The Single Plan for Student Achievement

School: John Muir Middle School

CDS Code: 01-61291-6066518

District: San Leandro Unified School District

Principal: Vernon L. Walton Jr.

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

San Leandro Unified School District's Vision and Mission Statements
The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative, and competitive in global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

John Muir Middle School's Vision and Mission Statements
Mission: To prepare each student for academic, emotional, and social success.
Vision: JMMS is a safe and inclusive community where everyone is actively engaged in learning.
Social Vision: Falcons Stand Up, Stand Strong and Stand Together.

School Profile

John Muir Middle School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. The city of San Leandro is a suburban community of approximately 74,000 residents. The city occupies 15 square miles between the cities of Oakland and Hayward, and is bordered on the west by the San Francisco Bay and in the east by the East Bay Foothills. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

The school district has an enrollment of 8,725, with 12 schools (eight elementary schools, two middle schools, one comprehensive high school, and one continuation high school). For the 2014-2015 school year, approximately 1000 students in 6th through 8th grade were enrolled at John Muir Middle School. Student body demographics are as follows: Latino 45%, Asian 22% , Filipino 12%, African American 10%, White 7%, two or more races 3%, and Pacific Islander 1%.

Our school vision and mission are founded on belief that ALL students are capable of learning and deserve a safe and supportive environment. At Muir, teachers provide ALL students with a learning environment that encourages higher-level thinking skills, independent and reflective work, meaning-centered-learning, and collaborative exploration and discovery. The whole Muir School community shares in our progress in meeting the needs of our diverse students.

John Muir Middle School is an AVID National Demonstration School; a college preparatory school. Our John Muir Middle School staff promote a college-going culture among students and their families. The academic program is based on the Common Core State Standards and students study English, Mathematics, Science, History, Physical Education and can choose from among the following electives: Art, Instrumental Music, Computers, Robotics, Spanish, Leadership, Independent Work Education, Drama and Choir. During the instructional day, support classes in Math and English Language Arts (ELA) are available to students that need additional support in these subject areas.

John Muir has a variety of Special Education programs for students with IEPs: Resource Support Program, Special Day Classes for Mild Moderate and Moderate Severe disabilities, and a Counseling Enriched class. Our Special Education Program offers push-in and inclusion models of support for our students with special needs. As a school wide Title 1 school, John Muir has a full range of support and programs for our English Language Learners and for our students who are educationally disadvantaged. We also offer an after school Tutoring program in Math and ELA funded by Title 1. As a school in Program Improvement year three, John Muir also provides our students Supplemental Educational Services (SES) tutoring as an intervention program. In 2014-2015 approximately 70 students received tutoring services through the SES tutoring program. John Muir Middle School houses a full service library media center and four computer labs with thirty-five computers each. John Muir also has 12 chromecarts with a total of 400 chromebooks for classroom use. The school has purchased 2 additional chromecarts with 72 chromebooks for the 2015-2016 school year bringing our student to computer ratio to 2:1.

John Muir students participate in various social, civic, and student empowerment clubs at the school which include Rainbow Club, Black Student Union, Latinos Unidos, Asian-Pacific Islander Club, Ukulele Club, Anime Club, Spongebob Club, Character Matters Club, Improving John Muir, and K-Pop. Athletic activities are available to John Muir students through our after school sports and athletic program offering cross-country, flag football, boys' and girls' basketball, soccer, softball, track and volleyball. Our state-funded ASES

(After School Education Support) is run by the Boys and Girls Club of San Leandro. John Muir has a Performing Arts Program that includes our Concert Band, String Orchestra, and Drama. Approximately 200 students participate in the Performing Arts program Our student musicians have participated in Disneyland's Music Workshops with famous national musicians and has recently performed at the Disney Magic Music Days at the Park. Our Drama Club presents two main productions: one in the Fall and one Spring Musical and beginning in the 2015 -2016 John Muir will be offering Choir.

John Muir Parents are involved in a variety of ways to support the John Muir staff and with academic and extra-curricular activities. Parents participate in PTSO, School Site Council/School Advisory Council, ELAC (English Learner Advisory Committee), and Title 1 Parent Committee. Parents also volunteer for supervision duty during the school day and support the school with supervision during school activities such as culture fair, dances, and Day on the Green. The community and parent partnerships we have developed and the sincerity of our purpose to provide our students with equal access to all opportunities, enable us to employ a variety of programs to promote academic excellence, positive student behavior, and a positive climate for learning.

John Muir Middle School is a better place to be; to learn, to be challenged, to excel!

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The survey data collected to inform the John Muir Single Plan for Student Achievement was collected through a staff survey, parent survey, ELL Parent survey, and District LCAP Survey. The parent survey, staff survey, and ELL Parent surveys were designed with the intention of collecting data about the progress John Muir toward San Leandro Unified School Districts 5 strategic goals:

1. Student Achievement Access and Equity
2. Technology
3. Community and Public Relations
4. Student Safety Health and Wellness
5. Facilities

The parent survey was created by the John Muir administration, and reviewed and approved by the John Muir School Site Council. The district office through the Teaching and Learning and Educational Equity department created the ELL parent survey. Both the parent survey and ELL parent surveys were translated into Spanish and Chinese. Parents and community members were given the opportunity to access the surveys through our school website as well as through paper copies. The surveys were advertised during the months of March and April of 2015 by announcing them during the principal weekly phone message and through the school newsletter the "Falcon Flyer".

The staff survey was created by the John Muir administration and approved by the John Muir Leadership team. The John Muir Leadership Team consists the John Muir department chairs, AVID coordinator, administrators, and a counselor. The staff survey was advertised through the weekly staff bulletin with emails reminders through the months of March and April of 2015.

The analysis of the survey data began in mid April of 2015. There were 141 responses to the Parent survey, 46 responses to the Staff Survey, and 66 responses to the ELL Parent Survey. The responses from the parent survey were taken to SSC (School Site Council) and ELAC (English Language Advisory Committee). Through a structured activity these groups reviewed the survey data and organized the data into common themes and findings under the above five strategic goals of San Leandro Unified School Districts Strategic plan. The responses to the staff survey was taken to both the John Muir Leadership Team and the John Muir certificated staff where these groups participated in the same structured activity to organize the data into common themes and findings under the five strategic goals of San Leandro Unified School District.
The common themes and findings found by School Site Council, English Language Advisory Committee, Certificated Staff, and the John Muir Leadership team are grouped together under each strategic goal for San Leandro Unified School District below.

