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
John Muir High School Early College Magnet	19-64881-1936103	Tuesday, May 27, 2025	June 26, 2025

Purpose and Description

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

Schoolwide Program

Briefly describe 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.

Monthly meetings will be held with the school site council to review our progress as described in the plan. During the meetings we will also align our SPSA to the districts LCAP, our Early College Outcomes and our WASC action plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed and updated with our School Site Council (SSC) and English Learners Advisory Committee (ELAC). The School Site Council consist of parents, teachers, students, staff members and the principal. ELAC consists of parents, staff, community members and administrators. There are multiple meetings where goals are reviewed and information is shared on the schools progress.

The English Language Advisory Committee (ELAC) is made of up parents, site staff and administrators. ELAC are the second Thursday of each month and SSC meets the third Tuesday of each month. During these meetings the committees discusses issues related to English Learners. The committee also reviews the progress of the SPSA as well as updating or revising portions of the

plan. The school plan has also been shared in collaboration with our Instructional Leadership Team (ILT). Feedback has been gathered from surveys and discussion from students and parents.

As part of our community school work, we presented our goals, as aligned with the SPSA and the Commujnmity School Annitiative to SSC, ELAC, PTSA and staff. All school community members had an opportunity to provide feedback and imput. Parent focus groups led by our community school team (TOSA) to increase parent voice in the plannning process.

Resource Inequities

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

There is a need for additional mental health support for students.

As a result of our school's needs, assessment, and data from the Panorama Survey, the identified areas of growth are as follows:
Students: Self-efficacy about math, Self-efficacy in difficult academic situations
Parents: Opportunities to strengthen student-staff communication channels
Staff: Strategies to address difficult situations revolving around diversity.

We are exploring ways to use available funding, including community schools and Title I resources, to increase academic support and professional development.

School Vision and Mission

Vision Statement: Mustangs will learn to dream, be empowered, and have purpose.

Mission Statement: The purpose of John Muir High School Early College Magnet is to create a loving environment where students learn to set and strive for high expectations, have a growth mindset, and work hard to achieve mastery of a rigorous, Early College curriculum. We are committed to developing relationships with students and providing connections in the community to meet students' unique needs to succeed in college, career, and their future endeavors.

The Muir Way:

We Will:
Have high expectations.
Demonstrate a growth mindset.
Build relationships and community

School Profile

John Muir High School Early College Magnet is a 52 acres campus located in Pasadena just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. John Muir High School is one of two comprehensive high schools in the Pasadena Unified School District. There are two additional 6-12 grade high schools. With over 1100 students from varying backgrounds, cultures, socioeconomic groups, and academic profiles, John Muir High School's ultimate strength lies in its ability to offer a diverse array of programs, services, and instructional methodologies to meet the needs of all students. We offer three Linked Learning academies on campus with special areas of focus for each program. Our Arts, Entertainment and Media Academy has a state of the art production studio. Our Business and Entrepreneurship Academy has a Credit Union on campus, where are students are the tellers, as well as, a print shop and embroidery room. The Engineering and Environmental Science Academy has a lab space where we houses multiple 3D printers and other machinery to support the academy needs.

John Muir High School Early College Magnet has an enrollment over 1200 students in grades 9 through 12 for the 2024-2025 school year. The ethnic composition for the school is approximately 23% African American, 2% Asian, 1% Filipino,

63% Hispanic, 9% White, 2% Two or More Races. Approximately 85% of the families at JMHS qualify for free or reduced lunch.

In 2017-2018, JMHS received a grant to become an early college high school. This grant has enabled the school to offer college credit to students on the high school campus. The school has a partnership with Pasadena City College who provides the instructors for the Dual Enrollment courses. Starting in students 9th grade year, all students have the opportunity to earn at least 6 college credits each year. In addition to the college courses, JMHS has 50 certificated staff (teachers, counselors, administrators) and 50 classified staff members who support the school's vision and mission, as well as, a supportive PTSA, ELAC and Alumni Association.

In 2020-21 school year, Muir received a 5 year community school grant to support student wellbeing, academic acheivement, and expanded-extended learning opportunities.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.26%	0.50%	0.39%	3	6	5
African American	22.33%	20.15%	19.11%	253	243	245
Asian	1.59%	1.24%	1.17%	18	15	15
Filipino	0.97%	1.33%	1.40%	11	16	18
Hispanic/Latino	62.75%	64.18%	64.74%	711	774	830
Pacific Islander	0.09%	0.08%	0.08%	1	1	1
White	8.38%	8.96%	9.05%	95	108	116
Multiple/No Response	3.27%	3.15%	3.12%	37	38	40
			Total Enrollment	1133	1206	1282

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	304	340	373
Grade 10	292	312	331
Grade 11	265	285	293
Grade 12	272	269	285
Total Enrollment	1,133	1,206	1,282

Conclusions based on this data:

1. Our enrollment is continuing to increase each year.
2. The number of White students is growing while the number of Latino students are decreasing

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	105	80	79	9.7%	9.3%	6.2%
Fluent English Proficient (FEP)	375	413	433	36.4%	33.1%	33.8%

Conclusions based on this data:

1. Our percentage of EL Students is staying consistent.
2. The number of students EL students is not increasing by the overall enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	265	257	275	254	244	262	254	244	262	95.8	94.9	95.3
All Grades	265	257	275	254	244	262	254	244	262	95.8	94.9	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2557.	2542.	2555.	16.14	17.21	16.79	24.02	21.31	25.95	30.71	28.28	24.43	29.13	33.20	32.82
All Grades	N/A	N/A	N/A	16.14	17.21	16.79	24.02	21.31	25.95	30.71	28.28	24.43	29.13	33.20	32.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.75	16.39	17.18	60.63	50.41	50.00	23.62	33.20	32.82
All Grades	15.75	16.39	17.18	60.63	50.41	50.00	23.62	33.20	32.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.11	20.16	18.70	54.33	43.21	55.34	27.56	36.63	25.95
All Grades	18.11	20.16	18.70	54.33	43.21	55.34	27.56	36.63	25.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.24	9.43	9.54	72.44	72.95	70.61	17.32	17.62	19.85
All Grades	10.24	9.43	9.54	72.44	72.95	70.61	17.32	17.62	19.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	16.93	16.39	18.70	64.96	61.48	61.07	18.11	22.13	20.23
All Grades	16.93	16.39	18.70	64.96	61.48	61.07	18.11	22.13	20.23

Conclusions based on this data:

1. We are staying consistent with student performance.
2. We increased by 2% the amount of students proficient in English.
3. It is hard to see where the deficit is as the amount Below standard actually increased from the previous year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	265	256	275	252	243	263	252	243	262	95.1	94.9	95.6
All Grades	265	256	275	252	243	263	252	243	262	95.1	94.9	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2486.	2494.	2494.	3.57	4.12	7.63	10.71	9.05	10.31	14.68	20.16	15.27	71.03	66.67	66.79
All Grades	N/A	N/A	N/A	3.57	4.12	7.63	10.71	9.05	10.31	14.68	20.16	15.27	71.03	66.67	66.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.16	5.35	9.16	23.81	32.92	26.72	71.03	61.73	64.12
All Grades	5.16	5.35	9.16	23.81	32.92	26.72	71.03	61.73	64.12

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.76	5.76	6.49	57.54	58.44	40.08	37.70	35.80	53.44
All Grades	4.76	5.76	6.49	57.54	58.44	40.08	37.70	35.80	53.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	6.35	4.94	8.78	56.35	55.14	48.47	37.30	39.92	42.75
All Grades	6.35	4.94	8.78	56.35	55.14	48.47	37.30	39.92	42.75

Conclusions based on this data:

1. The amount of students proficient or higher increased by 4%.
2. We still have a lot of work to match the English numbers.

