shared with all staff, ELAC, School Site Council, parents and guardians, and student groups through multiple meetings and events throughout the spring 2026 semester. After reviewing the data, program input was gathered from all educational partners. Following data review, parents, students and staff asked for more individualized support both in and out of the classroom, more intentional collaboration and professional development, and engaging activities. All data and feedback was taken into account in order to develop updated SPSA goals and strategies. Our data and feedback showed that there is a need for increased enrollment in enrichment and intervention programs for our targeted groups and supporting our teachers in effective Tier 1 instruction.

After reviewing the data, Muir will implement teacher action research in order to identify strategies to support students in the following subgroups that scored in the red on the California Dashboard: ELA and Math for our English Learners, Math for our Hispanic and Socioeconomically Disadvantaged Students; and finally we must continue to build on our positive trends in both our discipline data and California Healthy Kids Survey results of fostering a safe school environment and lowering the suspension rates for our African American and Students with Disabilities. This plan reflects our commitment to closing achievement gaps and ensuring that every student receives the support they need to excel.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Deep Learning for Real-World Readiness

Goal 2: Prioritize Student Health and Belonging

Goal 3: Strong & Connected Partnerships

Our School Plan for Student Achievement (SPSA) for the 2026-2027 school year is rooted in enhancing and supporting math and English proficiency for all students. To support this goal, John Muir teachers will receive targeted professional development that supports effective instructional practices that align with our goals. John Muir has developed three goals that align with the expressed and data supported needs of our school community and the San Leandro Unified School District LCAP goals.

Goal 1: Deep Learning for Real-World Readiness

John Muir Middle School will continue to strengthen and provide Tier I supports, small group instruction, and Universally Designed Teaching and Learning for all students to support increases in math and ELA academic performance. In addition, our Multi-Tiered System of Supports (MTSS) will provide targeted Tier II and Tier III interventions for students who need additional support to grow and succeed. Our targeted focus is on increasing academic performance for our English Learners, Black, Hispanic, and Socioeconomically disadvantaged students.

Goal 2: Prioritize Student Health and Belonging

John Muir Middle School will continue to prioritize social emotional learning in an effort to continue to decrease suspension and out of class referral rates for all students. SEL instruction is embedded into daily classroom routines, supported by our counselor team, wellness team, PBIS and peer connection strategies. John Muir teachers will also continue to receive targeted professional development supporting SEL instructional strategies.

Goal 3: Strong & Connected Partnerships

John Muir Middle School believes that our families and staff are at the center of our school and their collaboration is central to our schools success. We will continue to expand our community outreach through our coffee chats, Schools Smarts Academy, and participation in SSC, ELAC, and our Falcon Family Organization. Our staff will continue to receive professional development that engages them in academic and social emotional strategies, opportunities for collaboration, and data analysis that supports our students' success.

Education Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

The development of the 2026–2027 School Plan for Student Achievement (SPSA) at John Muir Middle School was a collaborative process that involved multiple community partners, including the School Site Council (SSC), Community Schools Action Team (CSAT), English Learner Advisory Committee (ELAC), families, school staff, and students. Input is gathered at multiple meetings, events and electronically throughout the school year, specifically designed to gather feedback for our SPSA. Throughout the whole school year feedback is gathered at Coffee Chats, SSC and ELAC meetings, and other events that provide meaningful input. As we move towards the end of the school year, the SPSA is developed and approved through the SSC with input from our ELAC, CSAT and school staff. The resulting SPSA reflects the diverse voices of our school community and is grounded in both student data and qualitative feedback.

Date	Community Partner Group	Engagement Description
10/22/25	SSC/Community Schools Action Team (CSAT)	Our SSC/CSAT reviewed the new SLUSD District Goals & gathered and discussed feedback on SLUSD Goal 1. This group is made up of students, parents, and staff.
11/19/25	SSC/Community Schools Action Team (CSAT)	Our SSC/CSAT gathered and discussed feedback on SLUSD Goal 2. This group is made up of students, parents, and staff.
01/28/26	SSC/Community Schools Action Team (CSAT)	Our SSC/CSAT gathered feedback on SLUSD Goal 3 & 4. This group is made up of students, parents, and staff.
02/04/26	Families/Community	LCAP- Morning session where families and community provided LCAP feedback.
02/13/26	Families/Students/Community	An online survey was sent out in our weekly online newsletter for families and community members to offer their feedback. Sent out additionally on 2/27 and 3/6.
02/25/26	ELAC	LCAP- Engagement Meeting for Families/ Community/ Feedback through the ELAC

		group
02/25/26	SSC/Community Schools Action Team (CSAT)	LCAP- Engagement Meeting for Families/ Community/ Feedback
03/5/26	Families/Students/Community	OPEN House- Conducted evening feedback session for families/ community. Our biggest event that allows us to gather input from hundreds of our community.
03/25/26	SSC/Community Schools Action Team (CSAT)	Began the review process of the LCAP feedback and the 26-27 SPSA.
04/22/26	SSC/Community Schools Action Team (CSAT)	Continued the 26-27 SPSA process by analyzing the budget for the 26-27 school year and reviewed the 26-27 SPSA. CSAT vote
5/20/26	SSC/Community Schools Action Team (CSAT)	Final Approval of School Site Plan Vote

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
1002	172	58	859	179			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
97	41	458	258	77	11	2	42

CA School Dashboard 2025

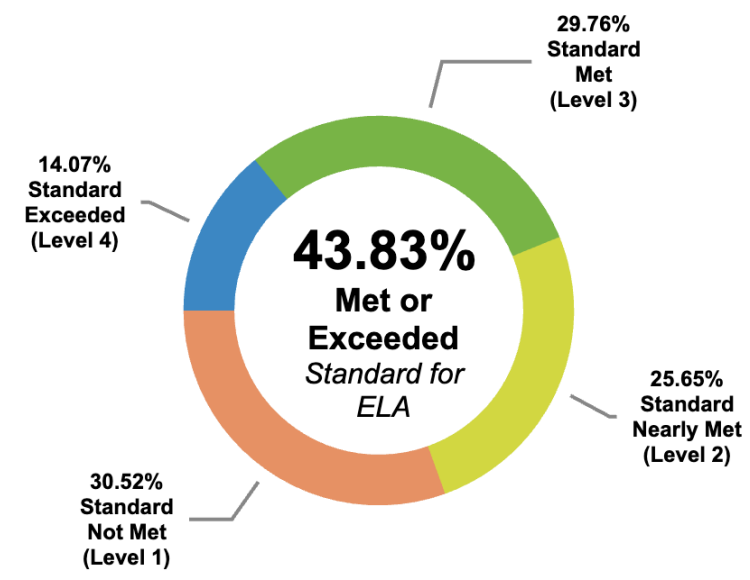
John Muir Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-24.5 pts ↑ 4.7 pts 926	-76 pts ↑ 7.3 pts 929	52 pts 0.5 pts 292	20.5% ↑ 0.8% 1,013	2.8% ↓ 3.1% 1,026
English Learners	-65.8 pts ↑ 5.8 pts 325	-114.4 pts ↑ 4.2 pts 329	41.9 pts 0.1 pts 104	20.6% ↓ 2.5% 228	2.6% ↓ 4.3% 232
Long-term EL	-100.4 pts ↑ 13.7 pts 96	-170.1 pts ↓ 4.6 pts 96	30.2 pts ↓ 5.8 pts 45	23.8% ↓ 2.5% 105	4.8% ↓ 4.6% 105
Foster Youth	**	**	**	**	**
Homeless	-82.4 pts 11	-165.5 pts 11	**	45.5% ↓ 0.7% 11	8.3% ↓ 5% 12
Socioeconomically Disadvantaged	-37.1 pts -0.9 pts 755	-90.7 pts 0.2 pts 758	50 pts 0.1 pts 242	22.1% 0.3% 834	3% ↓ 3.5% 845
Students with Disabilities	-112.9 pts ↑ 3.8 pts 178	-154.4 pts ↓ 8.6 pts 178	36.3 pts 0.3 pts 55	33% ↑ 4.1% 203	5.4% ↓ 8% 204

