

SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

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.

School Name	San Leandro		
CDS Code	01-61291-6066518		
Revision Date			
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The District Governing Board approved this revision of the SPSA on			

The School's Mission & Vision Statements

District Vision Statement
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 a 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.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. 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.

John Muir Middle School
John Muir Middle School is committed to providing all students with a learning environment that encourages higher-level thinking skills, creativity, meaning-centered learning, collaborative exploration, discovery, and independent reflective work. John Muir Middle School is a school community that promotes shared decision-making, professional development, parent involvement, community involvement, and continuous learning for staff. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a rigorous core academic curriculum based on the Common Core Standards and Next Generation Science Standards that ensures access to all of our student subgroups. They collaborate and analyze data regularly to produce deeper learning opportunities for our students that includes an analysis of academic performance and language development to determine El student program needs as well as other student sub group needs. Our core value is to promote a collaborative culture where all stakeholders have voice. We believe that it is through this collaboration and voice, our students will attain positive experiences and success in our school and beyond.

The John Muir staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students. John Muir is an Advancement via Individual Determination (AVID) site, and a number of John Muir teachers have been trained in the AVID methodology. John Muir teachers receive ongoing training in AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies throughout the school year. John Muir Middle School is a caring community of teachers who are committed to providing our students with access to all opportunities. John Muir is committed to providing our students with a variety of enrichment programs to promote academic excellence, positive student behavior, and a positive climate for learning.

John Muir Mission/Vision Statement

John Muir Vision Statement - John Muir Middle School is a safe and inclusive community where everyone is actively engaged in learning.
John Muir Social Vision- Falcons Stand Up, Stand Strong, and Stand Together

Analysis of Current Instructional Program

Instruction
The instructional periods at John Muir are fifty minutes on Mondays, Tuesdays, and Thursdays, and forty-five minutes long on Wednesday and Friday. Fridays are early release days and this time is used for teacher collaboration, parent communication, and professional development. Instruction is focused on the Common Core and Next Generation Science Standards. Staff work together to meet needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to reach school goals to improve the academic performance all students, specifically English Learner (EL) students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences which foster social/emotional growth as well as develop students' communication and collaboration skills.

Site Level Professional Development
During the 2016-2017 school year, John Muir teachers participated in professional development at the district level as well as site level. At the site level, professional development occurs during a variety of meetings (faculty, departmental, grade level, cross school collaboration, admin updates). The John Muir administrators, Technology Educational Consultants

(TECS) , AVID Site team, Department Chairs, and other members of the staff facilitate on site professional development. All teachers participate in the district wide professional development days in the fall and spring that support San Leandro Unified's instructional vision of providing responsive, personalized learning pathways for college and career readiness.

Conferences and Workshops
John Muir teachers attend conferences and workshops throughout the year. Teachers have had focused professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, and Eureka Math and Designated and Integrated ELD. This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core Standards that have allowed for deeper learning opportunities for students at each grade level. Teachers have specifically also attended the Advancement via Individual Determination (AVID) Summer Institute, Alameda County Office of Education's Science Partners for Instructional Innovation (SPIFII), and Assessing Student Learning Accurately. New teachers are also provided support through John Muir's monthly new teacher meetings and the Center for Teacher Innovation.

Local and State Assessments
John Muir has administered the STAR Renaissance assessments three times throughout the 2016-2017 school year and the District interim assessment twice during the school year. The math teachers used the Eureka end of Module assessments as their district benchmark assessment. John Muir administers the SBAC to all students as their summative end of year assessment. These assessments will be used to analyze our current instructional program.

English Learners (EL)
During the 2016-2017 school year John Muir had approximately 234 EL students. The majority of the EL students speak Spanish (150) The other languages spoken in the school are Tagalog (23), Vietnamese (20), Chinese (22). Arabic, Japanese comprise the other languages spoken at the school. The number of EL students at each proficiency level are:

Level 1 (33)
Level 2 (26)
Level 3 (64)
Level 4 (75)
Level 5 (29)

Data indicates that the EL students at John Muir are underperforming in Math and ELA. The 2016 SBAC scores show that 95% John Muir EL students are not meeting standards in Math and 96% are not meeting Standards in ELA. Many of the students in the John Muir ELD program are not making progress toward language proficiency. In 2016 there was a 0.9% reclassification rate of EL students at John Muir. John Muir staff's goal is to improve the academic performance of all students, specifically the EL students to also improve the reclassification rates. Steps have already been set in motion to support this need through provided all EL students systemic language instruction throughout the instructional day. During the 2016-2017 school year, John Muir teachers have received professional development training in Designated ELD and Integrated ELD. Beginning in the 2017-2018 school year, John Muir will offer Designated ELD courses for all EL students with level 3, 4,and 5. The Designated ELD course will provide students with 30 minutes a day of English Language Development instructions. In addition to the Designated ELD instruction, all content area teachers will provide integrated language supports for their EL students. Ongoing professional development in Designated ELD and Integrated ELD will be provided for all John Muir teachers throughout the 2017-2018 school year.

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 8,620 with 12 schools (eight elementary schools, two middle schools, one comprehensive high school, and one continuation high school). For the 2016-2017 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 John 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 Advancement via Individual Determination (AVID) site. 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. Students academic program is in English Language Arts, Mathematics, Science, History, Physical Education and students can choose from among the following electives: Art, Instrumental Music, Computers, Spanish, Leadership, Independent Work Education (IWE), Drama and Choir. During the instructional day, support classes in Math and English Language Arts (ELA) are available to students that need additional support and need interventions.

John Muir has a variety of Special Education programs for students with IEPs that range from Resource Support Program, Special Day Classes for Mild Moderate and Moderate disabilities, and a Counseling Enriched class. Our Special Education Program offers push-in and inclusion models of support for our students with special needs. John Muir Middle School has a full service library media center and three computer labs with thirty-five computers each. John Muir also has 38 chromecarts with close to 1000 chromebooks for classroom use. Our student to computer ratio is 1:1.