School and Student Performance Data

ELPAC Results

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

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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1541.1	1553.6	1571.2	1555.7	1552.8	1584.7	1526.0	1554.0	1557.2	31	23	22
10	1585.8	1576.3	1622.1	1607.0	1604.9	1665.0	1564.2	1547.0	1578.8	28	19	16
11	1580.2	1563.8	*	1600.8	1569.7	*	1558.9	1557.6	*	18	15	10
12	1578.1	1575.4	*	1582.7	1596.8	*	1573.2	1553.2	*	13	12	9
All Grades										90	69	57

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	9.68	8.70	19.05	29.03	56.52	57.14	45.16	30.43	19.05	16.13	4.35	4.76	31	23	21
10	28.57	27.78	43.75	46.43	50.00	31.25	21.43	22.22	25.00	3.57	0.00	0.00	28	18	16
11	27.78	20.00	*	22.22	40.00	*	50.00	26.67	*	0.00	13.33	*	18	15	*
12	23.08	16.67	*	23.08	33.33	*	46.15	50.00	*	7.69	0.00	*	13	12	*
All Grades	21.11	17.65	35.71	32.22	47.06	37.50	38.89	30.88	23.21	7.78	4.41	3.57	90	68	56

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	19.35	26.09	57.14	58.06	47.83	38.10	12.90	21.74	0.00	9.68	4.35	4.76	31	23	21
10	50.00	61.11	68.75	46.43	33.33	31.25	3.57	5.56	0.00	0.00	0.00	0.00	28	18	16
11	44.44	33.33	*	50.00	46.67	*	5.56	6.67	*	0.00	13.33	*	18	15	*
12	38.46	58.33	*	30.77	25.00	*	30.77	8.33	*	0.00	8.33	*	13	12	*
All Grades	36.67	42.65	60.71	48.89	39.71	33.93	11.11	11.76	1.79	3.33	5.88	3.57	90	68	56

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	4.35	9.52	16.13	34.78	38.10	41.94	30.43	23.81	41.94	30.43	28.57	31	23	21
10	0.00	5.56	25.00	39.29	27.78	18.75	42.86	38.89	37.50	17.86	27.78	18.75	28	18	16
11	5.56	0.00	*	22.22	13.33	*	44.44	60.00	*	27.78	26.67	*	18	15	*
12	7.69	0.00	*	7.69	33.33	*	46.15	25.00	*	38.46	41.67	*	13	12	*
All Grades	2.22	2.94	19.64	23.33	27.94	25.00	43.33	38.24	32.14	31.11	30.88	23.21	90	68	56

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	9.68	4.35	9.52	70.97	82.61	76.19	19.35	13.04	14.29	31	23	21
10	14.29	0.00	37.50	71.43	83.33	62.50	14.29	16.67	0.00	28	18	16
11	5.56	6.67	*	77.78	33.33	*	16.67	60.00	*	18	15	*
12	15.38	8.33	*	61.54	75.00	*	23.08	16.67	*	13	12	*
All Grades	11.11	4.41	18.18	71.11	70.59	72.73	17.78	25.00	9.09	90	68	55

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	90.32	73.91	95.24	0.00	17.39	0.00	9.68	8.70	4.76	31	23	21
10	96.43	100.00	100.00	3.57	0.00	0.00	0.00	0.00	0.00	28	18	16
11	100.00	92.86	*	0.00	7.14	*	0.00	0.00	*	18	14	*
12	84.62	90.91	*	15.38	9.09	*	0.00	0.00	*	13	11	*
All Grades	93.33	87.88	98.21	3.33	9.09	0.00	3.33	3.03	1.79	90	66	56

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	21.74	19.05	54.84	39.13	47.62	45.16	39.13	33.33	31	23	21
10	17.86	16.67	25.00	57.14	38.89	43.75	25.00	44.44	31.25	28	18	16
11	5.56	0.00	*	50.00	66.67	*	44.44	33.33	*	18	15	*
12	7.69	8.33	*	38.46	33.33	*	53.85	58.33	*	13	12	*
All Grades	7.78	13.24	21.43	52.22	44.12	46.43	40.00	42.65	32.14	90	68	56

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	0.00	4.35	4.76	83.87	78.26	85.71	16.13	17.39	9.52	31	23	21
10	0.00	0.00	6.25	89.29	83.33	81.25	10.71	16.67	12.50	28	18	16
11	11.11	6.67	*	72.22	80.00	*	16.67	13.33	*	18	15	*
12	7.69	16.67	*	84.62	66.67	*	7.69	16.67	*	13	12	*
All Grades	3.33	5.88	14.55	83.33	77.94	78.18	13.33	16.18	7.27	90	68	55

Conclusions based on this data:

1. Our Level 1 and Level 2 percentages continue to decrease
2. The writing domain is still where students struggle the most
3. The number of students taking the test has decreased

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**
1206	**76.5%**	**6.6%**	**0.6%**
Total Number of Students enrolled in John Muir High School Early College Magnet.	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	80	6.6%
Foster Youth	7	0.6%
Homeless	37	3.1%
Socioeconomically Disadvantaged	923	76.5%
Students with Disabilities	236	19.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	243	20.1%
American Indian	6	0.5%
Asian	15	1.2%
Filipino	16	1.3%
Hispanic	774	64.2%
Two or More Races	38	3.2%
Pacific Islander	1	0.1%
White	108	9%

Conclusions based on this data:

1. The number of students with disabilities continues to increase

2. Are socioeconomically disadvantaged percentage is high as well.

School and Student Performance Data

Overall Performance

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

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** Blue	**Suspension Rate** Green
Mathematics Red		
English Learner Progress Blue		
College/Career Blue		

Conclusions based on this data:

1. Mathematics is the only area that is below yellow.
2. Graduation rate, English Learner Progress and College and Career rates are doing great.
3. Our suspension rate is good as well.

School and Student Performance Data

Academic Performance
English Language Arts

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
Lowest Performance


Orange


Yellow


Green


Blue
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
1	2	1	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	 No Performance Color	 No Performance Color
26.6 points below standard	160.2 points below standard	187.6 points below standard
Increased 16.3 points	Declined 14 points	Declined 22.5 points
255 Students	27 Students	12 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	46.8 points below standard
2 Students	9 Students	Increased 13 points
		197 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
134.5 points below standard	62.6 points below standard	0 Students
Increased 26.1 points	Declined 3.6 points	
51 Students	54 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	44.6 points below standard
3 Students	3 Students	Increased 10.3 points
		158 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
47 points above standard	0 Students	100.8 points above standard
14 Students		Increased 73.9 points
		22 Students

Conclusions based on this data:

1. Our African American group decreased by 3.6 percent and is the only group in red.
2. Many of our groups increased.
3. Our student with disabilities increased.