Strategic Goal 1: Student Achievement Access and Equity

- John Muir should offer more enrichment, hands on, and online learning opportunities for students.
- John Muir should improve the overall quality of teaching by providing teachers and classified staff with additional training in differentiation to better deliver Common Core Instruction to all students.
- John Muir should provide additional instructional materials in all content areas.
- John Muir should enhance its intervention offerings by providing additional options, including an online option

Strategic Goal 2: Technology

- John Muir should improve the infrastructure for technology and provide more training for staff in using new technology.
- John Muir needs to provide technology support to maintain the technology infrastructure and support teachers with the implementation of technology in the classroom.
- John Muir needs to provide students with additional instruction in computer technology programs and the Google suite.
- John Muir needs to build a plan to increase the capacity of technology integration using the SAMR model (Substitution, Augmentation, Modification and Redefinition), in order to fully implement technology in the classroom.
- John Muir needs to provide all students with access to technology while students are off campus or during non-instructional time.
- John Muir should use technology in more creative ways in the classroom and as a communication tool with families and the community.

Strategic Goal 3: Community and Public relations Technology

- John Muir should improve the systems for sending information between school and home. This includes improving the distribution of our school newsletter (Falcon Flyer), creating blogs, as well as developing a systematic approach to sending home flyers and notifications with students.
- John Muir should enhance translation services in order make sure more student groups languages are represented in school communications.
- John Muir should hire a parent to coordinate parent volunteering at the school.

Strategic Goal 4: Student Health and Wellness

- John Muir should work on the expansion of PBIS and other programs to support student social and emotional learning.
- John Muir should provide students more social emotional learning experiences through assemblies, clubs and activities like Season of Service /Period of Peace.
- John Muir should improve school supervision, increase counseling and counseling groups, and improve campus security with more campus supervisors, campus monitors.
- John Muir should hire an outreach coordinator to organize parent volunteers

Strategic Goal 5: Facilities

- John Muir buildings need repair, maintenance, and an upgrade of facilities and technology infrastructure.
- John Muir's needs to repair broken ceilings and floor tiles
- John Muir needs the installation air conditioning
- John Muir needs to be routinely cleaned by mopping and dusting classrooms
- John Muir needs to be thoroughly and routinely cleaned locker rooms and cleaned restrooms.
- John Muir needs to improve landscaping around the school that is maintained.
- John Muir needs to improve campus supervision and campus security, and traffic controls on campus in the crosswalk on Williams street

The conclusions from John Muir 2012-2013 AYP (Annual Yearly Progress) data, 2012-2013 API (Academic Performance Index) data, 2014-2015 CELDT (California English Language Development Test) data, and classroom walkthroughs show that:

- Overall John Muir met its API and AYP growth targets in 2013.
- In 2013 African-Americans and Hispanic students and did not meet API growth targets.
- John Muir African-American, Hispanic, and Socioeconomically Disadvantaged students did not meet ELA AYP growth targets in 2012-2013.
- John Muir Hispanic students did not meet Math AYP growth targets in 2012-2013.
- John Muir ELL (English Language Learners) did not meet its NCLB (No Child Left Behind) target in 2012-2013 and 2013-2014.
- John Muir has a high number of ELL students who scored in the Intermediate-Early Advanced Level on the CELDT (70%).
- Almost half of John Muir's ELL sixth grade students are performing at the intermediate level on the CELDT (48%).
- John Muir seventh and eighth grade ELL students have the highest number scoring at the Early Advanced Level on the CELDT.

- John Muir students who have 5 years or less of English instruction met their NCLB growth targets in 2011-2012,2012-21013, and 2013-2014.
- John Muir students who have 5 years or more years of English instruction did not meet their NCLB target in 2012-2013 and 2013-2014. These are (Long Term English Language Learners) LTELL students who need additional academic support.
- Overall, John Muir ELL students made adequate yearly progress in 2012-2013.
- John Muir 2012-2013 and 2013-2014 Title III accountability data mirrors the district data. Students with less than 5 years of English Instruction meet the AMAO targets, and students with more than 5 years of English instruction not meet the AMAO targets.
- LTELS population at John Muir represents similar percentage to the district population.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations and walkthroughs were conducted throughout the 2014-2015 school year. From January through March of 2015 the John Muir administration conducted walkthroughs with the intention of recognizing themes or patterns in instruction. The administrations walkthroughs demonstrated that the John Muir staff has had training in a number of areas i.e. compass learning, Project Based Learning, academic Language, Culturally Responsive Teaching Learning, classroom management, and checks for understanding, The walkthroughs also demonstrated that these strategies are not being implemented by all teachers across the school. In approximately 90% of the classrooms during the administrations walkthroughs the method of instruction was direct instruction. The administration observed limited opportunities for students to develop their understanding through collaboration and interaction with other students.

During the 2014-2015 school year John Muir hosted two AVID showcases: one showcase on November 4th 2014, and another on February 12th 2015. The AVID showcases were an opportunity for John Muir teachers to demonstrate WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to nearby districts with AVID programs. During the AVID showcases the SLUSD department of Teaching Learning and Educational Equity along with representatives from other school districts observed a number classrooms for evidence of WICOR strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

John Muir is in the implementation phase of Common Core State Standards in all core content areas. Teachers follow curriculum guides in ELA, History, Math, Social Studies, and PE. John Muir science teachers in collaboration with California State University East Bay (CSUEB) and Alameda County Office of Education have been participating in professional development through a IMMS (Integrated Middle School Science) Partnership.The John Muir science department is in the process of transitioning to an integrated science model by the 2017-2018 school year. During the 2014-2015 school year John Muir teachers were provided the opportunity to participate in district level professional development in a number of areas including: teaching academic vocabulary, introducing text based dialogs, standards of mathematical practice, compass learning, Google suites, and using Illuminate.

The instructional periods at John Muir are fifty minutes long on Mondays, Tuesdays, and Thursdays, and forty-five minutes long on Wednesday and Friday. Wednesdays and Fridays are early release days and this time is used for teacher collaboration, parent communication,and professional development. Wednesday early release days rotate between
1. Administrative Updates
2. Parent outreach
3. Grade Level Meetings
4. Graffiti Meetings- Graffiti meetings are where teacher sign-up to collaborate on various instructional initiatives, committees, and groupings.

Each Friday, early release time is used for PCL's (Professional Learning Communities). Professional Learning Community time is used to refine curriculum guides, design and review formative and summative assessments and data, and to design lessons.

Professional development is also held once a month for teachers during faculty meetings. Administrators, instructional innovators, the AVID Site team, and other members of the staff facilitate professional development during monthly staff meetings. For the most part professional development during the 2014-2015 school year focused on integrating technology in the classroom. The administration and John Muir Innovators facilitated these professional development sessions. John Muir has three instructional innovators who have had extensive training in Project Based Learning and blended learning. Throughout the 2014-2015 school year the AVID site team provided teachers with training in WICOR strategies. All teachers have also participated in district wide professional development held in the fall and spring. During these trainings teachers were able to select from a menu of professional development sessions that included Illuminate, Compass Learning, Google Suite, Project Based Learning, 21st Century Learning skills, Discovery Ed, and using academic language.

