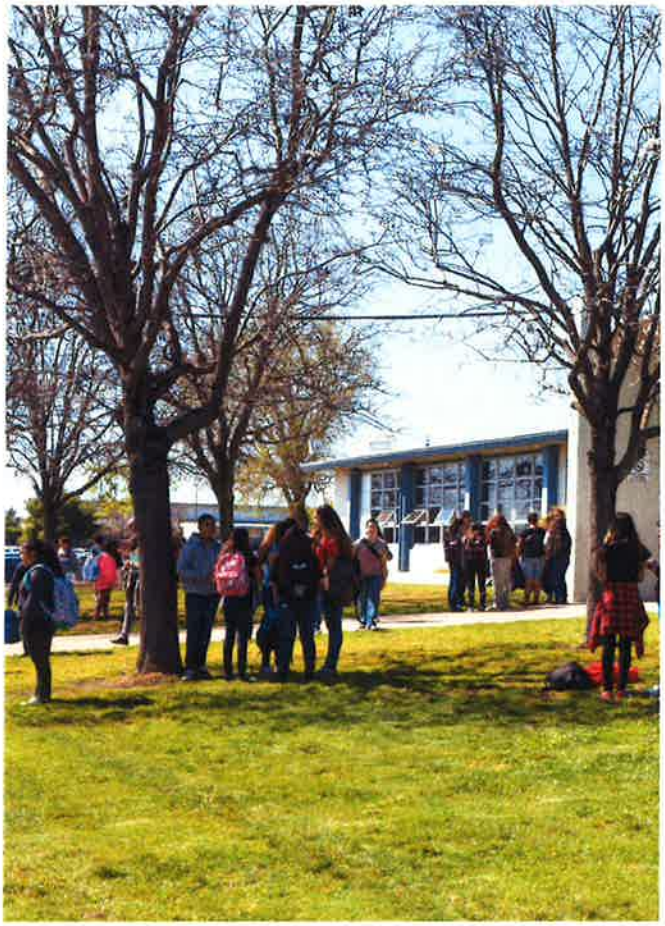


SPSA Year ☒ 2017–18

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	John Muir Middle School		
CDS Code	01-61291-6066518		
Revision Date	September 5th 2017		
Contact Name and Title	Vernon L. Walton Jr Principal	Email and Phone	vwalton@slusd.us 510-618-4400
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

DISTRICT VISION STATEMENT
The mission of the San Leandro Unified School is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation. Through the values tradition and innovation, the San Leandro Unified School District in collaboration with educators, parents, and students is committed to preparing current and future generations for life beyond school by engaging and supporting our youth to embrace the diverse cultures that make up our community.

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. The John Muir teaching faculty of highly qualified teachers are dedicated to teaching students a rigorous core academic program based on the Common Core Standards and Next Generation Science Standards. The John Muir staff regularly analyzes data to inform their instruction. Examination of data by the John Muir teaching staff includes, STAR Renaissance data, CASPP data, district interim assessment data, and CEDLT data,

JOHN MUIR MISSION VISION AND SOCIAL VISSION
John Muir Mission Statement - To prepare each student for academic, emotional, and social success.
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

AVID
John Muir is an Advancement via Individual Determination (AVID) site. A number of John Muir teachers have been trained in the AVID methodology. John Muir teachers receive ongoing professional development in AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies from the AVID site team. Through the AVID methodology John Muir Middle School is committed to providing our students with access to all college and career opportunities.

ACADEMIC EXCELLENCE
John Muir is committed to providing our students with a variety of enrichment programs to promote academic excellence, college and career readiness, positive student behavior, and a positive climate for learning. 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 every student. Our teachers strive to provide students with high quality instruction through project-based learning (PBL), blended learning, and classroom environments that are culturally responsive to students. It is John Muir's goal to provide academic programs that are rigorous, personalized, culturally responsive, and appropriately challenging for all students.

COLLABORATION
A core value of John Muir is to promote a collaborative culture where all stakeholders have voice. John Muir Middle School is a school community that promotes shared decision-making, parent involvement, community involvement, and continuous learning for staff. We believe that it is through the collaboration of students, families, staff, and the John Muir community, where we will attain positive experiences and success for all John Muir students.

INSTRUCTION
The instructional periods at John Muir are fifty minutes long 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. Staff work together to meet needs of all students by sharing resources and best instructional practices. The focus of staff collaboration is to align our instructional activities in order to improve the academic performance of all students, specifically English Learners (EL) and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers provide learning experiences which foster social/emotional growth through the development of students' communication and collaboration

skills.