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, basketball, soccer, softball, track, golf, tennis, wrestling, 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 and has recently performed at the Disney Magic Music Days at the Park.

The John Muir staff believes in building engaging, collaborative partnerships with our parent/guardian community. Staff members encourage parents/guardians to participate in the classroom on an ongoing basis throughout the year. From multicultural potlucks to field trips, parents/guardians are involved in school life almost daily. Parent universities such as the National PTA's School Smarts Academy, the Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), Title I parent committee and School Site Council (SSC) provide opportunities for parents to plan and participate in building parent leadership capacity that results in highly attended school-wide activities. The School Smarts Academy seven week curriculum includes information for parents to learn about how school's work in order to support/advocate for their children. This helps to build parents leadership capacity that then lends it self to involving more parents to engage meaningfully as partners in their child's education. Our ELAC meets regularly and provides a learning forum that educates parents of English Learners regarding the programs available to their students and outlines the monitoring systems in place to help support their children. ELAC also serves as one of the leadership groups that informs the School Site Council of the EL program needs in order to develop the school-wide goals reflected in the Single School Plan for Student Achievement. All parent groups participate in training, contribute to school planning and extend their influence to district-wide groups such as LCAP and DELAC. Parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the teleparent phone system. During the past year, we have improved the John Muir website. John Muir administration conducts Coffee Chats to provide an open forum for parents to receive information and ask pertinent questions on an ongoing basis and provide translation when ever possible for our multilingual community. 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!

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

John Muir Middle School is proud of the many accomplishments achieved through the past three-year LCAP cycle. The John Muir Single Plan for Student Achievement 2015-2017 executed a number actions and services aligned with the LCAP that supported the improvement of student performance. These actions and services are outlined below.

GOAL 1 Student Achievement Access Equity
John Muir has developed school-wide agreements for AVID Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies.
All teachers agreed to use the student planners and implement reading and writing WICOR strategies in their instruction
John Muir funded a Math coach to provide additional math support for the newly adopted Eureka curriculum.
John Muir increased after school enrichment opportunities by providing STEM, Theater arts, and Mandarin programs.
John Muir is extremely proud of its music program. The school has both a concert band, string orchestra, and a choir. This year the Band and Orchestra performed at Disneyland.
John Muir Science Department successfully transitioned courses to align to the Next Generation Science Standards. In the 2017-2018 school year the Science program will be implementing an integrated science program.
John Muir offered a number of Professional Development opportunities for teachers this year including PBL, PBIS, ASLA, Designated and Integrated ELD.

GOAL 2 Technology
John Muir has purchased a Mac Lab with 36 Imac computers.
John Muir has 1-1 computer ratio and is now connected to the fiberloop. The fiberloop provides John Muir with an internet infrastructure that can support all our technological needs.
John Muir has provided teacher with extensive training in technology. Platforms where teachers received training include google classroom, Illuminate, STAR Renaissance, Compass learning, Newsela.
John Muir had held a tech night where we gave away 50 refurbished computers to families in need.
John Muir has acquired a 3-D printer and a Laser cutter and will offer a high tech maker space course beginning in the 2017-2018 school year.

GOAL 3 Community Public Relations
John Muir has improved it mechanisms for communicating with parents and community through weekly phone blasts, a monthly newsletter, and the JMMS website.
The John Muir website is updated on a regular basis.
John Muir has enhanced its translation services and all phone blasts go out in Spanish and Chinese.
John Muir has trained two Parent Smarts academy cohorts for parents.
John Muir has partnered with AC transit to provide all 8th grade students with free bus passes.

GOAL 4 School Safety Health Wellness
John Muir has developed a matrix for PBIS and developed lesson about expectations in the hallways, blacktop, cafeteria, bathrooms, office to support students positive behavior expectations.
John Muir has expanded its Athletics program and now has a golf, tennis and wrestling team.

Goal 5 Facilities
John Muir purchased a new Speaker system in the gym and portable sound system for assemblies
John Muir is now connected to the Fiber loop and has the bandwidth to run all its technological devices at the same time.
John Muir has installed air-conditioning in all of its classrooms.
John Muir has upgraded the parking lot by redesigning the entrances and exit for easier flow of traffic

How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

Goal1 Student Achievement Access and Equity
Funding of a Math coach supported the transition to the new Eureka Math curriculum.
Funding tutorial programs offered student supports in core academic courses.
Funding for AVID tutors supported AVID students in their weekly tutorials and after school tutorial sessions.
Funding for professional development and teacher release time for NGSS, PBL ASLA, History Framework led to implementation of standards aligned instruction.
Funding of Instructional supplies for English History Math and Science supported all academic projects.

Goal 4 School Safety Health and Wellness
Funding for campus security increased positive culture on campus.

The actions and services that had a direct impact on student performance that led to increased performance of students was the funding of an instructional coach in math. The instructional coach provided professional development to support teachers in lesson planning, ensuring universal access to all students to math, classroom management, AVID strategies as well as how those align with the Common Core Standards. The AVID tutors supported students during and after school by providing a systemic tutorial program. Materials and supplies purchases enhanced learning experiences for all students in science courses as all courses shifted to Next Generation Science Standards. Teachers increased involvement in professional development opportunities lead to improved delivery of daily instruction.

Moving forward, in 2017-18 we plan to implement our new site goals over this next SPSA cycle. The majority of our goals fall under the Strategic Plan and Site Goal #1 Teach, Learn, and Achieve. We have outlined action items in this area ranging from the full implementation of project-based learning to improvements in our monitoring the progress of English Language Learners. In addition, we plan to continue enhancing a college and career-oriented culture, intervention supports and continual supports to strengthen the school to home connection.



GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

The San Leandro Unified School District uses multiple measures to determine the greatest needs. In addition to the CA Dashboard, the district has an established internal dashboard that all site and district administrators reference. The internal data dashboard includes both academic progress indicators as well as behavioral indicators. This dashboard is a cornerstone in our evaluation of current programs, curriculum, and services that students receive. After analysis of both the CA Dashboard and our internal local indicators of performance and progress, the following areas emerged as greatest needs.

1. SUSPENSION INDICATOR (Orange)
Asian (orange)
African American (Red)
English Learner (Orange)
Hispanic (Orange)
Socially Economically Disadvantaged (Orange)
Students with Disabilities (Red)

2. ENGLISH LANGUAGE INDICATOR (Red)

3. ENGLISH LANGUAGE ARTS INDICATOR (Orange)
African American (Red)
English Learner (Orange)

Filipino (Orange)
Socially Economically Disadvantaged (Orange)
Students with Disabilities (Red)

4.MATH INDICATOR
All students (Orange)
African American (Red)
English Learner (Red)
Filipino (Orange)
Hispanic (Red)
Socially Economically Disadvantaged (Orange)
Students with Disabilities (Orange)



2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlined in our SPSA will be taken to improve the areas of greatest need for improvement and John Muir aims to provide a counter narrative to stereotypes that marginalize many students in public education.

John Muir will:

- Provide professional development and support for culturally and linguistically responsive teaching.

John Muir will reduce the rate of suspensions and improve school climate:

- Utilize a multitiered intervention framework for academic and behavioral support
- Implement strategic parent education efforts about how to support student success at home
- Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

John Muir will address the needs of English Language Learners by:

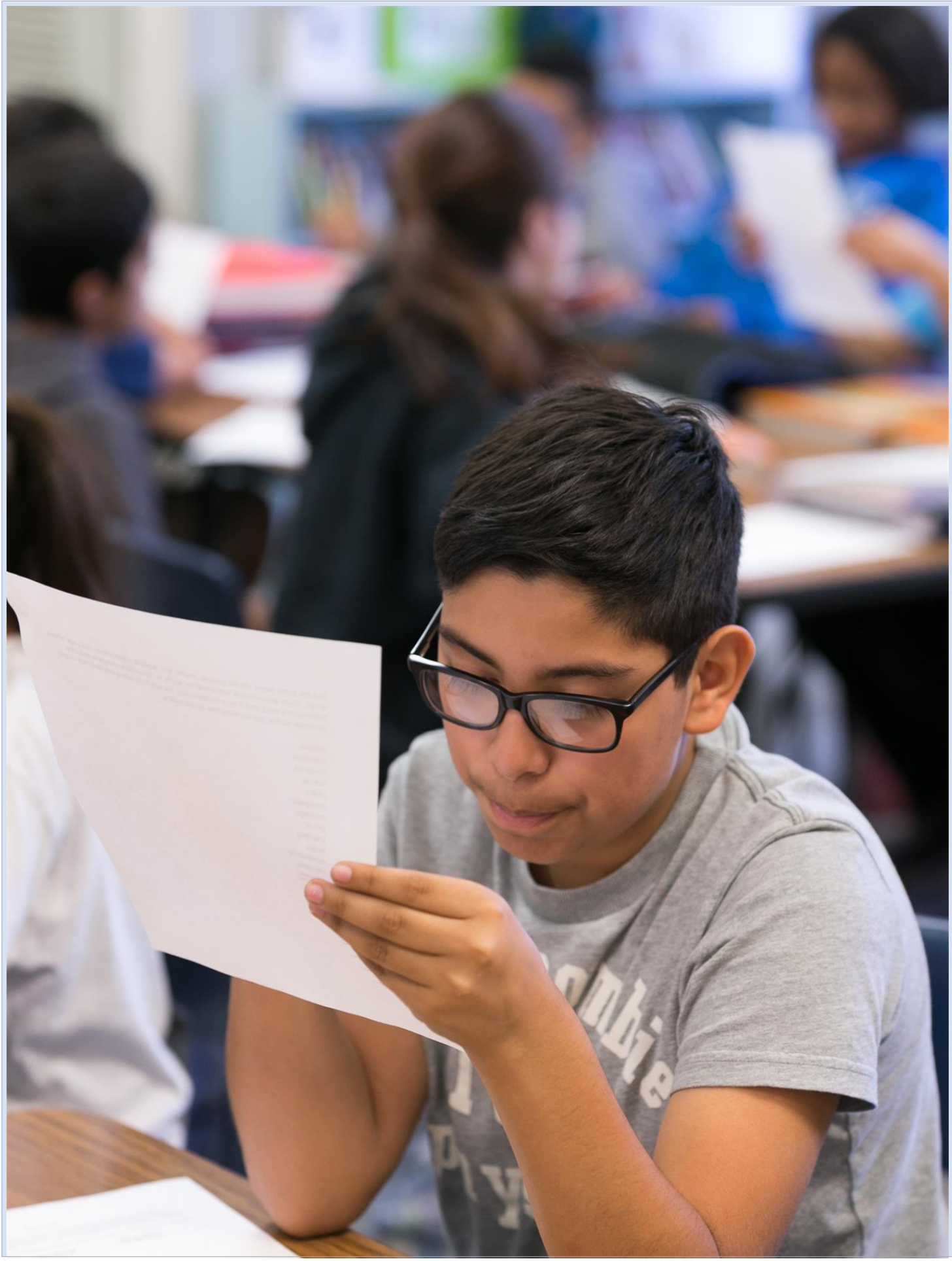
- Inspire students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms
- Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
- Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners
- Increase the reclassification rates of English Learners in order to ensure access to college going course programming
- Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents

John Muir will address the needs of improving proficiency in English Language Arts by:

- Inspire students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms
- Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
- Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs
- Implement Project-Based Learning so that every student experiences at least two project based units every academic year
- Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity)

John Muir will address the needs of improving proficiency in Math by:

- Inspire students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms
- Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum
- Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs



PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance?