John Muir Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-24.5 pts ↑ 4.7 pts 926	-76 pts ↑ 7.3 pts 929	52 pts 0.5 pts 292	20.5% ↑ 0.8% 1,013	2.8% ↓ 3.1% 1,026
African American	-72.4 pts ↓ 5.6 pts 96	-126.8 pts ↑ 4.2 pts 96	49.3 pts ↑ 10.9 pts 27	26.4% -0.4% 106	12.7% ↓ 0.9% 110
American Indian or Alaska Native	**	**	**	**	**
Asian	31.2 pts ↑ 7 pts 211	4.6 pts ↑ 18.1 pts 214	65.2 pts ↑ 4.3 pts 59	4.7% ↑ 1.3% 234	2.1% ↑ 1.1% 237
Filipino	5.6 pts ↑ 4.2 pts 62	-58.8 pts -0.1 pts 63	54.8 pts ↓ 9.2 pts 17	11.1% -0.2% 72	0% ↓ 4.2% 72
Hispanic	-42 pts ↑ 6.4 pts 446	-103.5 pts ↑ 3.6 pts 446	48.2 pts 0.4 pts 160	26.5% ↑ 2.1% 479	1.4% ↓ 4.1% 483
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	-8 pts ↑ 31.7 pts 44	-64.6 pts ↑ 20.7 pts 44	40.9 pts ↓ 12.9 pts 13	27.1% ↓ 1.2% 48	4.1% ↓ 5.4% 49
Two or more races	-62.5 pts ↓ 43.2 pts 43	-114.7 pts ↓ 32.3 pts 43	48.9 pts 15	28.1% ↑ 6.3% 64	1.6% ↓ 7.2% 64

ELPI Results

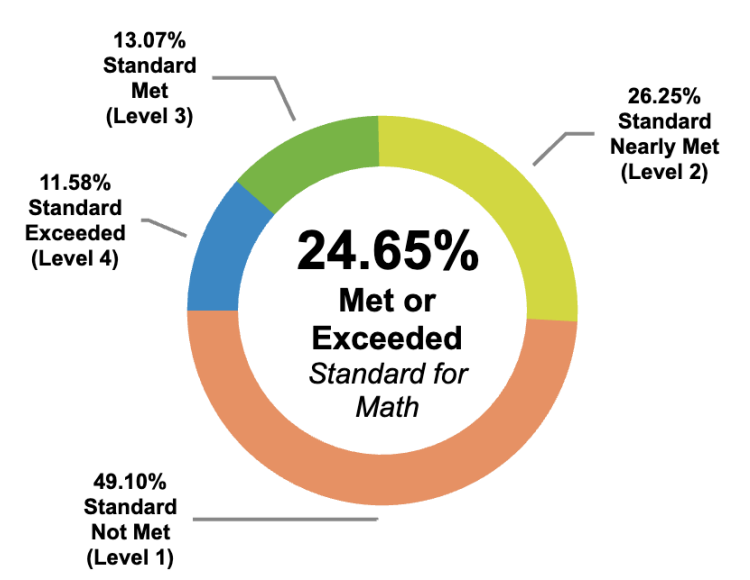
ELA

Percent of students within each achievement level



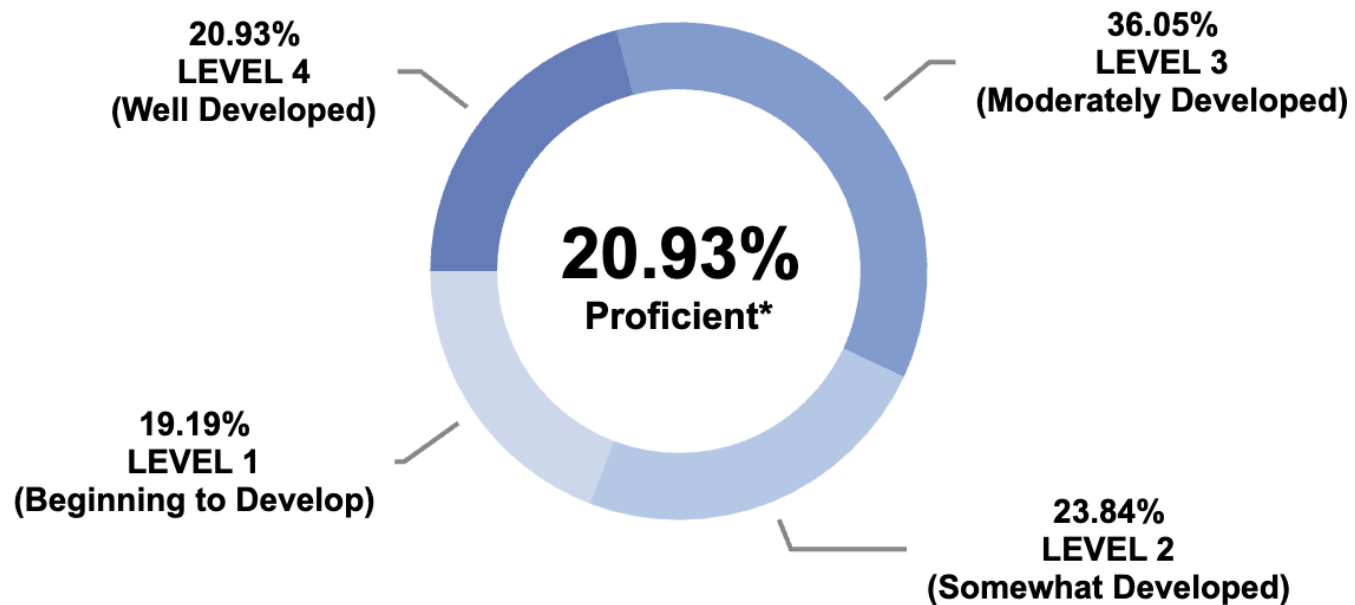
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