John Muir teachers have attended conference and workshops throughout the year. Teachers attended the AVID Summer Institute, CABE, Asilomar, NGSS, IMSS, and Mindfulness training. On going professional development is provided for teachers through instructional coaches. New teachers are provided with support through John Muir monthly new teacher meetings and the BTSA program.

During the 2014-2015 school year students took the STAR Renaissance in ELA and Math test. Students were also assessed through a district benchmark assessment through Illuminate. John Muir administered the STAR Renaissance assessments three times throughout the 2014-2015 school year and the District benchmark assessment twice during the 2014-2015 school year. Data from these assessments will be used as baseline data for the 2015-2016 school year. John Muir will also use data from the administration of the SBAC exam as baseline data.

From the above Data and Needs Assessments, the following areas will be a priority in the John Muir Single Plan for Student Acheivment:

- Increasing student interaction and structured partnering during instruction
- Increasing project based learning and collaboration activities.
- Improving student academic support and social emotional intervention
- Enhancing elective offerings
- Increasing professional development and training for teachers.
- Using collaboration time effectively
- Improving school safety and climate
- Providing more parent education and training
- Improving communication between home and school
- Increasing classroom materials and supplies

Description of Barriers and Related School Goals

John Muir should develop strategies to improve how the school communicates with families who speak languages other than English, specifically Spanish and Chinese. John Muir is also struggling with meeting the needs of students who have been reclassified from the English Language Learner program. The school should work to provide additional academic support for our Long Term English Learners. The school needs to make every effort to provide translation and interpretation for home-school communication. Parents should be invited to our district's English classes at the adult school.

The turnover in teaching staff, especially in the math department, is another barrier. John Muir can improve its math instruction by providing support for new teachers with lesson design and lesson delivery. The school also needs to provide more support s to teachers who are struggling in other content areas such as english, history and science. John Muir needs to hire and retain teachers who will be trained in Common Core State Standards, and provide ongoing training for our more experienced teachers in order to better serve our students and provide rigorous academic instruction.

John Muir has teacher capacity barrier with the implementation of technology. This is due to the varying degrees of teacher competency of blended learning. John Muir needs to provide teachers with more training and support in this area.

Many of our students are on free and reduced lunch and do not have access to computers and internet. Our school needs to address this barrier by providing computer and internet access to these students on site in addition to instructional times so that homework and projects can be completed. Technology needs to be available to these students so that they can practice skills on web-based programs that address Common Core State Standards and Next Generation Science Standards.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	942	932		86	72		111	110		177	199	
Growth API	766	774		772	759		701	701		874	880	
Base API	750	767		757	769		663	700		865	874	
Target	5	5					7	5		A	A	
Growth	16	7					38	1		9	6	
Met Target	Yes	Yes					Yes	No		Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	410	406		381	443		622	637		155	157	
Growth API	724	721		710	757		735	756		607	622	
Base API	698	724		707	710		720	735		610	609	
Target	5	5		5	5		5	5		10	10	
Growth	26	-3		3	47		15	21		-3	13	
Met Target	Yes	No		No	Yes		Yes	Yes		No	Yes	

Conclusions based on this data:

1. English Learners, Socioeconomically Disadvantaged, Student with Disabilities, and Asian student subgroups met growth target in 2013.
2. African-Americans and Hispanic did not meet growth target in 2013. and there is a decrease in the number of students meeting making progress.
3. Overall API growth target was met

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		99	100		99	100	
Number At or Above Proficient	501	480		50	37		51	42		126	145	
Percent At or Above Proficient	53.2	51.5		58.1	51.4		46.4	38.2		71.2	72.9	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		Yes	No		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	98	
Number At or Above Proficient	170	155		143	211		283	306		52	58	
Percent At or Above Proficient	41.5	38.2		37.5	47.6		45.6	48.0		33.8	36.9	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		No	Yes		No	No		No	Yes	

Conclusions based on this data:

1. English Learners, Asian, and Student with Disabilities met AYP criteria in 2013.

2. African-American, Hispanic, and Socioeconomically Disadvantaged students did not meet AYP criteria.

3. AYP growth target was not met in 2012 or 2013

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		99	100	
Number At or Above Proficient	323	375		24	26		19	26		113	140	
Percent At or Above Proficient	34.3	40.2		27.9	36.1		17.1	23.6		63.8	70.4	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	Yes		--	--		No	Yes		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	98	
Number At or Above Proficient	106	109		114	183		191	230		40	50	
Percent At or Above Proficient	25.9	26.8		29.9	41.3		30.7	36.1		25.8	31.8	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		No	Yes		No	Yes		No	Yes	

Conclusions based on this data:

1. African-American, Asian, English Learners, Socioeconomically Disadvantaged, and Students with disabilities all met AYP growth target.
2. Hispanic students did not meet AYP growth target in 2012 02 2013.
3. Overall AYP growth target was met in 2013

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			13	23	23	41	5	9	15	27	56
7	2	4	20	42	13	27	1	2	12	25	48
8	3	5	22	39	12	21	3	5	17	30	57
Total	5	3	55	34	48	30	9	6	44	27	161

Conclusions based on this data:

1. There are a high number of students in the Intermediate-Early Advanced Level
2. Almost half of the sixth grade students are performing at the intermediate level (48%).
3. Seventh and eighth grade English Learner groups have the highest number scoring at the Early Advanced Level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	159	131	140
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	159	131	140
Number Met	107	51	63
Percent Met	67.3%	38.9%	45.0%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	37	134	32	109	33	117
Number Met	12	69	9	30	9	40
Percent Met	32.4%	51.5%	28.1%	27.5%	27.3%	34.2%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		1,792	1,763
Percent with Prior Year Data		99.9	100.0
Number in Cohort		1,791	1,763
Number Met		1,013	957
Percent Met		56.6	54.3
NCLB Target	56.0	57.5	59.0
Met Target		**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1,568	615	1,553	598
Number Met			399	246	369	210
Percent Met			25.4	40.0	23.8	35.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Met Target for AMAO 3		**No**	**No**

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement, Access & Equity
LCAP GOAL:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #1:
Develop and refine best academic practices, implement appropriate programs, and provide access to the core content for all student subgroups in order to meet proficiency and competency in 21st century skills for college and career readiness.
Data Used to Form this Goal:
Staff survey, parent survey, ELL parent survey, District LCAP Survey, 2012 and 2013 AYP scores, 2012 and 2013 API AYP score, 2014-2015 CELDT data, and trends from classroom walkthroughs
Findings from the Analysis of this Data:
• John Muir should offer more enrichment, hands on, and online learning opportunities for students. • John Muir can improve the overall quality of teaching by providing teachers and classified staff with additional training in differentiation to better deliver Common Core instruction to all students. • John Muir should provide additional instructional materials in all content areas • John Muir should enhance it intervention offerings by providing additional options including an online option. • Overall John Muir met its API and AYP growth targets in 2013. • John Muir African-Americans and Hispanic students and did not meet API growth targets in 2013. • John Muir African-American, Hispanic, and Socioeconomically Disadvantaged students did not meet English Language Arts AYP growth targets in 2012-2013. • John Muir Hispanic students did not meet Math AYP growth targets in 2012-2013 . • John Muir English Learners did not meet its NCLB target in 2012-2013 and 2013-2014. • John Muir has a high number of English Language Learners who scored in the Intermediate-Early Advanced Level on the CELDT(70%). • Almost half of John Muir's sixth grade Language Learners are performing at the intermediate level on the CELDT (48%). • Both John Muir's seventh and eighth grade English Language Learners have the highest number scoring at the Early Advanced Level on the CELDT. • John Muir students who have 5 years or less of English instruction met their NCLB target in 2013