The following state indicators included student groups in Orange or Red: reference district strategic plan for this section

1. SUSPENSION INDICATOR
Asian (orange)
African American (Red)
English Learner (Orange)
Hispanic (Orange)
Socially Economically Disadvantaged (Orange)
Students with Disabilities (Red)

2. ENGLISH LANGUAGE ARTS INDICTOR (Red)

3. ENGLISH LANGUAGE ARTS INDICATOR
African American (Red)
English Learner (Orange)
Filipino (Orange)
Socially Economically Disadvantaged (Orange)
Students with Disabilities (Red)

4. MATH INDICATOR
African American (Red)
English Learner (Red)
Filipino (Orange)
Hispanic (Red)
Socially Economically Disadvantaged (Orange)
Students with Disabilities (Orange)

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

After analysis of both the CA Dashboard and our internal local indicators of performance and progress, the following areas emerged as greatest needs. The steps that the school is taking to address the areas of need fall under the areas of the San Leandro Unified School Districts strategic plan. The steps are as follows.

The steps the school is planning to take to reduce the rate of suspensions are:
Goal #1 Teach Learn Achieve
Key Initiatives:

1. Responsive Engaging Pedagogy
- Provide professional development and support for culturally and linguistically responsive teaching

2. Personalized Real World Learning
- Utilize a multitiered intervention framework for academic and behavioral support

GOAL #2: Equity and Inclusion through College and Career Readiness
Key Initiatives:

1. College Connections
- Implement strategic parent education efforts about how to support student success at home

2. Socio-emotional Development
- Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

The steps the school is planning to take to address the needs of English Language Learners are:

Goal #1 Teach Learn Achieve
Key Initiatives:

1. Standards Aligned Instruction and Assessment
- Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies

2. Responsive Engaging Pedagogy
- Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners

GOAL #2: Equity and Inclusion through College and Career Readiness
Key Initiatives

1. College Connections
- Increase the reclassification rates of English Learners in order to ensure access to college going course programming

GOAL #4: Family and Community Involvement
Key Initiative:
1. Bridging Home and School
- Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents

The steps the school is planning to take to address the English Language Arts Indicator are:

Goal #1 Teach Learn Achieve
Key Initiatives:
1. Standards Aligned Instruction and Assessment
- Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
- Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs

2. Responsive Engaging Pedagogy
- Implement Project-Based Learning so that every student experiences at least two project based units every academic year

3. Personalized and Real-World Learning
- Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity)

The steps the school is planning to take to address the Math indicator are:

Goal #1 Teach Learn Achieve
Key Initiatives:

1. Standards Aligned Instruction and Assessment
- Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies

Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs

2. Responsive Engaging Pedagogy
- Implement Project-Based Learning so that every student experiences at least two project based units every academic year

3. Personalized and Real-World Learning
- Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

John Muir Middle School is committed to eliminating the opportunity gap by providing engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies and civic engagement. John Muir will continue to demonstrate this commitment to our historical underserved students through the improvement of actions and services in this plan. California Dashboard and other local measures indicate the areas of greatest need for John Muir are:

Providing all ELD students with appropriate Language supports and structures to address their language needs. (Insert Data)
Improving our overall performance in Math specifically for EL, African American and Hispanic students (Inset Data)
Improve the overall performance of students in ELA(Insert Data)
Reducing the behaviors of students that lead to suspensions specifically for African American,and Students with Disabilities . (Inset Data)

For our EL students at John Muir, our actions steps to address the areas with greatest needs for improvement will include the following:

Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners by identifying and implementing best practices in ELD instruction school-wide

Provide names of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year

Provide names to staff of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness of this issue and so appropriate academic interventions can be implemented by staff for these students

Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator support, teachers will also monitor the progress of their EL students and provide intervention to those students.

Ensure that ELL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification.

Conduct an annual evaluation to capture the progress of the EL programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Provide ongoing parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

In order decrease suspension rates, our action steps include the following:

Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions)

Strengthen the connection between general education and special education including co-teaching services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners

Implement a consistent plan of re-entry interventions for suspended students including a mandated parent, teacher, student, principal re-entry meeting, Re- Engagement plan that outlines academic and behavioral supports, behavioral contract and COST referral for follow-up counseling as a means of prevention and intervention.

The following key initiatives in the SLUSD strategic plan that will be implemented at John Muir:

1. Standards Aligned Instruction and Assessment
Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
2. Responsive Engaging Pedagogy
Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners
Bridging Home and School
Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents
Improve parent feedback loops

To ensure that all students receive language development opportunities throughout the instructional day John Muir will offer a Designated ELD course beginning in the 2017-2018 school year. The Designated ELD course will be connected to an ELA or History class will provide our non redesignated ELD students with 30 minutes a day of Designated ELD instruction. Teachers who are teaching Designated ELD course will receive ongoing professional development. To further support the Language needs of our ELD students teachers will continue training in Integrated ELD instruction. We will continue to promote our AVID schoolwide agreements and expand in this area by using AVID strategies that focus on the needs of English language learners

The steps we will take to improve the performance of our students in math.
Key initiatives
1. Standards Aligned Instruction and Assessment
Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum
2. Responsive Engaging Pedagogy
Implement Project-Based Learning so that every student experiences at least two project based units every academic year

To support the implementation of the newly adopted Eureka curriculum math teachers will access professional development for Math, To support the implementation of the new Eureka curriculum we will continue to provide professional development in the Eureka math curriculum through a math consultant.

The steps we will take to improve the performance of our students in ELA
Key initiatives

1. Standards Aligned Instruction and Assessment
Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
2. Responsive Engaging Pedagogy
Implement Project-Based Learning so that every student experiences at least two project based units every academic year

To support the implementation of the newly adopted ELA standards teachers will access professional development. We will provide History teachers with training in the new history Framework. We will also continue to provide our science teachers with release time for lesson studies as they implement

The steps we will take to reduce behaviors that lead to suspension of students
Key Initiatives:
1. Personalized Real World Learning
Utilize a multitiered intervention framework for academic and behavioral support
2. Social emotional Development
Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.



OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Barriers and challenges have surfaced during the implementation of the 2015-2017 years and these barriers and challenges have minimized the effectiveness of actions or services. One challenge that we face at John Muir is retaining staffing. Each year there seems to be a large turnover in Math and Special Education positions. As a result of this turnover, consistent training of the staff is difficult. Another barrier that has impacted the implementation of the actions and services of the 2015-2017 Single Plan for Student Achievement is getting our most struggling students to attend after school tutoring. The data from from the after school tutoring program reveled that most students attending tutoring were not students who are in urgent need of intervention.

The Corrective actions that John Muir will take to address how staff turnover impacts actions and services of this plan are in alignment with the SLUSD strategic plan:
Goal #3 Collaborative and Engaged District Culture
Key Initiative
1. Employee relations
Enhance new employee on-boarding and mentorship experiences

The Corrective actions that John Muir will take to address to improve access of students in urgent need of academic intervention is in alignment with the SLUSD strategic plan
Goal #1 Teach Learn Achieve
1. Personalized and Real Word Learning

Utilize a multitiered intervention framework for academic and behavioral support

By Initiating ongoing new teacher meetings with new teachers during their first year our aim is assimilate new staff into the culture John Muir. Our goal is to support new teachers with professional development that will improve their instructional practices. Having a first year where teachers feel supported will increase the likelihood of the teachers success and their return for the next year.



TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The John Muir Leadership Team, School Site Council, and English Language Advisory Council were all involved in the development of the SPSA. The Leadership Team SSC and ELAC all meet once a month. Over the school year the leadership team examined the STAR Renaissance data and provided feedback on the action and services of the 2015-2017 SPSA. The Leadership team also participated in the creation of the parent, staff, and student surveys and analyzed the staff survey for themes. Over the school year SSC and ELAC were given data presentations. Both the SSC and ELAC reviewed the 2015-2017 SPSA and provided feedback on the action items. SSC and ELAC school also reviewed the SPSA expenditures and made recommendations about the continuation of funding action items

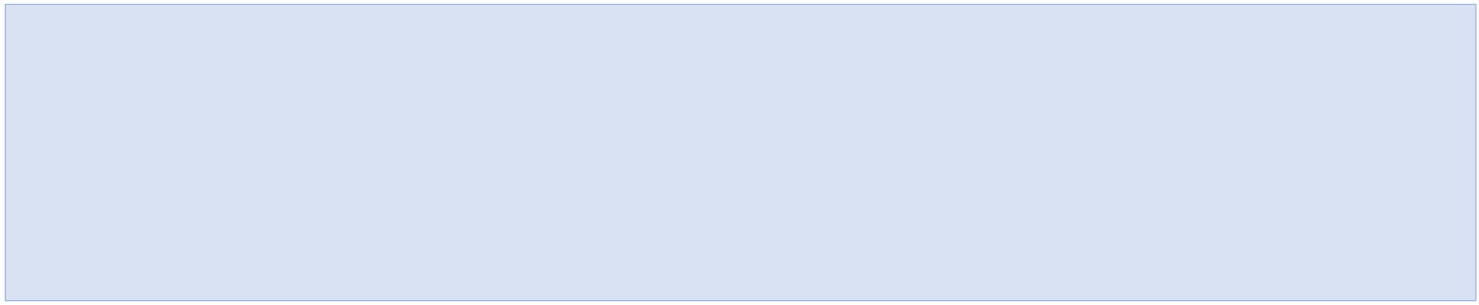
II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA was monitored throughout the year by SSC and ELAC Both of these groups met once a month. During both ELAC and SSC meetings the through structured activities the Title 1 action and services were monitored and discussed.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents and the community are very supportive of the education program at John Muir Middle School. Parents may participate in the Parent Teacher Student Organization (PTSO), School Site Council (SSC), Bi-weekly Principal Chats, Title 1 Parent groups, and the English Language Advisory Committee (ELAC). Parents also participate in a number of school-related events throughout the school year. John Muir Middle School has several partnerships with local community organizations and businesses, including Target, WalMart, Starbucks, and Wells Fargo.

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.



School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	318	325	311	319	305	318	97.8	98.2
Grade 7	316	322	311	317	307	316	98.4	98.4
Grade 8	330	324	315	307	312	307	95.5	94.8
All Grades	964	971	937	943	924	941	97.2	97.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2476.6	2479.7	4	7	26	25	28	27	41	41
Grade 7	2494.8	2506.7	3	7	25	25	26	31	44	37
Grade 8	2542.5	2525.8	7	6	31	28	36	31	25	35
All Grades	N/A	N/A	5	7	27	26	30	30	36	38

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	6	7	38	39	57	54
Grade 7	8	13	37	43	54	44
Grade 8	15	13	49	43	36	43
All Grades	10	11	41	42	49	47

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	12	12	40	44	47	44
Grade 7	15	13	42	53	42	34
Grade 8	17	13	56	43	27	44
All Grades	15	13	46	47	39	41

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	9	64	63	29	28
Grade 7	7	6	58	66	35	28
Grade 8	9	6	66	70	25	24
All Grades	8	7	63	66	29	27

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	16	18	58	54	26	27
Grade 7	12	17	52	50	36	32
Grade 8	18	18	56	52	26	30
All Grades	15	18	56	52	29	30

Conclusions based on this data:

1. Overall, achievement in ELA remained relatively steady between 2015 and 2016.
2. Overall approximately 1/3 of students are performing at or above standard in ELA in both 2015 and 2016
3. Overall achievement of students exceeding standard in ELA was under 10 percent for for the 2015-2016 school year