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, AVID Site team, Department Chairs, and other members of the staff facilitate professional development. All teachers participate in the district wide professional development days in the fall and spring that support San Leandro Unified 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, Eureka Math, and Designated and Integrated ELD. Teachers have also attended the Advancement via Individual Determination (AVID) Summer Institute, and Alameda County Office of Education's Science Partners for Instructional Innovation (SPIFII). These conferences and workshops have supported the staff in the implementing the Common Core Standards and Next Generation Science Standards. New teachers at John Muir are provided support through John Muir's monthly new teacher meetings and through the Center for Teacher Innovation.

LOCAL AND STATE ASSESSMENTS
John Muir administered the STAR Renaissance assessments three times throughout the 2016-2017 school year and the District interim assessment twice during the 2016-2017 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 end of year summative assessment. In combination these assessments are used to analyze our instructional program.

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

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

Most John Muir English Learners scored in the Intermediate and Early Advanced levels on the 2016 CELDT. The 2016 Smarter Balanced Assessment Consortium (SBAC) shows that 95% John Muir English Learners are not meeting standards in Math and 96% of John Muir English Learners are not meeting Standards in English Language Arts. Many of the students in the John Muir English Language Development (ELD) program are not making progress toward language proficiency. In 2016 there was a 0.9% reclassification rate of English Learners at John Muir. John Muir staff's goal is to improve the academic performance English Learners and improve their reclassification rates. Steps have already been set in motion to support this need by ensuring that all English Learners receive systematic language instruction throughout the instructional day.

To support the systematic language instruction of English Learners at John Muir teachers are participating in 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 English Learners with English Language Proficiency of levels 3, 4,and 5. The Designated ELD course will provide English Learners 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 English Learners. 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 approximately 8,700 students in 12 schools, eight elementary schools, two middle schools, one comprehensive high school, and one continuation high school. John Muir is a diverse learning community and the student demographics are Latino 45%, Asian 22% , Filipino 12%, African American 10%, White 7%, two or more races 3%, and Pacific Islander 1%. For the 2016-2017 school year, approximately 1000 students were enrolled at John Muir Middle School.

The John Muir 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.

John Muir Middle School is an Advancement via Individual Determination (AVID) site. The John Muir staff promote a college-going culture among students and their families. AVID aso provides an instructional methodology that supports teachers in the implementation of Common Core State Standards and Next Generation Science Standards.

The core academic program at John Muir includes English Language Arts, Mathematics, Science, History, Physical Education and Electives. Students can choose from among the following electives: Art, Instrumental Music, Orchestra, Computers, Spanish, Leadership, AVID Independent Work Education (IWE), MakerSpace, 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 interventions.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. John Muir's student to computer ratio is 1:1.

SPECIAL EDUCATION
John Muir has a large Special Education program. The John Muir Special Education programs are a Resource Support Program, Special Day Class for Mild Moderate, Special Day Class for Moderate Severe. Our Special Education Program offers a full inclusion model to support our students with special needs.

EXTRA CURRICULAR ACTIVITIES
John Muir students participate in a variety of clubs at the school. Clubs include Rainbow Club, Black Student Union, Latinos Unidos, Asian-Pacific Islander Club, Anime Club, Spongebob Club, Improving John Muir. Athletics are available to John Muir students through our after school sports and athletic program. John Muir's athletic program includes 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 provides after school activities for 120 students. John Muir has a Performing Arts Program that includes a Concert Band, String Orchestra, Choir and Drama. Approximately 200 students participate in the Performing Arts program. We are extremely proud of our concert Band and Orchestra who has recently performed at the Disney Magic Music Days at Disneyland

PARENT ENGAGEMENT
The John Muir staff believes in building a collaborative partnership 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 provides information for parents to learn about how schools work. With a deeper understanding of how schools work parents are in a better position to advocate for their children and partner with the school to support meaningful reform.

Parent Teacher Student Organization (PTSO), English Learner Advisory Committee (ELAC), Title I parent committee and School Site Council (SSC) also provide opportunities for parents on participate. The School Site Council meets once a month to evaluate and develop the school-wide goals reflected in the Single School Plan for Student Achievement. The

English Learner Advisory Committee (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.

All parents that participate on the School Site Council or English Learner Advisory Committee receive training that supports the parents in contributing to school planning. Parents can extend their influence and participate on district-wide groups such as Local Control Accountability Plan (LCAP) and District English Learner Advisory Committee (DELAC). Parents who participate on these committees also receive training.