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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	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
 Red	 No Performance Color	 No Performance Color
133.5 points below standard	241.7 points below standard	260.8 points below standard
Maintained 1.8 points	Declined 36.1 points	Declined 48.1 points
255 Students	27 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	155.4 points below standard
2 Students	9 Students	Declined 4.5 points
		197 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
231.4 points below standard	189.6 points below standard	0 Students
Maintained 2.2 points	Declined 38.1 points	
51 Students	54 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	146.6 points below standard
3 Students	3 Students	Maintained -2.9 points
		158 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
23.1 points below standard	0 Students	6.1 points below standard
14 Students		Increased 71.7 points
		22 Students

Conclusions based on this data:

1. Our African American students declined.
2. A lot of our groups maintained.
3. Only the white group increased.

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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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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	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**
 Orange	 No Performance Color	 No Performance Color
43.2 science points	26.7 science points	23.4 science points
Maintained 0.4 points	Declined 4.5 points	Declined 6.1 points
257 Students	27 Students	12 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	39.8 science points
3 Students	9 Students	Maintained 0.2 points
		197 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
27 science points	34.4 science points	0 Students
Declined 4 points	Declined 2.6 points	
57 Students	52 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	41.4 science points
5 Students	3 Students	Maintained -0.1 points
		158 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
65 science points	0 Students	57.5 science points
14 Students		Declined 3.6 points
		24 Students

Conclusions based on this data:

1. No group increased.
2. Curious if this is because this is baseline data?

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
	
Blue	Blue
62.5 making progress.	62.2 making progress.
Number Students: 56 Students	Number Students: 45 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
11.3%	22.6%	0%	66%

Conclusions based on this data:

1. 66% of the students increased one ELPI level.

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

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



Very Low

Lowest Performance



Low



Medium



High



Very High

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	0	0	2	2

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
 Blue	 No Performance Color	 No Performance Color
Prepared 73.7%	Prepared 53.5%	Prepared 53.7%
Increased 6.1%	Increased 27.6%	Increased 28.7%
266 Students	43 Students	41 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Prepared 82.1%	Prepared 70.7%
4 Students	Increased 28.3%	Increased 6.1%
	28 Students	232 Students

Students with Disabilities	African American	American Indian
 Green	 Green	 No Performance Color
Prepared 46.6%	Prepared 70%	Fewer than 11 students - No Data for Privacy
Increased 18%	Declined 2.4%	1 Student
58 Students	60 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 74.7%
4 Students	3 Students	Increased 12.9%
		166 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 79.2%
7 Students		Declined 9.7%
		24 Students

Conclusions based on this data:

1. All of our groups except one increased.
2. White students declined by almost 10%
3. Academy and the number of college courses offered are helpful in this category.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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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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 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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Graduation 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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

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	0	1	3

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**
 Blue	 No Performance Color	 No Performance Color
95.5% graduated	88.4% graduated	90.2% graduated
Declined 1%	Declined 7.9%	Declined 9.8%
266 Students	43 Students	41 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	100% graduated	95.7% graduated
4 Students	Maintained 0%	Maintained -0.2%
	28 Students	232 Students

Students with Disabilities	African American	American Indian
		
Green	Blue	No Performance Color
86.2% graduated	96.7% graduated	Fewer than 11 students - No Data for Privacy
Increased 2.5%	Maintained 0.1%	1 Student
58 Students	60 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	96.4% graduated
4 Students	3 Students	Maintained -0.6%
		166 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	91.7% graduated
7 Students		Declined 8.3%
		24 Students

Conclusions based on this data:

1. Our graduation rate is very strong.
2. We still have room for growth with our White and EL students.

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

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	0	1	5	3

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**
 Green	 Blue	 Blue
1.9% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 0.9%	Declined 4.5%	Declined 4.8%
1260 Students	90 Students	74 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Green
0% suspended at least one day	2.2% suspended at least one day	2.3% suspended at least one day
Declined 16.7%	Maintained 0.1%	Declined 1.1%
16 Students	45 Students	982 Students

Students with Disabilities	African American	American Indian
 Green	 Green	 No Performance Color
4.3% suspended at least one day	2.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.4%	Declined 2.5%	6 Students
255 Students	259 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	2.1% suspended at least one day
Maintained 0%	Maintained 0%	Declined 0.6%
15 Students	17 Students	801 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.9% suspended at least one day
Maintained 0%	1 Student	Maintained -0.1%
48 Students		113 Students

Conclusions based on this data:

1. All of our suspension rates declined

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1, 7

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) within TK-5 at a rate of 25% or higher,
Reduce the number of long-term English Learners (LTEL) in grades 8-12 to less than 5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 1

1. CAASPP ELA Average Distance From Standard for All Students will increase from our current status of 26.6 points below standard (Yellow) in 2025 by 10 or more points by the end of the 2026-2027 school year.
2. CAASPP ELA Average Distance From Standard for English Learners will increase the baseline of 160.2 (Red) from 2025 by a total of 15 or more points to reach -145 or higher by the end of the 2026-2027 school year.
3. Move the socioeconomically disadvantaged and all school placements from Yellow to Green. Growth of 3.0 points from the previous year, by the end of the 2026-27 school year.
4. Raise the % of students who are reclassified before their junior year by 5% by the end of the 2026-27 school year.

Identified Need

Support for students in the classroom
Material to support teacher in the classroom,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English EL.	160.2 from standard	145 or lower from standard
SBAC English ALL.	26.6 from standard	16 or lower from standard
ELPAC	12 students were reclassified	at least 10% of EL's will reclassify next year

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

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

The implementation of adding teacher to support EL students with reading and writing. It looks effective as we have had more students reclassify this year,

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

Only changes would be increase in cost

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.

Right now no changes to the goal as we continue to get more students that are EL. May need to give additional time for support

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are not re-designated English Learners.

Strategy/Activity

Additional course to support English learners,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are not re-designated English Learners

Strategy/Activity

Students will receive additional support so that students are successful in core academic courses.
Placement of Instructional Aide-Bilingual or Instructional/Clerical Assistant-Bilingual in classrooms with larger concentrations of ELs.
Individual coaching by Instructional/Clerical Assistant-Bilingual for students needing to improve academic grades

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

Amount(s)	Source(s)
92883	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Professional Development, materials and supplies to support lesson planning, student engagement and student achievement

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

Amount(s)	Source(s)
35440	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL C

Strategy/Activity

Community school funds will provide supplemental tutoring for ELL students.

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

Goal 2

1. CAASPP Math Average Distance From Standard for All Students will increase the baseline of 133.5 (Red) points below the standard, from 2026 by a total of 10 points (to reach Yellow) by the end of the 2026-2027 school year.
2. CAASPP Math Average Distance From Standard for Black students will increase from 189.6 (Red) points below the standard, from 2026 by a total of 15 points (to reach yellow) by the end of the 2026-2027 school year.
2. CAASPP Math Average Distance From Standard for Students with Disabilities will increase the baseline of 231.4 (Red) points below the standard, from 2026 by a total of 10 or more by the end of the 2026-2027 school year.