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	318	325	308	320	302	318	96.9	98.5
Grade 7	316	321	311	316	309	315	98.4	98.4
Grade 8	330	324	316	311	311	310	95.8	96
All Grades	964	970	935	947	922	943	97.0	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2483.6	2472.5	7	6	15	12	35	35	41	47
Grade 7	2490.0	2509.1	6	11	16	18	31	29	47	42
Grade 8	2530.2	2516.9	13	7	15	19	30	31	41	43
All Grades	N/A	N/A	9	8	15	17	32	31	43	44

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	12	8	33	31	55	61
Grade 7	11	15	35	32	54	53
Grade 8	16	12	37	42	47	47
All Grades	13	12	35	35	52	54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	6	5	46	44	47	50
Grade 7	7	12	46	49	47	39
Grade 8	12	10	56	52	32	38
All Grades	8	9	49	48	42	42

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	11	7	57	61	32	32
Grade 7	8	16	66	56	25	28
Grade 8	17	9	58	64	25	27
All Grades	12	11	60	60	27	29

Conclusions based on this data:

1. Overall, approximately 75% of students did not meet standard in math in the 2015 and 2016 school years
2. Overall approximately 1/4 of students are meeting standards in Math
3. Under 10% of students are exceeding standards in math

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		7	2	25	16	38	48	48	36	8	11	5	19	18	19
7	5		13	43	25	19	27	38	42	2	21	11	23	15	15
8	6	5	7	42	34	33	25	32	33	4	11	13	23	18	15
Total	4	4	7	36	24	31	34	40	37	5	14	9	21	17	16

Conclusions based on this data:

1.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		12	2	23	14	36	41	43	35	9	12	6	27	18	20
7	4		12	42	26	20	27	35	42	2	19	11	25	19	15
8	5	5	8	39	33	29	21	33	30	5	10	14	30	19	20
Total	3	6	7	34	23	29	30	38	36	6	14	10	27	19	18

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.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**

Conclusions based on this data:

1.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

Introduction
The data used to inform the John Muir Single plan for student achievement were collected from STAR Renaissance, SBAC, CELDT, California Dashboard, and surveys. Different surveys were developed for parents, students, and staff. The surveys were designed to gather data about student achievement, technology, customer service, student wellness, and facilities.

Data Analysis
The data that informed the Single Plan for Student Achievement was analyzed by the SSC and John Muir Leadership Team. The analysis of the survey data began in mid April of 2017. There were 64 responses to the Parent survey, 36 responses to the Staff Survey, and 233 responses to the Student Survey. Through a structured activity the School Site Council reviewed the Parent and student surveys and organized the data into themes. Through a structured activity John Muir Leadership team reviewed and analyzed the staff survey and also organized the data into themes.

Surveys

Parent Survey
The parent survey was created by John Muir administration and was reviewed and approved by the John Muir Leadership team. The parent survey was translated into Spanish and Chinese and posted on the John Muir website for four weeks during the months of March and April. Parents and community members were also given the opportunity to complete the surveys through paper copies in our school's front office. The community was also given opportunities to complete the survey during SSC, ELAC, and principal chat meetings. The parent survey was communicated to the John Muir community and families through phone blasts.

Staff Survey
The staff survey was created by the John Muir administration and was reviewed and approved by the John Muir Leadership team. The staff survey was administered during a staff meeting to the certificated staff. The staff survey was given to the classified staff over an email. The data collected from the staff survey was reviewed by the John Muir Leadership Team for themes The John Muir Leadership team has 17 members including the John Muir department chairs, AVID coordinator, administrators, Title 1 coordinator, activity directors, athletic director, and counselors.

Student Survey
The student survey was created by the John Muir administration and was reviewed and approved by the John Muir Leadership team. The student survey was administered to our 7th grade students through SSR and 233 responses were collected.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The parent survey was analyzed through a structured activity and the school site council agreed that the data indicated:

John Muir should improve the systems for sending information between teachers and home.
John Muir needs to develop an improved systematic approach to sending home flyers and notifications with students.
John Muir needs to improve parent participation and community events such as Open House and Back to School Night

The staff survey was analyzed through a structured activity with the Leadership Team to uncover the themes that emerged from the staff data. The Leadership team agreed that the themes in the data indicated that:

John Muir needs to develop tiered behavioral and academic interventions
John Muir need to improve common staff agreements
John Muir needs to continue professional Development in ELD, Block scheduling, PBIS, and Assessing Student Learning Accurately
John Muir needs to increase parent involvement

The data was reviewed by the administration and School Site Council for common themes. Two themes that resonated most loudly through the survey data was that the students feel unsafe and they struggle with respecting each others' differences. The four themes below emerged from the data

John Muir should provide students more social emotional learning experiences through assemblies, clubs and activities like Season of Service /Period of Peace.
John Muir needs to increase counseling and counseling groups, and improve campus personnel supports.
John Muir needs to offer more relevant project based learning and hands on learning projects that connect students to life experiences.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
John Muir identified its needs that aligned with Goal 1 of the San Leandro Unified Districts strategic plan through analysis of the California Dashboard 2015 and 2016, CAASPP data, CELDT, STAR Renaissance, and staff, student, and parent surveys.
John Muir Middle School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

The needs for John Muir determined from data are as follows:

- John Muir needs to ensure all English Learners have access to systematic language development throughout the instructional day.
- John Muir need to continue supporting effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science, and Social Science.
- John Muir needs to improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum
- John Muir should continue to train teachers in the Implement Project-Based Learning

Specifically John Muir's plan will support district goals:
1.1 Standards Aligned Instruction and Assessment
a. Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
b. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs
c. Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum

1.2 Responsive, Engaging Pedagogy
a.Implement Project-Based Learning so that every student experiences at least two project based units every academic year
b. Integrate technology consistently through the adopted blended learning suite
c. Provide professional development and support for culturally and linguistically responsive teaching
d. Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners

1.3 Personalized and Real-World Learning
a. Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity)
b. Utilize a multitiered intervention framework for academic and behavioral support
c. Offer enrichment experiences to enhance learning outside of the classroom
d. Promote and support teaching practices and learning experiences focused on civic engagement

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
English Language Learner Progress Indicator as reported on the CA State Dashboard. CAASPP, STAR Renaissance, District Interim Assessments	In 2015-2016 4% of our English Learners met or exceeded standard in ELA and 5% of EL students met or exceeded standard in Math	The English Learner Progress status is very low at 53.20 with a increased change at -7.30%
English Learner Reclassification rate is factored into the ELP Indicator for the state,AASPP, STAR Renaissance, District Interim Assessments	The reclassification rate for 2015-2016 was 0.9%	The reclassification rate for 2016-2017 was
Academic Indicator for Mathematics as reported on the CA State Dashboard, CAASPP, STAR Renaissance, District Interim Assessment	In 2015-2016 25% of all students met or exceeded standards on the Math portion of the CAASP.	Academic Math status is Low for all students at -67.3 points \with a change decreased change -1.40 points
Academic Indicator for English Language Arts as reported on the CA State Dashboard, CAASPP , STAR Renaissance, District Interim Assessment	In 2015-2016 33% of all students met or exceeded standards on the ELA portion of the CAASP	Academic ELA status is Low for all students -44.5 points with a change decrease of -1.50 +9

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

John Muir needs to ensure all English Learners have access to a systematic language development throughout the instructional day and provide opportunities to support ELs in the implementation with project based learning by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies. Also, provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator ELD support, teachers will also monitor the progress of their EL students and provide intervention to those students.

2017-18

Amount	5234
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so ELD teachers can participate in Professional Development. Also provides for hourly compensation for trainings that fall outside of the contractual day.
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Total benefits for certificated employees being compensated outside of the contractual day.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries John Muir will provide all ELD students with systemic language support throughout the day. The ELA and History teachers have been selected to teach a Designated ELD course through their content area. All other teachers on staff will be trained in Integrated ELD to support the language need of English Learners throughout the Instructional Day
Source	Title III
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding provides a paraeducator to support out ELD students with Language Proficiency levels of 1 and 2. This funding also supports Imagine Learning a computer program to support the Language need of EnglishLanguage Learners
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental Instructional Materials for ELA, History, Math Science
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Total Benefits for Classified employees out of Title 1
Amount	12,600
Source	Supplemental and Concentration

Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Ellevation online platform to support the monitoring of student academic progress to facilitate teachers opportunity to provide feedback on student performance that will inform intervention services.
Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental Instructional Materials for ELA, History, Math Science

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by Identifying key standards across the Eureka math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level.

Source	Title I
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures This funding will provide all math teachers access to a math consultant for ongoing professional development in Eureka math
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so Math teachers can participate in Professional Development. during the instructional day Also provides for hourly compensation for trainings that fall outside of the contractual day.
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures This funding will provide all math teachers access to a math consultant for ongoing professional development in Eureka math

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ English Learners	☐ Students with Disabilities	☐ Foster Youth	☐ Low Income

2017-18

☐ New	☒ Modified	☐ Unchanged

John Muir should continue supporting effective, consistent implementation of the newly adopted standards in ELD, ELA, Math, Science and Social Studies and implement Project-Based Learning so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meeting and/or professional learning community (PLC) times, and explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide hourly compensation for teacher who participate in after school tutoring in all content areas for students in need of academic interventions
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so ELD,ELA, Math, Science, and History teachers can participate in Professional Development. Also provides for hourly compensation for trainings that fall outside pf the contractual day.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so ELD,ELA, Math, Science, and History can participate in Professional Development. Also provides for hourly compensation for trainings that fall outside of the contractual day.

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 15

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
The AVID site team will continue to promote a college going culture and support teachers with the delivery of instruction by providing professional development in WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading)
John Muir should develop prevention and intervention programs that focus on health, wellness positive personal, social development. to reduce behaviors that lead to suspension
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 increase counseling and counseling groups, and improve campus climate with campus staff supports.
John Muir should improve staff agreements
John Muir needs to continue with professional Development in ELD, Block schedule, PBIS, Assessing Student Learning Accurately

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Suspension Indicator for Mathematics as reported on the CA State Dashboard		The Suspension status for all students is High is at 8.90% with a increased change at 1.20%
Academic Indicator for Mathematics as reported on the CA State Dashboard, CAASPP, STAR Renaissance, District Interim Assessment	In 2015-2016 25% of all students met or exceeded standards on the Math portion of the CAASP.	Academic Math status is Low for all students at -67.3 points \with a change decreased change -1.40 points
Academic Indicator for English Language Arts as reported on the CA State Dashboard, CAASPP , STAR Renaissance, District Interim Assessment	In 2015-2016 33% of all students met or exceeded standards on the ELA portion of the CAASP	Academic ELA status is Low for all students -44.5 points with a change decrease of -1.50 +9

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

John Muir will continue to promote AVID to build a college going culture. We will also provide PD in AVID methodology to support teachers with the delivery of instruction . By providing professional development in WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) and we want to continue to develop a clear definition for parents around the EL pathways that students can experience as an EL learner in middle school and those available to them as high school students.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures On going professional development in AVID methodology to move toward the implementation of WICOR strategies schoolwide. Attendance at Summer Institute
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Release time for ELD,ELA,Math,History to observe the implementation of AVID WICOR strategies.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Funding allows for teacher release time and substitutes so teacher can observe other teachers in a cycle of learning
Budget Reference Expenditure Description	3000-3999: Employee Benefits Total benefits for certificated staff when funded from site discretionary funds
Budget Reference Expenditure Description	3000-3999: Employee Benefits