COMMUNICATION
John Muir parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the teleparent phone system. Information is also disseminated through the John Muir website. The biweekly Coffee Chats to provide an open forum for parents to receive information from the principal and ask pertinent questions. Both Spanish and Chinese translation is available at the Coffee chats and whenever 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.
John Muir increased its 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 Project Based Learning (PBL) , Positive Behavior Supports and Intervention (PBIS), Assessing Student Learning Accurately (ASLA,) Designated English Language Instruction and Integrated English Language Insnuction 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 teachers with extensive training in technology. Platforms where teachers received training include Google Classroom, Illuminate, STAR Renaissance, Compass learning, and 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.

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
John Muir provided funding for a Math coach who provided support for the transition to the new Eureka Math curriculum.
John Muir provided funding for a tutorial programs to support students in all core academic courses.
John Muir provided funding for AVID tutors supported AVID students in their weekly tutorials and after school tutorial sessions.
John Muir provided funding for professional development and teacher release time for NGSS, PBL ASLA, History Framework led to implementation of standards aligned instruction.
John Muir provided funding for Instructional supplies to support English, History, Math, and Science academic projects.

Goal 4 School Safety Health and Wellness
John Muir provided funding for part-time campus safety officer to increase a positive culture on campus.

An actions that had a direct impact on student performance and 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, and classroom management. In addition the AVID tutors supported students during and after school by providing a systemic tutorial program. Materials and supplies purchases through Title 1 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 continue our growth and set new site goals over the next SPSA cycle. The majority of our new goals will fall under the 2017 2018 Strategic Plan and Site Goal #1 Teach, Learn, and Achieve. We have outlined action items to achieve this goal 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 of our students. In addition to the California Dashboard, the district has an established internal dashboard that all site and district administrators can reference for data. The internal data dashboard includes both academic progress indicators as well as behavioral indicators. This internal dashboard is a cornerstone in our evaluation of our current programs, curriculum, and services that students receive.

Through an analysis of the California Dashboard the following areas emerged as areas of greatest need.

SUSPENSION INDICATOR
The indicator for Suspension at John Muir is (Orange) which equals a status level of high.

Within the suspension indicator, African American students and students with disabilities are in the (Red) category which equals a status level of very high.
Asian students, English Learners (EL) , Hispanic students, and socially economically disadvantaged students (SED), fall within the (Orange) area or status level equal to high.

ENGLISH LANGUAGE INDICATOR
The indicator for English Language Learners is (Red) indicating a status level of very high

ENGLISH LANGUAGE ARTS INDICATOR

The indicator for English Language Arts is (Orange) indicating a status level of high

The indicators for African American and Students with Disabilities in English Language Arts is (Red) indicating a status level of very high. The indicators for English Learners, Filipino students, and Socially Economically Disadvantaged students, in English Language Arts are (Orange) indicating a status level of high.

MATH INDICATOR
The overall indicator for math is (Orange) indicating a status level of high

The indicators for African American students English Learner and Hispanic students in Math are (Red) indicating a status level very high. The overall Indicator for Filipino students, Socially Economically Disadvantaged students (SED), and Students with Disabilities are (Orange) indicating a status of high.



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

Below are actions outlined in our Single Plan for Student Achievement to improve our performance in our areas of greatest need. The action items that address each area of greatest need fall within the goals of the San Leandro Unified School District's Strategic goals

John Muir aims to provide responsive and engaging pedagogy by implementing Project based Learning, Blended Learning, and providing by staff professional development to support for culturally and linguistically responsive teaching.