Identified Need

Black students need more support in math. Students survey data showed that a high percentage of students have low self-efficacy in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math ALL.	133.5 points below standard	123.5 or lower points below standard
SBAC Math Black.	189.6 points below standard	175 or lower points below standard
SBAC Math Disabilities.	231.4 points below standard	221.4 or lower points below standard

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

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

Work with district and MPYD and Girls Group to support students to help with tutoring

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

None

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

We are looking at having more support from outside groups to support students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development, materials and supplies to support lesson planning, student engagement and student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44200	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community school funds will provide supplemental tutoring in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Partnership with CalTech providing tutoring for students in math and science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

Goal 3

1. College/Career Indicator Percent Prepared for Students with Disabilities will increase 46.6% (Green) by a total of 20% or higher by the end of the 2026-2027 school year.
2. College/Career Indicator Percent Prepared for All Students will increase the 73.7% (Blue) by a total of 10% or higher by the end of the 2026-2027 school year.

Identified Need

Additional staffing needed to support students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Indicator for Students with IEP.	46.6%	66%
College/Career Indicator for All.	73.7%	83.7%

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

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

Support staff review progress and make sure students are on track

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

N/A

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.

None

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including students identified as at-risk.

Strategy/Activity

Additional support to help students meet requirements for graduation. Offer additional help to support SPED and at risk students.. Planning for special education teachers and school staff to support appropriate placement of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 4

Increase parent/guardian participation within organizations on campus

Identified Need

Increase the number of parents/guardians on campus

Have a dedicated receptionist to support parents and students

Increase the number of parents attending parent workshops and meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents/guardians who attend PTSA Meetings	16	20
Number of parents/guardians who attend ELAC Meetings	6	10
Number of Booster Groups on campus	5	7

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

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

Working with coaches and parents and guardians to have more input and a voice on campus.

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

None

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.

None

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Identified students in need

Strategy/Activity

Receptionist available to will work to support parent/community events and meetings. Translation available on the spot for families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
74932	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Help support organization with food and beverages to have families show up as well as printing for events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6834	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Summer hourly support from office staff to prepare for upcoming school year for family engagement with school activities, curriculum, and scheduling.

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

Amount(s)	Source(s)
25000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Parents.

Strategy/Activity

As a reflection of our collaborative leadership, parent groups are presented survey results and data to provide feedback and input on ways to support student success

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 5

1. Suspension Rate for All Students will decrease from 1.9% (Green) in 2026 by a total of 1% or more (to reach Blue) by the end of the 2026-2027 school year.
2. Suspension Rate for Students with Disabilities will decrease from 4.3% (Green) in 2026 by a total of 1% or more (to reach Blue) by the end of the 2026-2027 school year.

Identified Need

Improving culture on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate for SPED	4.3%	3.3%
Suspension rate for ALL.	1.9%	0.9%

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

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

Working with all staff to create open dialogue and respect of students and each other.

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

None

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.

None

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Decrease suspension rates for both male and female students by 1% within the next academic year through the implementation of targeted mentorship programs that provide students with consistent support, guidance, and positive role models. These programs will focus on addressing behavioral issues, improving academic engagement, and fostering strong relationships between students and mentors to create a more supportive and inclusive school environment.

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

Amount(s)	Source(s)
25000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Reduce suspension rates for male and female students by 1% over the next academic year by enhancing social-emotional development through comprehensive support from select school counselors. This will involve implementing regular individual and group counseling sessions that address students' emotional needs, conflict resolution skills, and coping strategies, ultimately fostering a healthier school climate and reducing disciplinary

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

Amount(s)	Source(s)
15000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reduce suspension and add additional support on campus by providing Student Support and Activity Aide on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
33885	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 6

By June of 2027, attendance rate will improve by 2%. Currently the attendance rate is 94%

Identified Need

Students who are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Truancy Intervention Specialist.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide incentives for students to come to school, as well as arrive at school on time
Recognizing students more in public for perfect attendance
Provide opportunities for teachers to understand how connections with their students increase students' willingness to attend school.
Make sure that students are enjoying class and school, so that they want to attend.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF Supplemental and Concentration (S/C)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$240534
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$240534
Other State/Local Funds provided to the school	$179640

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 Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds available for this school: $420,174

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	179640	0.00
Title I Part A: Parent Involvement	6834	0.00
Title I Part A: Allocation	233700	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	179,640.00
Title I Part A: Allocation	233,700.00
Title I Part A: Parent Involvement	6,834.00

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

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Robert Aceves	Other School Staff
Elizabeth Aguilar	Classroom Teacher
Jacqueline Ferman	Secondary Student
Lawton Gray	Principal
Emily Marquez	Classroom Teacher
Didi Matthews	Parent or Community Member
Pablo Miralles	Parent or Community Member
James Perreault	Parent or Community Member
Zoey Su	Secondary Student
Kimberly Suarez	Classroom Teacher

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

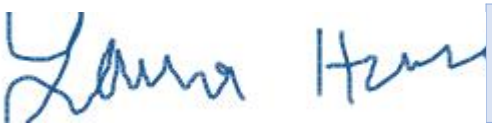
Recommendations and Assurances

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

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

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

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

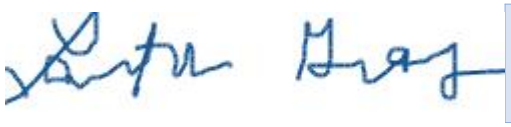
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 29, 2026.

Attested:

	Principal, Lawton Gray on 4/29/26
	SSC Chairperson, Pablo Miralles on 4/29/26

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

John Muir High School Early College Magnet
Dr. Lawton Gray, Principal
grayiii.lawton@pusd.us
(626)396-5600

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

John Muir is in the visioning stages of developing a shared understanding of the community school strategy and the four cornerstone commitments. In addition to the data collection described in Priority 1, Muir has engaged in the following outreach strategies to share information about community schools:

- Presentations to parent leadership groups, including the PTA and English Learner Advisory Committee
- Participation in school and district events (Community Schools Kick-off)
- Hosting informational drop-in sessions for teachers
- Hosting focus groups for families
- Surveying families to gather additional information on needs
- Presenting at School Site Council Meetings
- Presenting at PTSA Meetings
- Presenting at Staff Meetings

Through this variety of outreach strategies, the site-based coordinator and CS Lead Teacher have introduced themselves and clarified their roles and responsibilities, shared the purpose of community school strategies, gathered perspectives to inform the needs assessment and community school goals, and reviewed survey data with staff. Support from the central office has included helping the site coordinator and teacher coordinator create presentations and tools (such as a referral services form) to align across the district's community schools.