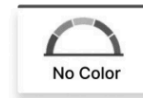
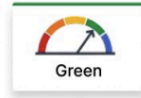
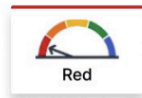
English Learner Progress

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Performance Color Scale

lowest to highest



	Points	Change	# of Students		Points	Change	# of Students
Student	57.9 Making Progress	Declined 2.2%	152	State	46.4 Making Progress	Maintained 0.7%	777,537

English Learners				Long-Term English Learners			
	Points	Change	# of Students		Points	Change	# of Students
Student	57.9 Making Progress	Declined 2.2%	152	Student	59.7 Making Progress	Declined 3.9%	72
State	46.4 Making Progress	Maintained 0.7%	777,537	State	49.1 Making Progress	Increased 3.3%	216,852

Student English Language Acquisition Results

Summative ELPAC

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.

	2019	2022	2023	2024	2025
ELs Who Decreased at Least One ELPI Level	30.5%	15.6%	14.6%	13.2%	12.9%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.5%	29.5%	25.5%	25.0%	28.6%
ELs who Maintained ELPI Level 4	6.0%	4.9%	2.5%	2.8%	0.0%
ELs Who Progressed at Least One ELPI Level	30.0%	50.0%	57.3%	59.0%	58.5%

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

	2023	2024	2025
EL students progressed on the Summative Alternate ELPAC	0.0%	0.0%	40.0%
EL students who Maintained Summative Alternate ELPAC Level 3	0.0%	0.0%	0.0%
EL students who did not progress on the Summative Alternate ELPAC	100.0%	100.0%	60.0%

Additional Data

Muir CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys <i>Percentage of parents that agree or strongly agree with statements</i>		All %
Parent Involvement		
• Promotion of parental involvement: Average reporting “Strongly Agree”		39
• School promptly responds to my phone calls, messages, or e-mails		86
• School encourages active partner		90
• School actively seeks parent input		90
• Parents feel welcome to participate		87
School Supports for Students		
• School is a supportive and inviting place for students to learn		91
• School lets you know how your child is doing in school between report cards		91
• School is a safe place for my child		89
• School motivates students to learn		84
• School has adults who really care		86
• School provides quality counseling or other ways to help students with social or emotional needs		78
• Teachers responsive to SEL needs		75
• School provides SEL advice/resources		77

Behavior/Rules	
• School enforces rules equally	40
• School treats all students with respect	50
• School promotes respect of cultural beliefs	41
• Substance use problems (reporting any)	28
• School disorder (reporting any)	40
• Harassment/bullying (Large problem)	22
• Clean/well-maintained facilities	40

Student Surveys <i>Percentage of students that agree or strongly agree with statements</i>	Grade 6 %	Grade 7 %	Grade 8 %
Student Engagement and Supports			
• Students are connected to school	67	56	59
• Students are academically motivated	76	66	71
• School is really boring	26	38	34
• School is worthless	12	14	10
• School has caring adult relationships	68	60	67
• Adults have high expectations of students	80	72	78

• Students have meaningful participation	37	31	34
School Safety and Cyberbullying			
• School perceived as very safe or safe	66	60	61
• Have experienced any harassment of bullying	40	46	34
• Had mean rumors or lies spread about you	36	40	40
• Been afraid of being beaten up	29	29	16
• Been in a physical fight	12	14	12
• Seen a weapon on campus	12	8	10
• Have experienced cyberbullying	27	31	26
Mental Health			
• Social Emotional Distress	22	27	23
• Chronic Sadness/Hopelessness	27	34	27
• Seriously considered suicide	15	21	13

Staff Surveys <i>Percentage of staff that strongly agree or agree with statements</i>		All %
School Supports for Students		
• School has adults who really care about every student		97
• Adults believe that every student can be a success		98
• All students are given equal opportunity to participate in classroom discussions/activities		95

• School is welcoming to and facilitates parent involvement	99
• School is a supportive and inviting place for students to learn	98
• School is clean and well-maintained	83
• School provides adequate counseling support services	97
• Students tell teachers when other students are being bullied	75
• Students tell teachers when they are being bullied	91
• Students try to stop bullying when they see it happening	59
School Supports & Working Environment for Staff	
• Staff working environment is supportive and inviting	97
• Staff promote trust and collegiality	94
School Safety	
• Is a safe place for staff	98
• Is a safe place for students	97
• Physical fighting between students is a moderate/sever problem	10
Fairness, Rule Clarity and Respect for Diversity	
• School rules are fair	96
• Students respect each other's differences	87
Instructional Equity	
• School emphasizes using instructional materials that reflect the culture or ethnicity of students	89

• School fosters an appreciation of student diversity and respect for one another	97
Academic Motivation and Student Behavior	
• Students are motivated to learn	85
• Students are well-behaved	90
• Cutting classes or being truant is a moderate/severe problem	11
• Harassment/bullying is a moderate/severe problem	32
• Alcohol/drug use is a moderate/severe problem	2
• Student social, emotional, and mental health needs are common/moderate	77

Data Analysis

Based on the data from the California Dashboard, we can conclude different areas of growth/success from the past school year:

1. The overall suspension rate for all students has decreased by 3.1% to a new low of 2.8% for all students. We saw decreases in nearly every subgroup including Hispanic and African American groups.

The progress in this area stems from a continuous commitment to school wide Positive Behavioral Interventions & Support (PBIS) and restorative justice practices, and from a continuous commitment to implementing schoolwide strategies that support all students in reading, writing, listening, and academic speaking. Also through the support of the counseling department and community schools grant, we are able to have weekly counseling groups and other supports that create a more positive and restorative environment for our students.

Based on the data from the California Dashboard, we can also conclude areas of improvement:

1. Although the overall progress of English Language Learners has increased in ELA, Math, and Science, the progress of the subgroup of Long Term EL students has decreased by 4.6 points in Math and 5.8 points in Science. We also saw a decrease in suspensions (4.3%) and chronic absenteeism (2.5%) in English Language Learners.
2. The overall progress rates for all our students in ELA, Math, and Science increased this year, we are still in the yellow for those categories.
3. The suspension rate for all students is in the green at 2.8% with a decrease of 3.1% compared to the previous year. We saw decreases in nearly every subgroup except for Asian students which saw an increase of 1.1%. Our African American students had a decrease of .9% but continue to be in the orange category at 12.7% of African American students being suspended.