- John Muir students who have 5 years or more of English instruction did not meet their NCLB target in 2012-2013 and 2013-2014. These are (Long Term English Learners) LTELL students who need academic support.
- Overall, John Muir English Language Learners students made adequate yearly progress in 2012-2013.
- John Muir data mirrors the district data in the area of students with less than 5 years of ELL instruction meeting the AMAO targets, and students with more than 5 years of ELL instruction not meeting the AMAO targets.
- LTELS (Long Term English Learners) at John Muir represent similar percentage to the district population.

How the School will Evaluate the Progress of this Goal:

Academic support classes, Enrichment Opportunities, STAR Renaissance scores, District Benchmark Assessments, SBAC scores, grades, CELDT scores, walkthroughs, Professional development for Certificated and Classified staff. surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.0 Provide instructional coaching in Math to support the implementation of Common Core State Standards.	2015-2016	District office Administration Teachers	Provide funding for a secondary math coach. The math coach will provide instructional coaching to the High School, Bancroft , and John Muir in lesson design, delivery of instruction, and provide support for new teachers.	1000-1999: Certificated Personnel Salaries	Title I	25000
				3000-3999: Employee Benefits	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide teacher release period for the administration of SPSA programs and other duties as assigned by the administration.	2015-2016	Administration Teacher on Special Assignment	Teacher on special assignment will assist in the implementation of a monitoring system for the continuous assessment of the SPSA and Title 1 programs. Assist the administration in monitoring program objectives, fiscal management, and academic services to students. Collect data and maintain accurate records to assure compliance. Participate on committees when appropriate. Attend conferences, meetings, and trainings appropriate to the operation of the SPSA. Work collaboratively with administration to support the short-term and long-term planning and implementation of the Title 1 program. Coordinate staff development. Perform duties related to the SPSA and Title 1 program as assigned by the administration	1000-1999: Certificated Personnel Salaries	Title I	20000
				3000-3999: Employee Benefits	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Support in academic skills will be provided through the AVID (Advancement Via Individual Determination) elective. Students will receive support in all content area classes through the AVID Tutorial and after school AVID tutoring.	2015-2016	Administration AVID Site Team Counselors	Recruit, hire and train tutors for AVID tutorials. AVID tutors will also provide academic support for student schoolwide during after school tutoring sessions	2000-2999: Classified Personnel Salaries	Title I	5000
				3000-3999: Employee Benefits	Title I	
1.3 The AVID site team will support teachers with the delivery of instruction by providing professional development in WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading)	2015-2016	Administration AVID Site Team Classified Staff	The AVID Site team will support the professional development of teachers in all content areas by demonstrating instructional strategies during faculty meetings and Rotating Professional development meetings.	1000-1999: Certificated Personnel Salaries	LCFF - Base	
				3000-3999: Employee Benefits	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Maintain a school leadership team consisting of department chairs, administrators, counselors, and specialists	2015-2016	Administration Department Chairs administrators Counselors	In collaboration with the administration the John Muir Leadership team will oversee the implementation of Common Core States Standards (CCSS),Next Generation Science Standards (NGSS), and promote 21st century learning competencies. The team will also Implement, review, and assess common instructional practices to enhance student learning	1000-1999: Certificated Personnel Salaries	LCFF - Base	
				3000-3999: Employee Benefits	LCFF - Base	
1.5 Staff will attend workshops, conferences, and other professional development sessions	2015-2016	Administration Teachers Classified Staff Counselors	Provide training for certificated and classified staff in Common Core State Standards (CCSS), ,Next Generation Science Standards (NGSS), 21st century learning competencies. and other areas in John Muir school goals.	5800: Professional/Consulting Services And Operating Expenditures	Title I	22000
				5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Schedule two additional early release days	2015-2016	Administration Teachers Classified Staff Counselors	Schedule two early release days (12pm),with banked minutes. One early release day in the first semester and one early release day in second semester. Early release days will be used for certificated and classified staff professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	
				2000-2999: Classified Personnel Salaries	LCFF - Base	
				3000-3999: Employee Benefits	LCFF - Base	
1.7 Teachers will participate in PLC (Professional Learning Communities),early release days, and release time will be used for teacher collaboration and peer observations.	2015-2016	Administration Teachers	Teachers will use early release (2pm) on Wednesdays and Fridays to refine strategies used to implement Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Positive Behavior Intervention & Supports (PBIS), strategies to support English Learners, and to practice new technology skills.	1000-1999: Certificated Personnel Salaries	LCFF - Base	
			Departments will use release time in order to observe teachers during instructional time, organize and maintain curriculum as well as inventory materials	1000-1999: Certificated Personnel Salaries	Title I	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.8 Provide semester long Math and English Language Arts support classes for students as needed.	2015-2016	Administration All content area teachers RTM Staff	Semester long Math and ELA support classes will provide struggling students with opportunities for blending learning, tutorials, homework help and other strategies to improve their academic performance in ELA and math.	1000-1999: Certificated Personnel Salaries	LCFF - Base	
			Initiate a partnership with We Teach Science to implement the Remote Tutoring and Mentoring (RTM) program to support students in 8th grade Common Core State State Standards (CCSS) Math.	4000-4999: Books And Supplies	Title I	1000
1.9 Provide a more robust elective experience for students	2015-2016	LEA Administration Teachers	Enhance the academic experience and outcomes of all students, especially those who have been historically underserved by providing elective offerings. Continue to develop and refine the 6th, 7th, and 8th grade exploratory wheel elective offerings of robotics, computers, drama and Art	4000-4999: Books And Supplies	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 Provide after school tutoring in core subjects for students.	2015-2016	Administration Teachers	Provide hourly pay for teachers to provide tutoring. that targets our underperforming subgroups of African-American, Hispanic, English Learners, and Special Ed students.	1000-1999: Certificated Personnel Salaries	Title I	10000
1.11 Implement Gifted and Talented Education (GATE) enrichment experiences for identified GATE students.	2015-2016	LEA Administration Teachers	Provide acceleration and differentiation to students who are identified GATE with an aim of including students in the GATE program who have been historically underrepresented.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	
1.12 Provide additional resources for classrooms and library and media center	2015-2016	LEA Administration Teachers	Additional funding for materials to support Common Core State Standards(CCSS), academic intervention and enrichment, and Next Generation Science Standards (NGSS) Positive Behavior Intervention & Supports (PBIS), strategies to support English Learners, and the integration of technology.	4000-4999: Books And Supplies	Title I	5000
				4000-4999: Books And Supplies	Site Formula Funds	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Music teachers will purchase and replace instruments, uniforms, and other support needed to prepare for band and orchestra.	2015-2016	LEA Music Teachers	Purchase and repair instruments to expand and ensure access to instrumental courses, especially to students who have been historically underserved and have limited access to music education.	4000-4999: Books And Supplies	LCFF - Supplemental	
1.14 Develop a partnership with California State University East Bay Department of Education to recruit and train teachers in all content areas who can be potential candidates for future employment.		Administration Teachers Student teachers CSEB	In Partnership with California State University East Bay John Muir teachers will train student teachers in all content areas. California State University will also provide John Muir teachers with training in the co-teaching model.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	
1.15 Instructional Materials, Office Materials and supplies	2015-2016	Administration Department Chairs Classifie Staff	Purchase instructional materials for each department including copy paper, pencils, art supplies, etc.	4000-4999: Books And Supplies	Site Formula Funds	20000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.16 Classroom visits by administration	2015-2016	Administration	John Muir adminisration will conduct regular classroom walkthroughs to observe CCSS, NGSS, PBIS implementation, participation protocols, and strategies for engagement that are aligned with the district goal of closing the opportunity gap in our students who are historically underserved	1000-1999: Certificated Personnel Salaries	LCFF - Base	
				3000-3999: Employee Benefits	LCFF - Base	
1.17 Schoolwide Data Analysis	2015-2016	TSA Classified Staff Administration Teachers	Data from Renaissance STAR assessment, District Benchmark assessments and SBAC will be disaggregated and presented to the Leadership team and staff for analysis and instructional planning.	1000-1999: Certificated Personnel Salaries	LCFF - Base	
			Hourly compensation to ensure discipline data is entered into Aeries in a timely manner. Discipline data will be disaggregated and presented to the Leadership team and staff for analysis	2000-2999: Classified Personnel Salaries	Title I	2548