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: All students at Muir are supported in a CTE Academy Pathway (Arts, Business, Engineering, and Sports Management) that aligns with their talents and interests. A growth mindset is a core value for students and staff within the Muir Way.
- Racially Just and Restorative School Climates: Provide professional development in anti-racism (Powerful Choices), restorative practices (Dr. Niki Elliot), and schoolwide strategies that promote a positive school climate for all students.
- Powerful, Culturally Proficient, and Relevant Instruction: Provide teacher training in inclusive and culturally responsive practices and pedagogy. Support teachers in including these strategies through shared reading and collaborative dialogue (So You Wanna Talk About Race, Culturally Sustaining Pedagogies, Grading for Equity, Street Data), and expand ethnic studies.
- Shared Decision-Making and Participatory Practices: Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Present community school goals and data to existing advisory boards and committees like CTE advisory boards, School Site Council, etc., to gather their input and feedback.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

John Muir High School has expanded its existing best practices to engage more students, staff, families, and community members in developing its community school goals and to align partners' efforts across multiple initiatives.

With community input, John Muir High School revised its mission and vision as follows:

Mission Statement:

The purpose of John Muir High School Early College Magnet is to create a loving environment where students learn to set and strive for high expectations, have a growth mindset, and work hard to achieve mastery of a rigorous Early College curriculum.

We are committed to developing relationships with students and providing connections in the community to meet students' unique needs to succeed in college, career, and their future endeavors.

Vision:

Mustangs will learn to dream, be empowered, and have a purpose.

Muir achieves this mission through the Muir Way:

- Have high expectations.
- Demonstrate a growth mindset.
- Build relationships and community.

Needs and Assets Assessment

With support from non-profit partner Communities in School, Muir reviewed achievement, engagement, and attendance data; demographic data; community resource data; and staff, student, and parent survey data to complete a needs assessment. The needs and assets assessment summarizes key findings, considers alignment between Community School goals and the School Plan for Student Achievement, and includes an asset map of existing supports. Through coaching from CIS and the support from central office staff, Muir identified and continues to monitor progress toward community school goals that align with PUSD's strategic plan.

Data Collection and Analysis

Data collection and analysis is ongoing and includes the sharing of student achievement on benchmark assessments at the School Site Council and English Learner Advisory Committee meetings. Additionally, John Muir's leadership team meets with teachers 2-3 times per year to conduct data analysis and identify actions to support improved student performance. Other ongoing data collection strategies include surveys to gather input on school priorities and to understand staff and parent perspectives as well as student empathy interviews.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	**Outcome/Indicators you aim to improve**
By June of 2026, the attendance rate will improve by 2%.	The ADA will increase from 94% to 96%. - Provide incentives for students to come to school, as well as, arrive at school on time. - Recognizing students more in public for perfect attendance. - Provide opportunities for teachers to understand how connections with their students makes students want to attend school more. - Make sure that students are enjoying class and school, so that they want to attend.
Increase parent/guardian participation within organizations on campus.	- Yearly events that support parent participation and encourage student engagement. - Receptionist available to support parent/community events and meetings. Translation available on the spot for families. - Coaches to provide ongoing support to parents/guardians and a connection to campus staff - Currently an active PTSA, Alumni Association, and ELAC, with engagement steadily increasing - Increase parent portal participation
Increase percentage of students meeting the A-G requirement.	The percentage of 12th grade students who complete A-G requirements will increase. Muir's Early College Team (as part of the CARPE Collaborative) has identified a need for ensuring students have access and support to achieve higher percentages of college preparation.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue course offerings that center on the culture/ethnicity of Muir students.	Students participate in ethnic studies courses and dual enrollment course offerings (e.g. PCC Mexican Americans History, African American History, Asian Pacific American History, African American Music)
Teachers will receive professional development directly related to schoolwide restorative and culturally relevant practices.	Collaborate with the team to develop admin/coach-led PD (Book studies, MTSS, restorative practices, building relationships with the students) Conduct A Monday training and evaluate training. Monitor implementation and provide follow-up support, including encouraging teachers to visit each other's classrooms for informal observations and peer learning.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Broaden participation to include more voices from students, staff, parents/caregivers, alumni, and community partners in decision making.	Conduct annual Panorama surveys with staff, students, community partners, parents. Host focus groups and community conversations to share the school/community school goals and get feedback. Provide support and training for the site coordinator on facilitating listening circles (Western Justice Center) to support engagement and include more voices.	Increase the percentage of student, staff, and community input in the community school implementation plan will increase annually, as reported in the annual performance report.
Expand the role of the school site council to identify and monitor the progress of community school priorities.	Share and gather feedback on the needs and assets assessment and community school implementation plan. Share identified needs and site priorities with SSC, parent groups, staff, and community partners. Update needs and assets assessment and implementation plan based on input gathered. Monitor progress toward community school goals quarterly and work collaboratively to revise strategies as needed.	Needs and assets assessment summarize key findings from community input and recommended revisions to the Community School Implementation Plan. Council agendas include community school priorities at least quarterly Council sign-in sheets reflect participation from parents, staff, community partners Implementation plan indicates progress toward identified goals and revisions (if any) based on feedback.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

In addition to leadership roles on existing school committees (PTSA, African American Parent Council, English Learner Advisory Committee), Muir has several key leadership structures for shared decision-making:

1. **Instructional Leadership Team**-

- Administration: Lawton Gray, Ricardo Robles, Dana Moore, Stephanie Fonseca
- MTSS Coaches: Charles Vines
- Pathway Leads: David Mitchell, Beverly Rodriguez, Sandra Ross, Courtney Scrabeck
- Department Leads: Bharatchandra Parekh, Donna Tucker, Manuel Rustin, John Smallenburg
- Librarian: Micol Issa

2. **School Site Council**- The School Site Council includes the Community Advocate, CS Teacher Lead, teachers, classified staff, principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing and special committees regarding focus of SPSA.
3. **MTSS Team**- The MTSS team includes the Principal, MTSS teacher, security, counselors, therapist, truancy specialist, community advocate, and classified staff. The team services to develop, monitor, and strengthen attendance, health and behavioral supports to students and families to mitigate barriers to student engagement in school. Using the multi-tiered systems of support framework, the team is responsible for developing Tier 1 schoolwide academic, behavior, and wellness interventions as well as monitoring individual student progress and referring students for services as needed. To ensure the MTSS Team continuously monitors and analyzes effectiveness of efforts, a monthly meeting is facilitated which allows for share outs and revisiting tasks.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Develop a sustainability plan	Documented outreach resources; Policies, procedures, and norms Collaborate with the school community to develop the sustainability plan	The sustainability plan identifies where documented training/strategies/procedures can be accessed and long-term funding streams for services that need to continue beyond grant funding.
Diversify sources to fund activities to promote sustainable funding partnerships.	Identify available funding sources with purposes that align with community school goals (CTE, expanded learning, CTEIG). Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources. Share impact of community school services to build shared commitment and understanding. Document potential funding streams to continue services when funding ends. Documented outreach resources; Policies, procedures, and norms. Collaborate with the school community to develop the sustainability plan.	Annual budget for community school services incorporates multiple, varied funding sources. The sustainability plan identifies where documented training/strategies/procedures can be accessed and long-term funding streams for services that need to continue beyond grant funding.

Key Staff/Personnel

Lawton Gray, Principal	Provide leadership and support, participate in the advisory council, and support the alignment of initiatives.
Stephanie Fonseca, Assistant Principal	Provides leadership to ensure the provision of inclusive and high-quality services to students in Special Education. Additionally, supports the implementation of school goals and programs.