Based on the data from the California Healthy Kids Survey (CHKS) it reveals many areas of growth:

1. More than half of our parents feel JMMS encourages them to be active partner (90%), welcomes them to participate (87%), and parents feel welcome to participate in this school (85%). This has improved to previous years, and shows that we need to continue to utilize our parent facilitators, and encourage communication with our families to continue to maintain and grow these numbers.
2. More than half our students feel connected to our school, have academic motivation, have a caring adult relationship in our school, and feel safe in our school. Less than half of our students report that they have meaningful participation in learning, and feel school is boring indicating a clear need to increase our students' participation and investment in their learning.
3. Our staff report a safe working environment, 98% agree that school is a safe place for students and staff. 96% of staff report that students have a caring adult relationship, and 85% of students are motivated to complete schoolwork. While this is an improvement compared to previous years, it still indicates a need to support student motivation.

Resource Inequities

John Muir is not identified for ATSI or TSI.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LCAP Goal 1: Deep Learning for Real-World Readiness

School Goals: For the 26-27 school year, John Muir will continue to support students' academic success by increasing scores through Multi-tiered Systems of Support, equitable teaching and restorative discipline practices, and support for our families to ensure all JMMS students have the opportunity for growth. JMMS prides itself on a robust English Learner program, as the data shows significant ELL progress. Our 26-27 goals need to focus on improving the support structure for long-term ELLs.

ELA Goal
ELA: Using our quarterly district assessment data from Renaissance Learning, all students performing below grade level in ELA will improve by one performance band by the end of 2026-27. Additionally, all students performing at or above grade level will continue to improve at each quarter. Particular emphasis will be placed on accelerating outcomes for student groups identified in the Dashboard's red performance level, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, so that these groups demonstrate measurable growth, reduce performance gaps, and move out of the red status. Ultimately, all students will show increased achievement on the ELA CAASPP, with a higher percentage meeting or exceeding standards.

ELD Goal
ELD: Using our quarterly district assessment data from Renaissance Learning, and the 2026 ELPAC scores, John Muir will reclassify at least 40 EL students by the end of the 2026-27 school year. Additionally, all EL students will improve by at least one performance band on the ELPAC, improving overall ELL progress for John Muir. All long term ELLs will receive tier 2, tier 3 or special education support.

Math Goal
Math: Using quarterly district assessment data from Renaissance Learning, current data indicate that a significant number of students are performing below grade level, particularly in foundational skills such as number sense, multi-step problem solving, and mathematical reasoning, with lower performance also reflected in CAASPP results and greater gaps among student groups identified in the red performance level. In response, all students performing below grade level in Math will improve by at least one performance band by the end of the 2026–27 school year, while students at or above grade level will demonstrate continued growth each quarter toward higher levels of proficiency. Instruction will emphasize targeted intervention, use of math discourse, and consistent progress

monitoring to address identified skill gaps. Particular focus will be placed on accelerating achievement for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to reduce performance gaps and move these groups out of the red status. Ultimately, all students will demonstrate increased achievement on the Math CAASPP, including an increase in the percentage of students meeting or exceeding standards.

Identified Need: JMMS will support all students in academic growth. This growth can only take place in an environment that is welcoming and supportive to our community. School connectedness and rigorous academics together will yield positive results. We will maintain a sharp focus on accelerating learning through high-quality Tier 1 instruction and a coherent system of tiered interventions, ensuring that students who have historically experienced lower performance receive timely, targeted support to achieve at high levels. Our data shows that the student groups who we must focus on are: long term ELLS, students with disabilities, Hispanic, and African American students.

Through SSC, ELAC, Community Schools, open forums, and staff meetings, we gathered input to inform our goals. Overall the community feedback was positive but also highlighted key areas that we need to address which include:

- Fostering and maintaining engagement with our families, staff, and students.
- Providing more opportunities for student success and engagement in math and ELA.
- Increasing opportunities for connections to the school for students, families, and staff.
- Professional development to facilitate our school goals for staff including instructional, and social-emotional training.

At JMMS, we are actively strengthening our intervention systems while integrating Universal Design for Learning, standards-based teaching, restorative practices, and high-impact instructional practices to support all learners. Based on our academic and discipline data, we recognize this as an area of inequity that our goals must directly address.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
School-Wide & Cross Curricular 1	Train ALL teachers on AVID strategies and expectations around strategies on 1st PD day- provide	All teachers incorporate AVID strategies. Run three sections of AVID	Students actively demonstrate understanding of AVID learning strategies Run three AVID electives. Attend AVID PD	Title 1: AVID license - \$5309 AVID teacher lead hourly - \$7,200

	collaboration time for teachers to engage in grade level expectations and alignment.			
School-Wide & Cross Curricular. 2	Explore and expand alternative education and expanded learning opportunities for students 6-8 to support both intervention, enrichment, and multimodal ways of teaching and learning.	Expand partnership with Boys and Girls Club by directly communicating between day and after school day staff on students' direct academic needs through after school coordinator and academic liaison. Add after school enrichment and intervention that complements Boys and Girls Club programming. Including homework club and science on the court. We will send a survey to students to determine interest. Broaden survey to include academic competitions such as Spelling Bee, Science competitions, Math Olympics, etc. Targeted outreach to students with disabilities and English Language Learners.	Academic Liaison filled by a teacher. Sign in sheets for after school programs and clubs. Academic data from Aeries, Renaissance and Star.	<u>Title 1:</u> Teacher hourly - \$5,038 Contracted services - \$11,679 <u>SupConc:</u> Contracted services - \$16,000

		Offer office hours and increased communication to families.		
School-Wide & Cross Curricular. 3	Administration will work collaboratively with department chairs to provide engaging and relevant professional development focused on staying current with best practices and improving instruction and student outcomes.	Teachers will engage in Professional Development and share best practices at department meetings and staff meetings. Teachers will provide input into potential professional development. Department Chair Focal point for the school year will be determined during the start of the school year, but will focus around AVID/PBIS.	Meeting notes Student academic data	
School-Wide & Cross Curricular. 4	Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.	Professional development will be developed and led with Department Chairs and teachers. PD will be teacher-directed and student-centered, focusing on the areas outlined in this document. Key focus areas include, but are not limited to: Social Emotional Learning, English Language Development, Anti-Racist, Culturally Responsive Teaching/Learning, Tier 1,	PD agendas that reflect teachers cycles of inquiry/action research. Teacher feedback on PD	

		AVID, Communication, Restorative Justice, Universal Design for Learning, & Project Based Learning.		
School-Wide & Cross Curricular. 5	Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, and Universal Design for Learning.	Collaborative work time will focus on effective UDL strategies and data analysis on improvements of practice.	Meeting agendas and documentation of collaborative time that indicates topics teachers worked on.	
School-Wide & Cross Curricular. 6	Continue to enhance the elective offerings. Refine the courses and connect with career and college opportunities. Create a structure in the class schedule that allows for advanced pathways for electives.	Elective teachers will work to increase enrollment through recruitment events and advertising, and collaborate with admin to continue to refine elective choices.	Class schedule offering robust elective classes.	
ELA.1	Provide supplemental instructional materials & software to ELA Teachers.	Create and facilitate engaging, culturally responsive, UDL lessons.	Lesson plans, observations, student engagement	Title 1: Instructional Materials - \$1,521 Site Discretionary: Instructional Materials -\$47,975