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.18 Project Based Learning	2015-2016	Administration Innovators	Teachers will receive ongoing training from instructional innovators in designing Project Based learning (PBL) lessons.	5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	1000
			Teachers will collaborate with their grade level teams during PCL Early release days, Rotating PD Days and Grade Level Meetings to refine PBL lessons.	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LCAP GOAL:
Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS).
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #2:
Provide sufficient resources in order to equip all classrooms with the infrastructure needed to support instruction in 21st century classrooms and common core state standards (CCSS)
Data Used to Form this Goal:
Staff survey, parent survey, ELL Parent survey, District LCAP Survey, and noted trends from classroom walkthroughs.
Findings from the Analysis of this Data:
• John Muir should improve the infrastructure for technology and provide more training for staff in using new technology. • John Muir should provide students with additional instruction in computer technology, programs and the google suite. • John Muir should use technology in more creative ways in the classroom and as a communication tool with families and the community. • John Muir should ensure all students have access to technology while students are off campus. • There is a need for technology support to maintain the technology infrastructure and a need to support teachers with the implementation of technology in the classroom.
How the School will Evaluate the Progress of this Goal:
Classified and Certificated professional development with technology,Chrome cart sign outs, computer lab sign ups, PLC records, google accounts for students, parent surveys, student surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.0 Provide technology support services. Provide instructional coaching to support the implementation of technology	2015-2016	LEA Administration Classified staff	Centralized technology support services will be provided to maintain the infrastructure of technology.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	
2.1 Acquire hardware and software to increase school wide use of technology.	2015-2016	Technology	Purchase additional software and hardware to support the transition to blended learning classrooms, academic intervention and enrichment,	4000-4999: Books And Supplies	Title I	7500
2.2 Google Suite	2015-2016	Administrator Teacher Classified Staff Counselor	All staff will utilize Google Suite, i.e. Goggle Mail, Docs,Sheets, Slides, etc to collaborate, plan and present learning to their colleagues. Teachers will use student Google Suite accounts to create, edit, and share written assignments.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
2.3 Illuminate Data Management system	2015-2016	Administrator Teacher Counselor	Teachers will use Illuminate to develop and administer district benchmark assessments aligned with question types on the SBAC exam. Teachers will receive refresher training on the Illuminate Data Management System as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Star Renaissance Assessment	2015-2016	Administrator Teacher Counselor	Leadership Team and teachers will analyze STAR Renaissance ELA and Math assessment data to monitor student performance and make instructional decisions.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
2.5 Use of chrome carts	2015-2016	Administration Teachers Classified Staff	The use of chrome books during instructional time will increase as John Muir instruction moves toward a blended learning model. The district will improve its technology infrastructure, and purchase additional student devices to eventually achieve a 1:1 device ratio.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
2.6 District educational websites	2015-2016	LEA Administration Teachers Classified Staff	Teachers will utilize websites such as Newsela, and Compass Learning to provide differentiated instruction.	4000-4999: Books And Supplies	LCFF - Supplemental	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community & Public Relations
LCAP GOAL:
All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
Communicate effectively with all community. Effectively market programs and events at John Muir Middle School to the community.
Data Used to Form this Goal:
Staff survey, parent survey, ELL Parent survey, District LCAP Survey, and noted trends from classroom walkthroughs.
Findings from the Analysis of this Data:
• John Muir should improve the communication and systems for sending information between school and home. This includes improving the distribution of our school newsletter (Falcon Flyer), creating blogs, as well as a systematic approach to sending home flyers and notifications with students. • John Muir should enhance translation services in order make sure more student groups languages are represented in school communications. • John Muir should hire a parent to coordinate parent volunteering at the school.
How the School will Evaluate the Progress of this Goal:
Data on the use of blackboard connect, parent volunteer/outreach coordinator,sign in sheets for parent outreach events, Falcon Flyer, blog, calendar, parent teacher conferences, web page.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.0 Provide parent education, chat sessions, and training	2015-2016	Administration Parent Facilitator	Provide childcare and refreshments at parent events to promote parent involvement in PTA School Smarts, bimonthly principal chats, and other parent outreach meetings.	4000-4999: Books And Supplies	Title I	2000
3.1 Staff will foster positive community relations and build outreach .	2015-2016	Parent Facilitators Administrators Teachers Classified Staff	All teachers will have a website, email address, blackboard connect, and phone extension for communications with John Muir Families and Communities. At the beginning of the school year all teachers will send home a parent letter explaining their expectations, grading policy, discipline policy, and expectations.	1000-1999: Certificated Personnel Salaries	LCFF - Base	
			Parent Facilitator will support parent engagement through parent trainings and attending other parent outreach events.	5900: Communications	LCFF - Base	
3.2 School will promote and maintain parent involvement and continue outreach in Parent Teacher Student Organization (PTSO), School Site Council (SSC), English Learner Advisory Committee (ELAC), Principal Chats, and other parent groups.	2015-2016	Administrators Teachers Counselors Parent Faclitator	John Muir will advertise parent meetings through blackboard connect, the school website, letters home ,and the monthly news letter Falcon Flyer.	5900: Communications	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Offer a variety of materials, assemblies, clubs, and events to increase student engagement and community involvement in school.	2015-2016	Leadership teachers Classified Staff	Through the Leadership elective students will develop activities that will promote community service and increase connections with our community partners	4000-4999: Books And Supplies	Title I	5000
3.4 Season of Service Period of Peace	2015-2016	SOS POP Coordinator Administrators Teachers Counselors	Provide materials and funding Season of Service Period of Peace. A number of civic and community activities for Season of Service Period of Peace will begin on MLK day and conclude Cesar Chavez day.	4000-4999: Books And Supplies	Other	5000
3.5 Home school communication	2015-2016	Parent Facilitator Administration Teachers Classified Staff	Blackboard connect will be used to communicate events and happenings at John Muir. Teachers will also use blackboard connect, teacher webpages, and parent letters to communicate classroom activities with students and parents.	5900: Communications	LCFF - Supplemental	
			Parent Facilitator will support parent teachers communications when translation is needed	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
3.6 Community service sandwich project for homeless	2015-2016	Teachers Student Leadership Independent Contractor	The History Department will promote community service and service learning by having students participate in making sandwiches for the homeless.	5000-5999: Services And Other Operating Expenditures	Other	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.7 Provide translation in Spanish and Chinese.	2015-2016	Administrator Classified Staff	Provide translation for parent events such as Back to School Night, Open House, Principal Chats, and other parent outreach nights.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
			Purchase translation headsets for parent events	5900: Communications	Site Formula Funds	4586
3.8 Parent Facilitator	2015-2016	Administrator Parent facilitator	Promote parent involvement through active recruitment for parent groups, hosting parent workshops, helping disseminate information to parents and providing translation for parents.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
Postage	2015-2016	Adminstration	Provide postage for parent communications	5900: Communications	Site Formula Funds	1250