Dana Moore, Assistant Principal	Oversees athletic programs while promoting student well-being. Collaborates with coaches, counselors, and administrators to ensure safe and equitable athletic programs and social-emotional supports for all students.
Ricardo Robles, Assistant Principal	Provides instructional leadership to improve teaching and learning while monitoring and addressing student attendance and engagement. Supports staff with data-driven strategies that promote academic success.
School Counselors (3) -	Provide academic, social emotional, and college and career support to student caseload. Supports are tiered to ensure students receive appropriate care.
Early College Counselors (2) -Dual Enrollment -A-G	Provide academic, social emotional, and college and career support to John Muir students participating in dual enrollment program.
Robert Aceves, Senior Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment and create support plan in collaboration with the school community, monitor and evaluate the needs of students and impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities
Nancy De La Rosa, School Site Therapist	Sage Therapy: provides drop-in and ongoing therapy for John Muir Students
Elizabeth Nicky Aguilar, Teacher Lead	Provides community school updates, survey results, and data to SSC, parent groups, staff, and administration—Collaborates with Advocate in supporting teachers to provide Community-Based Learning opportunities.
Charles Vines, MTSS	Use the multi-tiered systems of support framework to facilitate student learning, support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice
Helen Sandoval, Truancy Prevention and Intervention Specialist	Coordinate tiered support services for students who are chronically absent

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Building Capacity
Muir is in the engaging phase for designing sustainable systems to create an engaging community school that maintains high expectations for students and supports their academic, social-emotional, and physical well-being. The team is collaborating to establish and maintain sustainable systems that meet student needs and program interests. This includes an ongoing robust partnership with Pasadena City College and local community business and health and wellness partners, collaborating with various departments to design programs (CTE, Magnet, Community Schools, Expanded Learning Programs, etc), and building and training into community school systems and practices.

In addition to state and regional technical assistance webinars, the community school coordinator participates in biweekly training and biweekly office hours featuring Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

The administration team, MTSS coach, and professional development partners are providing teacher training in schoolwide practices (how to address sensitive cultural issues and how teachers should those sensitive cultural issues, respond to restorative practices, common note-taking, culture drop ins) to ensure that teachers have the capacity to continue integrating schoolwide instructional and restorative practices when funding for significant training is no longer available.

As part of its sustainability plan, staff will maintain documentation of ongoing training resources such as toolkits and videos and develop onboarding training and materials for new staff as well as reduced-cost “refresher” training at the sites.

Documenting Program Components and Schoolwide Systems
The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering commuting input and incorporating feedback and work with the MTSS team to institutionalize systems that promote coordinated and aligned student services.

Identifying Long-term Funding Streams
Staff will largely focus grant spending on temporary personnel, one-time purchases, and training. There are, however, some anticipated ongoing expenses that will require long-term funding, such as supplemental mental health services and expanded learning programs. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners. Muir’s School Site Council/CS Advisory Council will play a key role in establishing, expanding, and strengthening community and industry partnerships to provide low and no-cost services to students and families and in diversifying funding sources to sustain ongoing fee-based services.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Expand partnerships to meet student and staff needs to implement a community schools model.	Conduct a school needs and assets assessment. Identify potential partners to address identified needs. Establish MOUs with partners.	MOUs with partners outline the scope of services as aligned to the needs and assets assessment and/or community school pillars.
Increase community partner participation in decision-making.	Engage community partners in the school's CTE Pathway Advisory Boards. Community partner participation in PTSA.	Collect sign-in sheets and agendas from the Advisory Board and PTSA

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Current Partnerships
Professional Development Partners

- Communities in Schools- Establishing community school practices (needs assessment, case management and data management, school support plan)
- Western Justice Center- Restorative Circles

Expanded Learning Partners

- Outward Bound Adventures-
- College Access Plan- College information and drop-in support for college applications
- PUSD LEARNs- Partners with Muir to provide after-school care on-site, including driver's education, tutoring, and physical conditioning classes
- PUSD College and Career Pathways- Oversees CTE pathways, including CTE Summer Bridge opportunities.
- Caltech Y- After-school STEM academic support
- Social Impact -Youth Leadership/Social Justice Program
- VIPS- Vice Provost Initiative for Pre-College Scholars, support for students in the 9th-12th grade provided by UCLA and UCLA mentors

Health & Wellness Partners
Led by PUSD Health Programs and Student Wellness and Support Services, Muir community partners include:

- D'Veal, Sage, Flintridge Center- Mental Health Services
- Young and Healthy- Oral health screening and mobile dental clinic
- Vision 2 Learn- Vision screening and provision of glasses
- KIND- Provides support for basic needs
- Our Own- Provide mentorship, restorative practices, social emotional support to at promise students
- Stars- Academic/personal support for youth in foster care
- Girls Group (STARS)
- MPYD- Young men's mentoring and academic support

To ensure that partnerships are responsive to the needs of the Muir community, Muir engages community partners on the Pathway Advisor Boards and as part of the MTSS Team to share community school priorities and how the partner can align its efforts in support of established goals.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

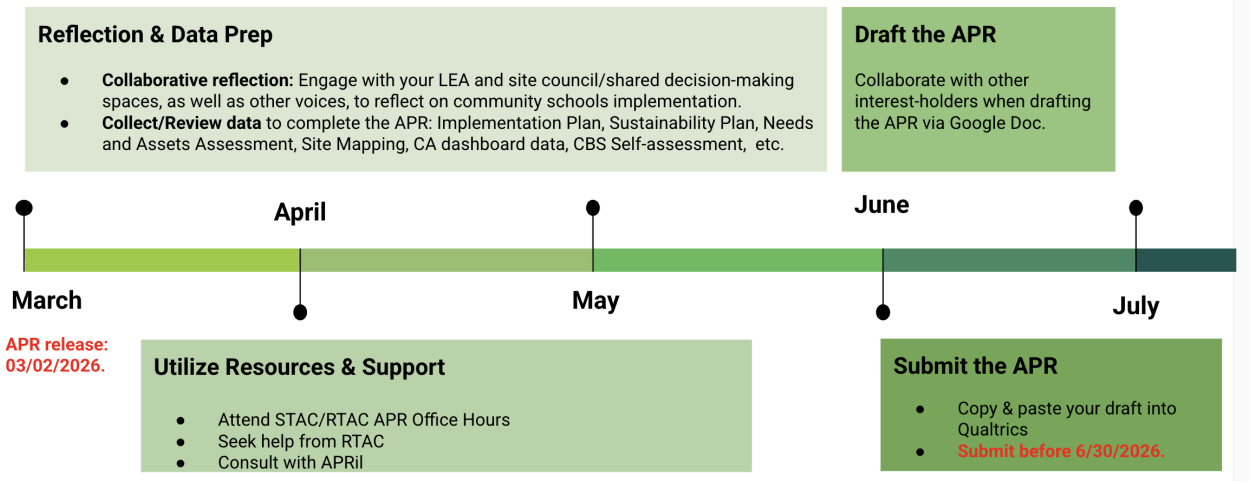
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles _____
Cohort	▼Cohort 1_____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679 _____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