				Software Subscriptions - \$0 for the 26-27 school year.
ELA.2	Provide supplemental licenses to support ELA and training to all ELA teachers.	Use of IXL ELA in their classrooms to differentiate instruction and provide support to give opportunities for academic growth	Student participation rates using IXL ELA Monitor growth within the platform using the diagnostic tool.	Title 1: IXL ELA & Math - \$17,813
ELA.3	Provide structured collaboration time for teachers to unpack ELA standards and incorporate academic discourse in lessons.	Departments will focus department time on read, write, talk structures to support students to use academic discourse. Early release days will also include collaboration time to support this goal.	School-wide PD calendar, department agenda	
ELA.4	Provide an intervention reading focused class through the community schools grant.	The teacher will utilize STAR, Renaissance, academic, and attendance data to identify students who would benefit from the class. Students will take the class in lieu of an elective.	Class rosters, STAR data	
ELD.1	Provide instructional materials to ELD teachers to ensure they have materials to support their	Create and facilitate engaging, culturally responsive, UDL lessons. Work closely with EL	Use of instructional materials, teachers request for projects, observations.	See ELA.1

	instructional goals	Coordinator to improve instructional practices and analyze student data.		
ELD.2	Provide new library books for all students annually.	All ELD classes visit the library weekly.	Library schedule.	SupConc: Library Materials - \$10,000
ELD.3	Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.	Teachers use board adopted grade level ELA curriculum in ELA classrooms including goal setting, opinion continuum, and inquiry based learning walks to support long term EL students. Use Renaissance Learning to guide daily instructional plans and monitor student growth. Use equitable grading practices.	Walkthrough data on teachers using grade-level ELD standards and board adopted curriculum.	
ELD.4	All long term ELLs will receive tier 2, tier 3 or special education support.	Intervention Team, COST, Attendance Review Team and/or Special Education team will analyze the needs of LTELs.	LTELs will receive additional support that can include: counseling, home visits, academic groups, behavioral groups, after school intervention, enrichment, or preferred enrollment in Boys	

			and Girls Club.	
Math.1	Provide supplemental instructional materials to Math Teachers.	Create and facilitate engaging, culturally responsive, UDL lessons.	Use of instructional materials, teachers request for projects.	Covered in ELA.1
Math.2	Provide supplemental Math licenses platform and training all Math teachers.	Use of IXL Math in their classrooms to differentiate instruction and provide support to give opportunities for academic growth	Student participation rates using IXL Math	Covered in ELA.2
Math.3	Ensure students have access to rigorous grade level math curriculum.	Teachers use board adopted grade level math curriculum in math classrooms Use Renaissance Learning to guide daily instructional plans and monitor student growth. Use equitable grading practices.	Walkthrough data on teachers using grade-level math standards and board adopted curriculum.	
Math.4	Provide structured collaboration time for teachers to unpack Math standards and incorporate academic discourse in lessons.	Departments will focus department time on reviewing/unpacking standards and/or instructional strategies to support students to use academic discourse. Departments will also focus on aligning common assessments in each grade	School-wide PD calendar, department agenda	

		level.		
Math.5	The math department will receive specialized professional development from the Middle School Math Initiative.	Math teachers will implement instructional and learning strategies learned at the professional development.	PD Agendas Walkthrough schedules Feedback to teachers with concrete examples of strategies	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Math & ELA scores	<i>All 24-25 data listed below is utilizing SLUSD metrics. All 25-26 and future data is utilizing state metrics. The metrics for SLUSD and California state are measured differently, therefore data is not comparable pre 25-26 school year.</i> 24-25 SY: 598 out of 910 students tested made growth from Fall to Winter in Math The remaining 312 either stayed the same or declined. 25-26 SY: 607 out of 930 students tested made growth from Fall to Winter in Math. (The remaining 323 either stayed the same or declined.	Every student will show growth on Renaissance Math and Renaissance ELA from Fall to Spring in the school year. Increase the number of students At or Above Benchmark.

	2024 MOY Read	2025 MOY Read	2024 MOY math	2025 MOY Math
District	47.40%	43.50%	30.40%	28%
Muir	40.70%	44.80%	31.10%	43%

24-25 SY: 492 out of 910 students tested are At or Above Benchmark at the Winter assessment for the DISTRICT benchmark.

25-26 SY: 158 out of 930 students tested are At or Above Benchmark at the Winter Assessment for the STATE benchmark.

24-25 SY: 512 out of 895 students tested made growth from Fall to Winter in Reading (The remaining 383 either stayed the same or declined).

25-26 SY: 544 out of 902 students tested made growth from Fall to Winter in Reading. (The remaining 358 either stayed the same or declined.)

24-25 SY: 428 out of 895 students tested are At or Above Benchmark at the Winter assessment for the DISTRICT benchmark.

25-26 SY: 104 out of 902 students tested are At or Above Benchmark at the Winter Assessment for the STATE benchmark.

CAASPP Data	ELA - Long Term English Learners up 13.7 Points, English Learners up 5.8 Points compared to 24-25. Both 1 band improvement. All students up 4.7 points compared to 24-25, 1 band improvement. Math - Black or African American students up 4.2 points, 1 band improvement. English Learners up 4.2 points. All students up 7.3 points compared to 24-25, 1 band improvement.	All students move up one band or maintain at or above grade level in the Spring 2026 to Spring 2027 test.
ELPAC & Reclassification Data	In the 24-25 school year there are 77 Long Term English Learners. In the 25-26 school year there are 29 Long Term English Learners. In the 25-26 school year, 76 students reclassified.	Reduce the number of Long Term English Learners

Renaissance Learning	Students not receiving IEP or ELD supports: 100_students scored in the Urgent Intervention and Intervention bands in Winter 2024 101 students scored in the Urgent Intervention and Intervention bands in Winter 2025 109 students scored in the Urgent Intervention and Intervention bands in Spring 2025 123 students attended math lab in 24-25 69 students attended math lab in 25-26.	All students who are in the Urgent Intervention or Intervention band in Math will receive tier two and/or three intervention support and/or ELD and/or Special Education Support.
Spring Report Card Grades	Number of Fs in Quarter 3 of 2025: 6th:71 7th:102 8th: 118 Number of Fs in Quarter 3 of 2026: 6th:22 7th:58 8th:89	Reduce the number of Ds and Fs.