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety, Health & Wellness
LCAP GOAL:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #4:
Implement programs that promote a safe, positive, and healthy school culture.
Data Used to Form this Goal:
Staff survey, parent survey, ELL Parent survey, District LCAP Survey
Findings from the Analysis of this Data:
• John Muir should work on the expansion of PBIS and other programs to support student social and emotional learning. • John Muir should provide students more social emotional learning experiences through assemblies, clubs and activities like Season of Service /Period of Peace. • John Muir should improve school supervision, increase counseling and counseling groups, and improve campus security with more campus supervisors, campus monitors.
How the School will Evaluate the Progress of this Goal:
PBIS survey, COST data logs records, No Bully solutions coaches document, parent trainings/classes such as PIQE, counselors, nurse, community service activities, counseling groups for students, Assemblies, conflict managers,student leadership survey, clubs survey, increase campus security and Supervision, discipline data,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.0 Implement PBIS (Positive Behavior Intervention System)	2015-2016	Administrators PBIS Team PBIS Coordinator Teachers	Implement PBIS strategies that address the social emotional needs of our subgroups who are disproportionately represented in discipline referrals: Hispanic and African-American	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
4.1 Professional development sessions in PBIS , Anti Bully in order to increase teacher capacity in meeting the social emotional needs of all students.	2015-2016	No Bully Leadership Team PBIS Coordinator PBIS Team Counselors Teachers Classified Staff	PBIS Leadership team will facilitate Professional development sessions throughout the school year.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Staff will continue in the training and implementation of the "No Bully" System. John Muir will train an additional 5-10 teachers for Solutions Coaches training.	5800: Professional/Consulting Services And Operating Expenditures	Title I	10000
4.2 Emergency drills	2015-2016	LEA Administrators Teachers Counselors Classified Staff	School Safety Committee and District Officers meet to coordinate site safety plan. Monthly emergency drills are conducted.	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 Provide student support through a Coordination of Services Team (COST)	2015-2016	COST Coordinator COST Team Teachers Classified Staff	Under the direction of the administration and COST Coordinator, the John Muir COST team will meet once a week to review COST referrals to connect referred students to appropriate support providers in coordination with SLUSD wellness deptartment	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
4.4 Student Leadership	2015-2016	Leadership Teacher Administration	The administration will provide the student Leadership teacher with additional professional development and other support s in event planning, fundraising, record keeping, and ASB Guidelines in order to promote school wide participation in leadership events.	5800: Professional/Consulting Services And Operating Expenditures	Title I	3500
4.5 Safe Routes to School	2015-2016	Administration	Develop a Partnership with Safe Routes to School to improve student safety when crossing Williams St. to and from school.	5800: Professional/Consulting Services And Operating Expenditures	Other	
4.6 Locks	2015-2016	Administration Campus security Librarian	Purchase extra locks	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.7 Provide additional campus security and adult presence on campus	2015-2016	Administration Classified Staff	Hire a part time campus supervisor and or campus monitor for support with campus supervision, supervision of detention, logging discipline entries into Aeries, conflict mediation , and other duties as assigned by the administration.	2000-2999: Classified Personnel Salaries	Title I	17000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Facilities
LCAP GOAL:
Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.
LEA GOAL:
Sam as LCAP Goal
SCHOOL GOAL #5:
Continue to improve John Muir school facilities to ensure facilities they clean, well maintained, user-friendly, accessible and energy efficient.
Data Used to Form this Goal:
Staff survey, parent survey, ELL Parent survey, District LCAP Survey
Findings from the Analysis of this Data:
• John Muir buildings need repair, maintenance, and an upgrade of facilities and technology infrastructure. • John Muir's needs to repair broken ceilings and floor tiles • John Muir needs the installation air conditioning • John Muir needs to be routinely cleaned by mopping and dusting classrooms • John Muir needs thoroughly and routinely cleaned locker rooms and cleaned restrooms. • John Muir needs to improve landscaping around the school that is maintained. • John Muir needs to improve campus supervision and campus security, and traffic controls on campus in the crosswalk on Williams street
How the School will Evaluate the Progress of this Goal:
Survey data,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.0 Beautification Day	2015-2016	Administration District Office	Provide supplies to complete a variety of projects around the John Muir campus. Beautification projects to include painting, landscaping, and general clean up.	4000-4999: Books And Supplies	LCFF - Base	
5. 1 Recyling Prorgram (Waste Stream)	2015-2016	Administration Teachers	Implement a compositing and waste stream system for John Muir.	5000-5999: Services And Other Operating Expenditures	Other	
5.3 Traffic Club	2015-2016	Administrators Campus Supervisors	Materials and training to support Campus Supervisor and traffic club students in controlling traffic in the parking lot, sidewalks and crosswalk	4000-4999: Books And Supplies	Site Formula Funds	500