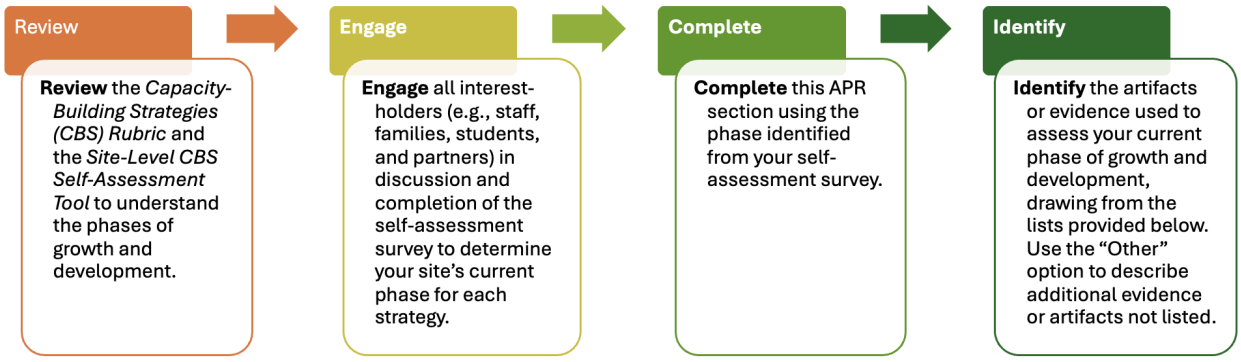
Name: Robert Aceves
Job Title: Sr.Community Advocate
Email: aceves.robert@pusd.us
Phone number: (626)396-5600

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☐ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☐ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☑ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☑ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☐ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☑ Committee by-laws
- ☑ Team mapping
- ☑ Formal agreements
- ☑ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☐ Planning documents
- ☑ Survey data
- ☐ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☑ Roles and responsibilities document that includes a process for ongoing revision
- ☑ Processes for budget transparency
- ☑ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☐ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate and Truancy Specialist) participate in restorative practices, trauma-informed, first aid, Attendance Strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☐ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☑ Feedback from existing service providers and partners
- ☑ Partnership evaluations
- ☑ Partners participation in school events
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☐ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

During the 2025–26 school year, John Muir High School continued to strengthen its implementation of the Shared Commitment and Understanding capacity-building strategy. Through support provided by the California Community Schools Partnership Program (CCSPP), the school expanded opportunities for meaningful stakeholder engagement, particularly among teachers, to deepen understanding of the Community Schools model and foster collective ownership of schoolwide goals and priorities.

A significant accomplishment this year was the continued development of the Community Schools Teacher Lead role. This position strengthened communication and collaboration between the Community Schools team and school staff, creating additional opportunities for teachers to help identify priorities, monitor progress toward shared goals, and provide feedback on Community Schools initiatives. Through this work, we learned that embedding leadership opportunities within existing staff structures increases awareness, participation, and long-term investment in the Community Schools approach.

Progress was made possible by intentionally integrating Community Schools efforts into existing school systems and decision-making structures, including School Site Council,

RTI/MTSS meetings, and staff meetings. These forums provided regular opportunities to share data, communicate progress, gather stakeholder feedback through surveys and focus groups, and engage the school community in continuous improvement efforts. As a result, Community Schools priorities became more visible, collaborative, and embedded within the daily work of the school.

John Muir High School also made meaningful progress in the Collaborative Leadership and Community-Based Partnerships capacity-building strategies. Strategic partnerships continued to play a critical role in supporting students and families. This year, the Community Schools team collaborated with community partners to connect more than 80 senior students with resources that helped offset the costs of senior-year experiences, including prom, Grad Night, and graduation-related expenses. This effort reinforced the value of community partnerships in removing barriers to participation, promoting equity, and ensuring that students could fully engage in important milestone events.

Reflecting on this year's progress, we recognize that sustainable change is built through shared leadership, authentic stakeholder engagement, and strong community partnerships. The support provided through CCSPP has enabled us to strengthen these capacity-building strategies and further embed the Community Schools model into the fabric of our school community. We look forward to continuing this work to advance positive outcomes for all students and families.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify:
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	Other (Write-In)
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☑	☑	☑	☑	☑	☐	Staff Monday me

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☑	☑	☑	☑	☐	☐	Staff Monday me
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☑	☐	☐	☑	☑	☐	Staff Monday me
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☐	☐	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☑	☐	☑	☐	☑	☐	Parent Group Me (ELAC, PTSA, SS
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☑	☐	☐	☑	☑	☐	PCYF

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Students with disabilities	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Personalized Learning Plan 1:1 Support if needed Inclusive and immersive activities and programs. Provided targeted academics and social services/activities School events Check in as needed Tutoring Expanded Learning Opportunities

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☑	☐

Before School (times/services)	☐	☑
After School (times/services)	☑	☐
Summer Programs	☑	☐
During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☑	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☑	☐
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐

Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,	Started im…					Learning…		

physical health)								
Expanded learning, including tutoring, and after-school and summer program partners, school-based marriage and family therapists. College Access Plan and SAGE.	Previously…	1250	N/A	N/A		Expande…		Wellness Center managed by Sr.Advocate and SAGE Therapist.
Supplemental pay for classified and certificated staff to support after-school activities(tutoring), evening and weekend events, and workshops.	Started im…	N/A	68	N/A		Learning…		
Professional development in cross-cultural learning curriculum, equity, and positive school climate.	Previously…	N/A	68	N/A		Local Co…		Restorative Practices
Coordination of services to provide health and wellness services to students and families.	Previously…	1250	N/A	N/A		Other		Case Management, Sr.Advocate, and MTSS team provide and broker services for students and families.

After-school and summer enrichment programs and activities.	Previously…	16	N/A	N/A		Expande…		Driver's Education

Note:
**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1:By June of 2026, the attendance rate will improve by 2%.	☐ Yes ☑ No	☐ Social-Emotional Well-Being & Mental Health ☑ ~~Attendance & Absenteeism Reduction~~ ☐ Family & Community Engagement ☐ Academic Achievement & Student Learning ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	:By June of 2026, the attendance rate will improve by 2%. This goal was developed in collaboration with staff administration and families.	In the 24-25 SY, the John Muir RTI team along with SCA utilized data driven practices to identify attendance barrier and strategically provide tiered supports to improve attendance. We utilized appraisal, nudge letters, incentives.
Goal 2:Increase parent/guardian participation within organizations on campus.	☐ Yes ☑ No	☐ Social-Emotional Well-Being & Mental Health ☐ Attendance & Absenteeism Reduction ☑ ~~Family & Community Engagement~~ ☐ Academic Achievement & Student Learning ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Increase parent/guardian participation within organizations on campus. Utilizing feedback from parent.guardian surveys, John Muir has identified with their SPSA the priority to increase	SCA along with Community Assistant collaborated on intentionally building relationships with parents/guardians and connecting them to spaces.

			parent engagement.	
Goal 3:Increase percentage of students meeting the A-G requirement.	☑ Yes ☐ No	☐ Social-Emotional Well-Being & Mental Health ☐ Attendance & Absenteeism Reduction ☐ Family & Community Engagement ☐ Academic Achievement & Student Learning ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☑ ~~Equity & Inclusion~~ ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Increase percentage of students meeting the A-G requirement. In collaboration with Muir's Early College team, the goal is to support students in achieving A-G eligibility.	SCA collaborated with College and Career advisor to support in workshops for students and promote parent/guardian workshops. Additionally, SCA collaborated with school counselors to advise students on A-G requirements.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates

- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: Reduce Chronic Absenteeism	☐ Chronic absenteeism rates	The percentage of students who are absent on 10 percent or more of school days will decrease.	16.84%	11.48%	23.8%	8%

Goal 2: Increase parent/guardian participation within organizations on campus.	Other locally determined measures	Percentage of students who have at least one Active Parent Portal Account	92.11%	92.53%	95.92%	98% Actual: TBD 96.48% as of March 31
Goal 3: Increase percentage of students meeting the A-G requirement	☐ Other locally determined measures	The percent of students per year that qualify as Prepared ON THE CA Dashboard College/Career Indicator	70.2%	66.4%	73.7%	Goal: TBD

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

Goals Analysis: Adjustments and Reflections for the 2026-2027 school year.