Renaissance Learning & Aeries Intervention entries	24-25 SY: 2,085 Interventions have been entered into Aeries this school year (as of May 21, 2025). 25-26 SY: 3,216 Interventions have been entered into Aeries this school year 24-25 SY: 62 students have received COST services this school year. 25-26 SY: 84 students have received COST services this school year. (As of 3/24/26)	100% of students identified for intervention will have access to high quality Tier II and Tier III interventions based on their determined needs. Muir staff will use the JMMS Academic & Behavior Intervention Plan to define the interventions provided.
---	---	---

Goal 2

LCAP Goal 2: Prioritize Student Health & Belonging

School Goal: John Muir is a community school. For the 26-27 school year, John Muir will continue to decrease suspension and out of class referral rates, and prioritize school connectedness, while maintaining school safety for all students. Strategies to support this goal will include social emotional learning, PBIS (Positive Behavior & Interventions Supports), collaboration with community partners, restorative practices, our community schools grant, and building upon current interventions and supports that are already being utilized by our students, staff, and community. Our goals is that our community school practices will become sustainable after the life of the grant.

Identified Need: John Muir will support all students in feeling connected to school, safety, and fostering a positive school climate. We believe that school safety and a positive school climate and culture are the basis to an environment that allows all our students to

succeed. In our California Dashboard Data, it is evident that while we have made positive improvement in suspension rates for the majority of our student groups, we need to continue to support our African American, Biracial, and Asian students who have higher suspension rates than those of their peers. Additionally over half of our students feel connected to school, but this demonstrates a need that there are still students who lack a connectedness to our school.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.01	Providing systemic alternative actions first rather than suspension including reflective assignments, social emotional counseling groups, COST referrals, after school reflection, PBIS, youth forum, and other community programs through our Multi-tiered Support Systems.	Professional development and dedicated time will be scheduled during monthly staff meetings for knowledge around classroom management strategies, & interventions. SEL activities tailored to each grade level: • 6th grade transition support. • 7th grade large SEL field trip to maintain grounding. • 8th grade intense support through transition to High School, including visiting SLHS, attending a college campus and going on the 8th grade field trip.	Classroom instruction and meeting agendas linked on the schoolwide calendar. Continued decrease in suspension rates and documentation in Aeries. Documentation of interventions in Aeries. COST meeting agendas/minutes.	<u>Title 1:</u> Field Trip Buses - \$16,000 <u>Site Discretionary:</u> PBIS Materials & Staffing - \$6,000 SEL & Awards and Celebrations - \$3,000 SEL 7th grade activities - \$5,328 Field Trip Buses - \$4,000 <u>SLED:</u> Field Trips - \$12,000

2.02	Provide a robust student leadership program that fosters civic engagement and leadership through community partnerships, work-based learning, peer mediation, and student lead activities.	Teacher led leadership class with 7th-8th grade students. Teacher will provide opportunities for student leadership and engagement with the local community. Train students in peer mediation.	Leadership class with opportunities for student leadership around school events. Flyers and signs will advertise these events, along with bulletins highlighting these initiatives.	<u>Site Discretionary:</u> Leadership Teacher hourly - \$7,200
2.03	Provide extensive clubs for students at lunch and after school to increase school attendance, engagement and connectedness. Provide healthy activities for students during lunch and break. Including a physical environment that encourages positive activities such as sports, and a garden. Provide after school sports.	Teachers lead clubs at lunch instead of serving on committees. Socio-emotional support animal program.	Club sign ups will be turned in for data purposes. Sign in at after school sports and homework club.	<u>Supconc:</u> After School Athletics - \$5,000 <u>Sports:</u> After School Athletics - \$5,000
2.04	Students will feel connected to their campus and school experience through various leadership activities, including one JMMS shirt.	Leadership class and teacher will organize activities throughout the school year. Leadership class will order t-shirts for students and distribute them.	Flyers, calendars, and posters. Increase in student connectedness in the CHKS.	<u>Site Discretionary:</u> Falcon Shirts - \$6,000

2.05	Emphasis on cultural pride. Work with the community, staff and students to provide celebrations, information and lessons honoring many cultures.	Lessons around cultures, and cultural events organized by clubs and staff to celebrate the school community.	Calendared events, lesson plans, parentsquare messages, agendas.	
2.06	Maintain and build upon the positive interventions (including tier 2 & 3) with the PBIS committee and supports and provide students with at least 2 celebration events for meeting school expectations.	PBIS committee with admin organizes celebration events and provides training on tier 2 and 3 interventions for staff. Provide teachers tools, resources, & equipment to have calming spaces in their classroom if they choose. Calming space in the main office for students.	Calendar events and promotion through weekly Parentsquare newsletter. Meeting agendas for tier 2 and 3 PD's.	Covered in 2.01
2.07	All counselors will continue to create and facilitate student groups that allow students to connect with one another, resources, tier 2 and 3 interventions and services that support their goals and provide a meaningful connection to their school and fellow	Counselor organizes and facilitates groups based on academic and discipline data along with referrals from teachers and the COST team.	Student data tracking in groups. Data will include Renaissance & STAR test scores, attendance and discipline data, grades in classes. Attendance records for groups.	

	students.			
2.08	Implement restorative practices in all classrooms through continued PD offerings (including RJ and classroom management) for teachers building upon previous RJ PD.	Teachers will attend PD's facilitated by both admin and staff and implement RJ practices in the classroom.	Discipline data will decrease as indicated on California School Dashboard, & Aeries. PD Agendas	
2.09	Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.	Provide informational sessions to prospective parents and students. Coordinate 5th Grade Tours for all incoming SLUSD students. Coordinate transition meetings for students with IEPS	Calendared events and meeting notes/agendas. School connectedness data will increase in CHKS.	
2.10	Enhance implementation of our Multi-tiered Support Systems to comprehensively address academic and behavioral goals of our students. We will systematize Tiered Interventions for students	Attend professional development on MTSS. Counselors will refine and improve Student Study/Support Team structure to raise in-person teacher participation	COST team to monitor MTSS and Aeries data.	

	by training office personnel and school staff in MTSS and best practices of chronic absenteeism, prevention and intervention, and provide resources and context for supporting students' re-integration into learning spaces and to accurately monitor and analyze academic data to drive the implementation of research-based tiered intervention and prevention case management services.	Our community schools counselor will have a huge role in the MTSS system.		
--	---	---	--	--

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey School Connectedness	School Connectedness - Average reporting "Yes" 24-25 SY: 54% 25-26 SY: 61%	Increase the average reporting yes to 65%
California School Dashboard	Suspension Rates: Dashboard (24-25 SY)	Overall, we would like to bring our

- Suspension Rates - Percent of students with one or more days of suspension Aeries - Numbers of total suspensions over the last three years	- African American students: 12.7%, decrease of .9% from 23-24 SY. - Filipino students: 0%, decrease of 4.2% from 23-24 SY. - Students with Disabilities: 5.4%, decrease of 8% from 23-24 SY. - Socioeconomic disadvantage: 3% decrease of 3.5% from 23-24 SY - Asian: 2/1%, increase of 1.1% from 23-24 SY. Aeries Total Suspensions as of May 21st: 22-23 school year: 160 23-24 school year: 126 24-25 school year: 38 25-26 school year: 25 (as of 3/24)	suspension rates into the green for all students. Ultimately, our goal is to have 0 suspensions.
Aeries Number of total student referrals over the last two years	In 23-24 school year, 1033 referrals were processed. In 24-25 school year, 996 referrals were processed. In 25-26 school year, 780 referrals were processed. (As of 3/24/26)	Reduce the number of referrals by 300 which would be a 35% decrease.
Aeries Chronic Absenteeism - Percent of students missing 10% or more of school days	In the 2024-25 school year, for all students, 20.5% were chronically absent - English Learners: 20.6%, decrease of 2.5% from 23-24 SY. - Long Term EL: 23.8%, decrease of 2.5% from 23-24 SY.	Our goal is to reach 96% attendance for all students. Specifically, we will target our English Learners, Students with Disabilities, African American, Socioeconomically Disadvantaged, Biracial and Hispanic youth.