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Achievement, Access and Equity
LCAP/LEA GOAL #1:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality instruction and the integration of technology will close the opportunity gap by creating more equitable outcomes for students, particularly for those who have been historically underserved.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.0 Provide competitive salaries for staff in order to attract and retain highly qualified, effective teachers, support staff and administrators who will implement and support outstanding instructional programming that meets the needs of all students, particularly students who have been historically underserved.	2015-2016	Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	1,400,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Teachers in every classroom implementing the CCSS and technology integration through access to high quality professional development and release time for collaboration and planning. Provide specialist teachers, counselors, and career technical education teachers with professional development that also supports instructional improvement and access to CCSS. (i.e. includes: release time across content areas; district wide professional learning days; after school professional development, and; summer conferences). This investment in professional learning also includes large scale training on technology for all employees in the district in order to ensure we build the organization's capacity to address the digital divide and develop students' and families' digital literacy skills.	2015-2016	Teaching, Learning & Educational Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	Common Core LCFF - Supplemental	66,000 275,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Hire and develop instructional coaches to support teachers in the implementation of CCSS, differentiation for all students (English Learners, Special Education, Gifted, etc.) technology integration, and a learning environment that promotes the 21st century competencies. Instructional coaches support the continuous improvement of instruction and the implementation of the district's instructional reform initiatives. Instructional coaches will be organized and deployed by content area expertise in the areas of Language Arts, Mathematics, Science and English Language Development in order to support the implementation of the new standards in all of these curricular areas.	2015-2016	Teaching, Learning & Equity and Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	425,000
1.3 Professional development for administrators in leading and/or supporting the implementation of CCSS, differentiation, technology integration and a learning environment that promotes the 21st century competencies. Through high quality professional development, site and district leaders acquire the skills and mindset to serve all students to create more equitable educational outcomes.	2015-2016	Educational Services	LEA-wide ALL	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Provide BTSA (Beginning Teacher Support and Assessment) induction support to new teachers with an emphasis on differentiation in order to meet the needs of all students, particularly for those who have been historically underserved.	2015-2016	Teaching, Learning & Equity and Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	200,000
1.5 Linking literacy to achievement by creating, implementing and sustaining a culture of literacy through access to technology, multimedia and culturally and linguistically responsive literature in a multimedia community center. Transform all libraries as multimedia community centers available before, during, and after school. These libraries will help close the digital divide by ensuring access to technology to all students.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900,000
1.6 Implementing Compass Learning personalized learning software for differentiation, acceleration and intervention. The implementation of this software will allow teachers to teach smaller groups while students are on their personalized learning pathway on the computer. The software is used in the district's English Language Arts and Mathematics intervention classes. Continue to provide professional development on how to design a blended learning environment using instructional software.	2015-2015	Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	60,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Implementing Renaissance Learning to support diagnostic reading assessments and students reading text at their designated reading level; increase library circulation rates to promote a culture of literacy through the Accelerated Literacy 360 program.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	106,000
1.8 Implement a district & classroom assessment data management system; create or use pre-built CCSS assessments; implement a CCSS aligned TK-12 Report Card	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	48,000
1.9 Implement Discovery Education Streaming and Science to enhance CCSS lessons with real world and digital learning	2015-2016	Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	35,000
1.10 Implement robust elective courses in the master schedule grades 6-12 (include new courses like robotics, computer science coding, etc.)	2015-2016	Teaching, Learning and Equity	Targeted-secondary schools	4000-4999: Books And Supplies	LCFF - Supplemental	30,000
1.11 Purchase and repair instruments to expand and ensure access to instrumental courses, especially to students who have been historically underserved and have limited access to music education.	2015-2016	Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	20,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.12 Implement Gifted and Talented Education (GATE) enrichment experiences for GATE identified students. Implement online gate testing to create efficiency in the GATE identification process. Provide acceleration and differentiation to students who are identified GATE with an aim of including students in the GATE program who have been historically underrepresented.	2015-2016	Teaching, Learning and Equity and Technology, Assessment, Research & Evaluation	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	LCFF - Supplemental	100,000
1.13 Begin providing teachers with training and the capacity for course development in STEAM programming.	2015-2016	Teaching, Learning and Equity	Targeted-secondary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
1.14 Provide professional development for CCSS aligned project based learning. Continue to support project based learning as a pedagogical approach across content areas in order to create real world, relevant learning experiences.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	150,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.15 Provide professional development and support to counselors grades 6-12 in order to better support students with accessing career and college pathways so that the district closes the opportunity gap for all its students.	2015-2016	Technology, Assessment, Research & Evaluation	Targeted-secondary schools	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	25,000
1.16 Provide summer school enrichment classes, intervention, credit recovery, and expanded alternative education options in order to increase graduation rates. In addition, implement pre-kindergarten summer learning opportunities to prepare our youngest learners for school. Through extended learning opportunities at all levels, students will be able to have access to intervention and acceleration outside of the regular school year.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	400,000
1.17 Purchase a variety of texts for classroom libraries and secondary courses as supplemental instructional materials to teach CCSS.	2015-2016	Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	40,000
1.18 Class size reduction to 27:1 (approaching 24:1 by 2021)	2015-2016	Human Resources	Targeted-elementary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	400,000
1.19 Fund salaries of Educational Services Division staff in order to ensure effective implementation of initiatives, systems, procedures, and support that align to district improvement efforts articulated in the strategic action plan.	2015-2016	Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	410,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.20 Increase academic counselor staffing by one full time position to improve the secondary counseling program.	2015-2016	Human Resources	Targeted-secondary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	100,000
1.21 Increase music teacher staffing by one full time position in order to expand elementary music instruction and ensure more access to enriching music education.	2015-2016	Human Resources	Targeted-elementary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	50,000
1.22 Improve and expand bilingual alternative programming in order to increase student achievement levels while simultaneously promoting biliteracy and biculturalism. Explore dual immersion programming at target elementary sites.	2015-2016	Teaching, Learning and Equity	Targeted-elementary schools English Learners	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	25,000
1.23 Implementation of Imagine Learning Language Development blended learning tool in order to promote ongoing language assessment and targeted language development instruction	2015-2016	Technology, Assessment, Research and Evaluation & Teaching, Learning and Equity	LEA-wide English Learners Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	250000
1.24 Implement TK-12 online typing curriculum in order to build digital literacy skills.	2015-2016	Technology, Assessment, Research and Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.25 Support arts specialists and art integration via professional learning and supplies to enhance arts education across TK-12 programming; all with the aim of closing the opportunity gap by providing consistent access to enriching visual arts programming.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	20,000
1.26 Provide access to outdoor education programming during key transitional periods in our students' educational pathway in order to build community, life skills, and enhance classroom learning.	2015-2016	Teaching, Learning and Equity	LEA-wide at target grade levels ALL	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	30,000
1.27 Provide after school enrichment classes in science, computer technologies, and visual and performing arts.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	100,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.28 Implemented a centralized Avid programming across secondary schools and into elementary schools, in order to foster a college going culture and necessary instructional support for students who have been historically marginalized from the college pathway.	2015-2016	Teaching, Learning and Equity	LEA-wide Low income pupils English Learners Foster Youth Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	50,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Technology
LCAP/LEA GOAL #2:
Every school in the district utilizes 21st century technology to personalize, support, improve and enhance student learning and to meet or exceed the State Common Core Standards. SLUSD will create 21st century learning environments that include opportunities for reducing the class size, personalizing students' learning, encouraging application of the 21st century competencies (critical thinking and problem solving, communication, collaboration, creativity and global competency) and formatively assessing student learning through robust implementation of technology integration.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.0 Improve the infrastructure of the district to support a seamless 1:1 learning environment by: Connecting to the city's fiber optic loop Upgrading switches and internal fiber Installing new WiFi Increasing Internet bandwidth Adding devices	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	Other	5,000,000
2.1 Ongoing payments, replacement and refresh of student and teacher devices in order to continue to maximize access to technology and technology integrated instruction with the aim of eliminating the digital divide.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental Common Core	604,000 525,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide pilot TK-3 classrooms with devices to promote small group instruction, differentiated instruction, create authentic products that demonstrate student learning, deliver online assessments, migrate to digital techbooks and establish a blended learning environment.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	100,000
2.3 Provide stipends for teacher leaders who will serve as technology integrators and specialists at sites to support digital learning in the classroom.	2015-2016	Technology, Assessment, Research & Evaluation & Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	40,000
2.4 Implement a TK-12 digital curriculum focused on developing students' digital citizenship skills and understanding of internet safety.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000
2.5 Implement softwares (i.e. Gaggle and Synergyze) to support the implementation of Google applications for education in order for students to have digital tools for communication, collaboration, and creativity.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	59,500
2.6 Increase technology support services	2015-2016	Technology, Assessment, Research & Evaluation and Human Resources	LEA-wide ALL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	140,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Community and Public Relations
LCAP/LEA GOAL #3:
All students, staff members, parents and community members will be able to communicate with the district, schools and departments in a clear, accessible, and efficient manner. Improved communication will lead to increased parental involvement and better employee engagement. Strategic partnerships with local business and city partners will contribute to the enrichment of students' educational experiences.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.0 Hire 12 Parent Facilitators II who will serve as liaisons between the families and schools, provide translation, establish welcoming parent centers, and lead the parent engagement approach (activities, workshops, universities, college and career guidance, etc.) with site administrators at every school.	2015-2016	Human Resources & Teaching, Learning and Equity	LEA-wide ALL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	450,000
3.1 Implement the PTA School Smarts community engagement program.	2015-2016	Teaching, Learning and Equity	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	50,000
3.2 Utilize adopted technologies to enhance the communication approach with families across the district (Websites, Blackboard connect, texting tools, etc.) and set a district standard for communication expectations.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	66,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Implementation of communication plan; including the hiring of a Public Information Officer to more effectively and efficiently communicate with our culturally and linguistically diverse parent community in conjunction with district wide translation services in Spanish and Chinese.	2015-2016	Superintendent	LEA-wide ALL	2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5900: Communications 3000-3999: Employee Benefits	LCFF - Supplemental	275,000
3.4 Work with local San Leandro Education Foundation (SLED) and the City of San Leandro to establish partnerships with business and community partners that can enrich students' learning experiences	2015-2016	SLUSD	LEA-wide			0