Based on reflections and data review from the 2024-2025 school year, our team has made targeted adjustments to better align our actions and strategies with desired outcomes in reducing chronic absenteeism, increasing parent access, and improving college readiness.

Goal 1: Increase Average Daily Attendance
While monthly attendance meetings and tiered interventions showed promise, we will continue to expand the implementation of home visits and 1:1 student check-ins. For the 2026-2027 school year, we plan to formalize a Tier 2 intervention system with clearly assigned staff roles and expand collaboration with community partners for support. Additionally, we will consider the implementation of Tier 1 strategies, which encourage and promote attendance. This refinement emerged from our data showing a slowing rate of absenteeism reduction between the 2023-2024 and 2024-2025 school years.

Goal 2: Increase Parent Engagement
We surpassed 95% active Parent Portal access; however, qualitative feedback revealed that access is not translating to engagement. In the 2026-2027 school year, we will shift our focus from sign-ups to *active usage* by training parents to monitor grades, communicate with teachers, and interpret progress data. Additional multilingual workshops and parent-student tech training nights will be introduced. Social media engagement remains valuable, but targeted outreach will be added, especially for parents of at-risk students.

Goal 3: Increase College Readiness Indicator Percentage (A-G Completion)
Although the percentage of students completing A-G requirements increased, equity gaps still persist. The 2025-2026 school year highlighted the need for continued early interventions. As a result, we are launching a Summer Bootcamp for incoming 9th graders in collaboration with PCC Northwest. This opportunity will expose incoming students to the academic rigor, expectations, and access to a college-level course. Additionally, we will continue strengthening tutoring aligned to A-G coursework and leveraging student data to monitor progress quarterly. Strategic partnerships with CAP and TRIO will begin earlier in high school to provide sustained college-readiness pathways.

These modifications will accelerate progress by addressing implementation inconsistencies, focusing on authentic engagement, and closing achievement gaps through proactive planning and support.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☑	☐

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

The CCSPP grant has allowed for the implementation of supports which have fostered strategic and sustainable improvements in school climate which are directly connected to CCSPP-supported activities. Through the integration of student support services, family engagement efforts, and community partnerships, our school has seen measurable shifts in student behavior, staff-student relationships, and overall campus culture.

Trusting relationships have been a key pillar which have been strengthened through expanded wellness supports, increased adult presence on campus, and intentional collaboration between staff and families. These efforts have contributed to a notable reduction in behavioral incidents. Compared to pre-implementation data, suspensions have decreased, referrals are down, and we are experiencing fewer conflicts on campus. These trends suggest

that students feel more supported and engaged in their learning environments, as well as staff being provided with trainings to best support our students.

We collect school climate data annually through the California Healthy Kids Survey (CHKS), a school-developed climate survey administered to staff and families, and the Community School Survey. These instruments help us track changes in student connectedness, perceptions of safety, engagement, and staff-student trust. The Panorama Survey, taken by students, families, and staff, also supports our ongoing efforts to monitor socio-emotional learning and well-being.

The involvement of our community school groups, including students, families, certificated and classified staff, administrators, and community partners, has been key in shaping a more inclusive and responsive school climate. Their participation in both planning and feedback processes ensures that our approach remains grounded in our community's needs and strengths.

In short, the CCSPP grant has helped create a more caring and connected school community, which is foundational to achieving long-term positive outcomes for all students. An increase in parent engagement and communication has allowed for our staff to provide appropriate support, as well as families empowered to advocate for their students' needs. Increased communication and collaboration has been integral to implementing and coordinating supports and interventions, and ensuring that our school staff engage in evaluation of data to ensure effectiveness.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☐ Centering Community-based Learning
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☐ Community Schools Sustainability
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☐ Principal
- ☐ Assistant Principal (if applicable)
- ☐ Community Schools Coordinator(s)
- ☐ School Counselor/Social Worker/Psychologist
- ☐ Teacher(s)
- ☐ Instructional Coach(es) (if applicable)
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☐ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://muir.pusd.us/academics/community-schools

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☐ Yes
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☐ Yes
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1_xhiN43WvVWL4B2qy-rVSCf5tc0vYwF0/edit?gid=1378702641#gid=1378702641

School Site Council Minutes
Wednesday, April 29, 2026
4:00 PM to 5:00 PM

Robert Aceves, Elizabeth Aguilar, Felicia Ford, Lawton Gray, Emily Marquez, Pablo Miralles, Kimberly Suarez,

I. Welcome
   A. Any additions to the Agenda - None
   B. Public Comment on Agendized Items - None

II. Approval of SSC Meeting Minutes from Wednesday, March 25, 2026 - Reviewed and passed with correction on gym completion date changed.

III. Principals Update
   A. Status on enrollment - we have approximately 315 freshman confirmed. Expecting more to enroll.
   B. Status on staffing - we are losing an assistant principal, waiting on final layoff notices on May 15.
   C. Budget Update - same as last year for general fund budget. Waiting on governors revise
   D. District Update - consolidation conversations are still occurring, will not have a recommendation until probably June.
   E. Facilities Update - PE area is set up for PE teachers. Temporary locker rooms are now available. Can't wait to have PE back as it is helpful to get students to class on time.

IV. Community Schools
   A. Update - Robert shared the partnerships we have in the community and what community schools have been doing with the to support students and families. Goals for attendance and academics were shared. Sage Counseling shared with the group. Healthy relationships, partnerships, and Social Impact work have been occurring. Also, work has occurred on Mondays in PCC classes when there are no classes. Impact Report shared with the SSC.

V. ELAC
   A. ELAC Update - We will recognize students who are redesignated on the afternoon of Open House to increase parent/guardian attendance.

VI. Early College

A. Update
    1. Admin and counselors went to Disneyland Hotel to receive the Exemplary Dual Enrollment School award
    2. Staffing Update - Passing of PCC professor shared and how we supported students in the professor's class.

VII. Approval of Single Plan for Student Achievement (SPSA) - Review of SPSA plan and the budget. SPSA approved.

VIII. Questions - None

IX. Next Meeting - Fall of 2026

X. Adjourn

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

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The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: John Muir High School

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	950	$306,840.50