	• Socioeconomically Disadvantaged: 22.1%, increased by 0.3% from 23-24 SY. • Students with Disabilities: 33%, increased by 4.1% from 23-24 SY. • African American: 26.4%, decrease of .4% from 23-24 SY • Filipino: 11.1%, decrease of 0.2% from 23-24 SY. • Hispanic: 26.5%, increase of 2.1% from 23-24 SY. • White: 27.1%, decrease of 1.2% from 23-24 SY. • Biracial: 28.1%, increase of 6.3% from 23-24 SY. Attendance for 24-25: 93.6% Attendance for 25-26: 94% as of 3/25/26	
--	---	--

Goal 3

LCAP Goal 3: Strong, Connected Partnerships

School Goal: By **June 2027**, John Muir Middle School will increase parent involvement and perceptions of caring adult relationships by 5%, as measured by the California Healthy Kids Survey (CHKS). This goal will be achieved through enriched community engagement efforts, including inclusive communication, school events, and increased opportunities for parent/guardian participation. John Muir staff will refine and create strategies to strengthen connections with students and families, with progress reviewed annually through CHKS and family feedback at events such as Coffee Chats.

Identified Need: John Muir Middle School will continue to create and foster engagement with our school community including our families and staff. Our data from CHKS shows that while on average over half of our parents report being involved in school and that the school encourages parents to be an active partner, only 48% report feeling there is communication about school from staff. While only 32% of our staff report that there is a promotion of parent involvement. This data demonstrates the need to increase our opportunities for collaboration and to grow our relationships with our families.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Communicate with families through multiple modes of communication including Parent Square, in person coffee chats, Open House, Back to School Night, and occasional paper notices. Deliver outstanding, consistent translation services to our multilingual community.	Weekly parent squares sent out by admin, calendar events with translation, and advertise events	Calendared events, attendance/sign in rosters at events	<u>Site Discretionary:</u> Office supplies for communications / Parent meetings - \$4,000 <u>Translation:</u> Translator services - \$5,183
3.2	Parent Facilitators will work with families to ensure that 100% of our families are able to engage with JMMS teachers and staff through Parent Square and Aeries. We will also increase the number of parent	Parent facilitators will contact families and work with them to establish Parentsquare access. Parent Facilitators will help new and returning families complete volunteer packets. Coffee Chats will have	Parentsquare data will show that all families are connected.	<u>Site Discretionary:</u> Food for parent meetings - \$2,000

	volunteers on our campus and involved with our school, through our Falcon Family Organization.	focused on topics including Aeries, Parentsquare, and other topics that engage with the needs of our community.		
3.3	Parent Facilitators will provide a robust parent education program, including a fully stocked parent center and regular workshops at various times of the day throughout the year. This would include a Parent Smarts Academy.	Parent facilitators will organize and advertise events to our families. A website will be created with videos to assist parents with tutorials on how to access parentsquare and Aeries.	Calendared events, flyers, attendance rosters, meeting agendas.	
3.4	JMMS administration and Parent Facilitators will provide a weekly bulletin that keeps all families informed of school events and information.	The weekly bulletin will be created and organized to be sent on ParentSquare.	Parentsquare data	
3.5	Maintain an organized and informative English Language Advisory Committee. Provide workshops based on parent needs and cover all mandatory EL topics to ensure our students reclassify in a timely manner.	Admin and parent facilitators will recruit and advertise ELAC to the JMMS community on a weekly basis through the newsletter	Calendared events, meeting agendas & rosters.	

3.6	Teachers will be provided professional development and time to collaborate on strategies to improve communication with families and to provide families academic information to support students. Staff will also be provided Muir shirts to be easily identifiable on campus and at PD.	Teachers will have access to PD for communication techniques and time to collaborate. Teachers will communicate with our families more often.	CHKS data will show an increase in communication about school and promotion of parent involvement from our families.	<u>Title 1:</u> Professional Development - \$4,000 <u>Site Discretionary:</u> Staff Clothing - \$3,000 Staff food & Recognition - \$3,000
3.7	Specifically for our newcomer families, we will engage in an intake process that connects them with our school resources and staff that sets students and families up for success.	ELD teachers will assist in this process of connecting EL students to the school staff. EL Specialist will focus time on newcomers and help them engage in the school by providing a presentation on each student to introduce students to staff. Counselors will assist with school tours and meetings with families.	Presentation slides and notes from presentations.	
3.8	Provide a beautiful promotion celebration for our 8th graders and their families.	Teachers will assist in leading rehearsals and chaperoning students.	Flyers, contracts, ticket sales.	<u>Promotion:</u> Promotion event - \$20,000

3.9	Provide multiple 8th grade parent information sessions both through the site and in collaboration with SLHS. These sessions will include information about A-G academic courses, career pathways and important details about high school	Teachers help advertise these events and may help provide class time for presentations.	Calendared events	District funded
-----	--	---	-------------------	-----------------

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data	For the 26-27 school year, 100% of JMMS parents/guardians were connected on Parent Square by October of 2026.	For the 26-27 school year, 100% of families will be connected by October of 2026.
Number of events scheduled through District translation services and outside contractor.	Not all events were translated due to staffing.	In 26-27 every parent-centered event will have translation in Spanish and Cantonese.
California Healthy Kids Survey	Parent Involvement Promotion of Parent Involvement: 54%	In the 25-26 school year, parent involvement will be at least 60% while communication with parents will increase to at least 75%.

	• Parental Involvement in School: 55% • Communication with parents about school: 48% Staff Support • Promotion of Parent Involvement: 32%	Staff support of promoting parent involvement will increase to at least 50%.
College and Career Week will be put on by AVID.	Only 8th grade students attend the fair. Activities for all grades throughout the week.	All Muir students will have access to college and career information.

Annual Review

SPSA Year Reviewed: 2025-26

ANALYSIS

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

During the 2025–2026 school year, our strategic initiatives significantly improved student connectedness, as evidenced by a notable reduction in suspensions and an increase in counseling services. We also saw positive trends in the CHKS data as well. These outcomes reflect the positive impact of our efforts to build stronger relationships, foster a sense of belonging, and create a supportive school culture.