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in School Safety, Health and Wellness
LCAP/LEA GOAL #4:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure best practices in security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.0 Implement a district wide Positive Behavior Intervention System through professional development and coaching	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	175,000
			ALL	5000-5999: Services And Other Operating Expenditures		
4.1 Mental Health Services at all sites through the Coordination of Services Team (COST)	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000
			ALL	3000-3999: Employee Benefits	Other	
				5800: Professional/Consulting Services And Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Implement and support the operations, programming and management of the Student Health and Wellness Center	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 3000-3999: Employee Benefits	LCFF - Supplemental Other	315,000
4.3 Increased nursing and health support services	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	90,000
4.4 Foster youth behavioral and health services	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide Foster Youth	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	60,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Facilities
LCAP/LEA GOAL #5:
Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.0 Maintenance and Operations will ensure students have access to safe and clean facilities according to a common standard of practice across the district through training and streamlining of processes.	2015-2016	Business and Operations Division	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	12,500
5.1 Implement a deferred maintenance plan	2015-2016	Business and Operations Division	LEA-wide	6000-6999: Capital Outlay	Other	450,000
5.2 Maintenance and Operations routine maintenance	2015-2016	Business and Operations Division	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	LCFF - Base	2,400,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.3 Complete the following bond projects: Bancroft Middle School painting, parking lot repair, and door replacement Fencing Air Conditioning at McKinley and Muir Security Cameras Portable ramps Partial funding for remodeling of Health and Wellness Center	2015-2016	Business and Operations Division	LEA-wide and targeted schools ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	Other	3,700,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	141048	0.00
Site Formula Funds	41336	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Other	7,500.00
Site Formula Funds	41,336.00
Title I	141,048.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	24,548.00
4000-4999: Books And Supplies	56,500.00
5000-5999: Services And Other Operating Expenditures	2,500.00
5800: Professional/Consulting Services And Operating	40,500.00
5900: Communications	5,836.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Other	5,000.00
5000-5999: Services And Other Operating	Other	2,500.00
4000-4999: Books And Supplies	Site Formula Funds	30,500.00
5800: Professional/Consulting Services And	Site Formula Funds	5,000.00
5900: Communications	Site Formula Funds	5,836.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title I	24,548.00
4000-4999: Books And Supplies	Title I	21,000.00
5800: Professional/Consulting Services And	Title I	35,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	130,548.00
Goal 2	7,500.00
Goal 3	20,336.00
Goal 4	31,000.00
Goal 5	500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vernon L Walton Jr	X				
Bill Shepard		X			
Kellie Morris		X			
Deborah Takagawa		X			
Richard Chenault				X	
Jasmin Vega			X		
Christina Phan			X		
Taniescha La Rossa				X	
Adonna Ross				X	
Denise Wooden				X	
Cynthia Pham					X
Elaine Nguyen					X
Jared Tiamzon					X
Numbers of members of each category:	**1**	**3**	**2**	**4**	**3**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Typed Name	Signature	Date
Vernon L. Walton Jr.		
Typed Name of School Principal	Signature of School Principal	Date
Bill Shepard		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date