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

John Muir should promote and develop prevention and intervention programs that focus on health,wellness positive personal, social development. to reduce behaviors that lead to suspensions and utilize COST process to provide site, district, and community resources for students and their families in need of interventions (i.e. Student Success Team (SST) meetings, on-site counseling, special education referrals)

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	4000-4999: Books And Supplies John Muir should provide students more social emotional learning experiences through assemblies, clubs and activities like, time capsule, and Season of Service /Period of Peace.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Monthly PBIS and toolbox trainings will be held for the staff. Teacher Hourly will be used to compensate teachers for developing lessons and attending PBIS and Toolbox meetings outside of the instructional day

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

John Muir should increase counseling and counseling groups and improve campus security with more campus supervisors and campus monitors.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Hiring of a part time campus supervisor. Part time Campus supervisor will be responsible for running the reflection room, afterschool detention, campus supervision and data entry
Budget Reference Expenditure Description	3000-3999: Employee Benefits Classified Benefits

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

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ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

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ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- Continue to use job embedded collaboration time, common agreements around \how collaboration times will be used to support the needs of students
- Recruit, hire and train tutors for AVID tutors. AVID tutors will also provide academic support for student schoolwide during after school tutoring

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
SLUSD administers the California Healthy Kids survey, every other year and reports findings to the local school board and the CA State Dashboard.		
SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard.		The Suspension status for all students is High is at 8.90% with a increased change at 1.20%

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Continue to use job embedded collaboration time and common agreements around how collaboration times will be used to support the needs of students

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Collaboration time during Faculty Meetings, Department meetings, PBIS, Grade Level Meetings, Cross School Collaboration, Block Schedule Training, Administrative Updates to provide ongoing professional development for staff in best Instructional practices.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Recruit, hire and train tutors for AVID tutors. AVID tutors will also provide academic support for student schoolwide during after school tutoring

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Hire AVID tutors for AVID Tutorials. AVID tutors will also support teachers in in afterschool tutorials

Action 3

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

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ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

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ACTIONS/SERVICES

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ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
John Muir should continue to improve the systems for sending information between teachers and home.
John Muir will continue developing a systematic approach to sending home flyers and notifications with students.
John Muir should continue to improve parent participation and community events such as Open House and Back to School Night

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall.		Continue to provide consistent, high-quality translation/interpretations at all parent events and with all school-family communications Continue to collect and compile up-to-date family contact information for effective outreach Create an online “suggestion box” or “feedback form” for schools and district websites in order to collect parent feedback

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New	☒ Modified	☐ Unchanged

John Muir should continuer improve the systems for sending information between teachers and home.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries John Muir will continue developing a systematic approach to sending home flyers and notifications with students.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries John Muir needs to improve parent participation and community events such as Open House and Back to School Night
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Translation services
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Postage

Action 2

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 3

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

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BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Continue to improve John Muir school facilities to ensure facilities they clean, well maintained, user-friendly, accessible and energy efficient.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Compliance with Williams facilities audits		Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Continue to improve John Muir school facilities to ensure facilities they clean, well maintained, user-friendly, accessible and energy efficient.

BUDGETED EXPENDITURES

2017-18

Source	Bond Monies
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Modernize the John Muir Library

Action 2

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 3

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

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2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU “a-g” requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action **11**

Students to be Served

☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Funding Sources	277,822.00	0.00	131,694.00	131,694.00
Base	44,215.00	0.00	0.00	0.00
Bond Monies	0.00	0.00	0.00	0.00
Other	20,437.00	0.00	65,588.00	65,588.00
Site Formula Funds	31,000.00	0.00	0.00	0.00
Supplemental and Concentration	28,000.00	0.00	12,600.00	12,600.00
Title I	154,170.00	0.00	53,506.00	53,506.00
Title III	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	277,822.00	0.00	131,694.00	131,694.00
1000-1999: Certificated Personnel Salaries	84,000.00	0.00	34,150.00	34,150.00
2000-2999: Classified Personnel Salaries	25,548.00	0.00	27,500.00	27,500.00
3000-3999: Employee Benefits	18,086.00	0.00	10,444.00	10,444.00
4000-4999: Books And Supplies	89,032.00	0.00	24,000.00	24,000.00
5000-5999: Services And Other Operating Expenditures	5,000.00	0.00	6,000.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	51,156.00	0.00	29,600.00	29,600.00
5900: Communications	5,000.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	277,822.00	0.00	131,694.00	131,694.00
1000-1999: Certificated Personnel Salaries	Base	14,000.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	11,916.00	11,916.00
1000-1999: Certificated Personnel Salaries	Title I	70,000.00	0.00	22,234.00	22,234.00
2000-2999: Classified Personnel Salaries	Other	1,000.00	0.00	21,500.00	21,500.00
2000-2999: Classified Personnel Salaries	Title I	24,548.00	0.00	6,000.00	6,000.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	2,389.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	237.00	0.00	6,172.00	6,172.00
3000-3999: Employee Benefits	Title I	15,460.00	0.00	4,272.00	4,272.00
4000-4999: Books And Supplies	Base	27,826.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	3,000.00	0.00	13,000.00	13,000.00
4000-4999: Books And Supplies	Site Formula Funds	30,000.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	28,206.00	0.00	11,000.00	11,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Bond Monies	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	5,000.00	0.00	6,000.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	6,200.00	0.00	7,000.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	1,000.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	28,000.00	0.00	12,600.00	12,600.00

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,956.00	0.00	10,000.00	10,000.00
5900: Communications	Base	0.00	0.00	0.00	0.00
5900: Communications	Other	5,000.00	0.00	0.00	0.00
5900: Communications	Site Formula Funds	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	75,106.00	75,106.00
Goal 2	40,088.00	40,088.00
Goal 3	6,000.00	6,000.00
Goal 4	10,500.00	10,500.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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				
Chike Udemuaze		X			
Kellie Morris		X			
Deborah Takagawa		X			
mark Halirt				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:

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