While we saw modest gains in academic achievement, particularly in student growth measures, we did not meet our target growth goals in English Language Arts (ELA) and Math on the CAASPP assessment. This indicates a need for continued focus on Tier One instruction with a focus on student access to grade-level standards in all classes, instructional strategies, targeted interventions, and professional development to better support student learning outcomes. There is also a need to continue to build upon Tier Two and Tier Three interventions/supports for students, that can be through our previous systems including math lab, and counseling groups. During the 25-26 school year, an academic reading intervention class was created which supported students in their reading skills. There was positive growth in nearly all students who attended the class. Our math department also received specialized professional development that was led by SLUSD to support positive student outcomes in their class.

Moving forward, we aim to build on the progress made in school climate and student engagement, while intensifying our efforts to close academic gaps and accelerate growth across all student groups.

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

Overall, there were very few major differences between the intended implementation and budget expenditures for the 25-26 school year. We did find that there was less staff interest in the AVID conference and more interest in professional development, and have updated that in the 26-27 school year budget. Due to increased costs for buses, athletics, and supplies because of inflation and increase costs, we also plan to increase those budgets for the 26-27 school year.

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

As a result of our analysis, while we have made gains in our school culture and climate, we still have work to do in regards to our students' academic performance. We will continue to increase the instructional leadership capacity of our administration and department chairs, with the goal of continuing to enhance and refine our Tier 1 classroom instruction to better support our students' academic needs. Our department chairs and departments will engage in collaborative practices that include professional development, project based learning, AVID strategies, restorative practices, and sharing of best teaching practices. The budgets for all teachers has also been increased to reflect a greater need for instructional supplies due to increases in costs.

To further support improved academic outcomes, we will also continue to offer a reading intervention class for identified students in need of urgent support. This class will begin at the beginning of the school year (In the 25-26 SY it did not begin until Quarter 2), which will increase the amount of students served by this intervention.

These changes are reflected in the updated Strategies/Activities section of the SPSA under Goal 1, where new action steps outline dedicated time and resources for teacher leader collaboration, instruction, and reading intervention.

Proposed School Site Budget

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$91,503	\$68,560	\$31,000	\$20,000	\$5,000	\$5,183	n/a	\$221,246

DESCRIPTION

AMOUNT

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.]

\$152,686

Total Federal Funds Provided to the School from the LEA for CSI [Not applicable for ATSI schools – write “N/A”]

\$68,560

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.]

\$221,246

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title 1	\$68,560

Subtotal of additional federal funds included for this school:\$68,560]

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

State or Local Programs	Allocation (\$)
Unrestricted	\$91,503
LCAP Initiatives	\$31,000
Secondary Graduation	\$20,000
Secondary Athletics	\$5,000
Translation Budget	\$5,183
CSPP Grant	\$270,000

Subtotal of state or local funds included for this school: \$216,743

Total of federal, state, and/or local funds for this school: \$486,743

Detailed School Site Budget

26-27 Budget

	SPSA Goal	2026-2027								
Code	Description		Title 1	Site Discretionary	SupConc	Translation	Promotion	Sports	CCSPP	SLED
	Goal #1: Deep Learning for Real-World Readiness									
4300	Instructional Materials		\$1,521.00	\$47,975.00						
5800	Edpuzzle		\$0.00							
4200	Library				\$10,000.00					
1000 5000	Teacher hourly Pay: Tutoring & Enrichment		\$5,038.00							
5800 1000	Enrichment/Intervention outside vendor & classified (theater)		\$11,679.00		\$16,000.00					
5800	IXL Math & ELA		\$17,813.00							
5800	AVID site license		\$5,309.00							
1000	AVID teacher lead hourly		\$7,200.00							
5200	AVID summer conference		\$0.00							
	Goal #2: Prioritize Student Health & Belonging									

1000	Leadership/ASB Teacher Hourly			\$7,200.00						
4300	PBIS Materials & Staffing			\$6,000.00						
4300	SEL & Award celebrations			\$3,000.00						
5800	SEL 7th Grade Activities			\$5,328.00						
5800	Falcon Shirts all grades			\$6,000.00						
5800	Field Trips & Buses		\$16,000.00	\$4,000.00						\$12,000.00
5800	after school athletics				\$5,000.00			\$5,000.00		
	Goal #3: Expand College & Career Pathways									
2000										
5800	Translation					\$5,183.00				
4300	Office Supplies for communication & parent meetings			\$4,000.00						
5600	Promotion						\$20,000.00			
4300										
5800	Food for Parent Meetings			\$2,000.00						
5800	Staff Clothing			\$3,000.00						
4300	Staff Recognition & Food for meetings			\$3,000.00						
	Professional Development		\$4,000.00							
	Community Schools (CCSPP)									

1000	Counselor								\$185,966.00	
	Intervention Teacher								\$105,000.00	
	Field Trips								\$16,000.00	
4000	Materials for all Programs								\$5,000.00	
5800	Student AVID Binders								\$15,502.64	
	Total		\$68,560.00	\$91,503.00	\$31,000.00	\$5,183.00	\$20,000.00	\$5,000.00	\$327,468.64	\$12,000.00
	Actual Budget for 26-27		\$68,560.00	\$91,503.00	\$31,000.00	\$5,183.00	\$20,000.00	\$5,000.00		

School Site Council Membership

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

Name	Role
Denise Farrell	Chair
Pauline Tsang	Vice Chair
Michelle Taylor	Secretary
Elisa Alvarez	SSC/ELAC Liaison
Rob Simpson	Voting member
Jeff Bruno	Voting member
Matthew Steinecke	Voting member
Arcy DeVera	Voting member
Paul Smith	Voting member
Stacey Ferreira	Voting member
Maria Ochoa	Voting member

Kristin Giordano	Voting Member
Mayra Garcia	Voting member
Desiree Hoo	Voting member
Joyce Wagner	Voting member
Heather Ramos	Voting member
Lan Vuong	Voting member
Parker Ramos	Voting member
Ruby Santos	Voting member
Caroline Chen	Voting member
Bosco Li/ Joy Engida (shared voted)	Voting member
Kena Abera/ Victor Briseño (shared vote)	Voting member

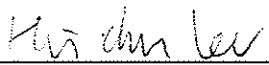
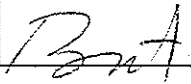
Recommendations and Assurances

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.

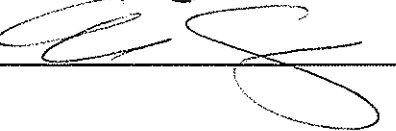
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Hui Chun Lee, President		English Learner Advisory Committee
Carmen Sitan Bautista, Vice President		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 May 21, 2025.

Name	Signature	Date	Role
Denise Farrell		5/20/26	SSC Chairperson
Elisa Alvarez		6/4/26	Principal