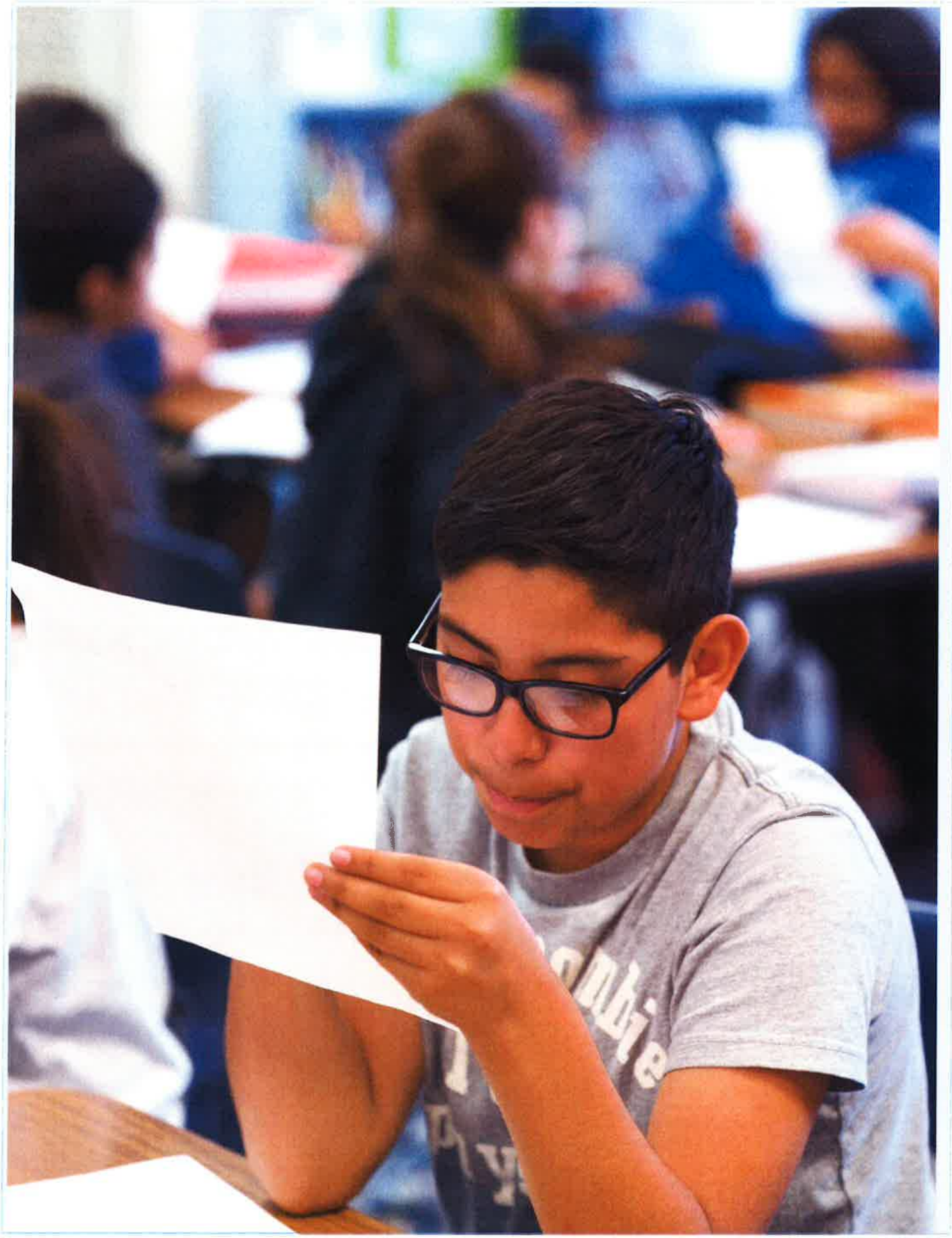
John Muir will reduce the rate of suspensions and improve school climate by:
Utilizing a multitiered Integration intervention student Supports (MIISS) framework for academic and behavioral support
Implementing strategic parent education efforts about how to support student success at home
Promoting prevention and intervention programs that focus on health, wellness and positive personal, social development.

John Muir will address the needs of English Language Learners by:
Inspiring students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms
Supporting the effective, consistent implementation of newly adopted standards in English Language Arts , Math, English Language Development, Science, and Social Studies

Focusing on ensuring access to systematic language development opportunities throughout the instructional day for our English learners
Increasing the reclassification rates of English Learners in order to ensure access to college going course programming
Deepening the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents

John Muir will address the needs of students in English Language Arts and Math by:
Inspiring students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms
Supporting the effective, consistent implementation of newly adopted standards in English Language Arts, Math, English Language Development, Science and Social Studies
Assessing 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
Implementing Project-Based Learning so that every student experiences at least one project based units during the 2017-2018 school year
Promoting an instructional delivery model that develops the global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity)

J



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?

SUSPENSION INDICATOR
The indicator for Suspension at John Muir is (Orange) which equals a status level of high.

Within the suspension indicator, African American students and students with disabilities are in the (Red) category which equals a status level of very high.
Asian students, English Learners (EL) , Hispanic students, and socially economically disadvantaged students (SED), fall within the (Orange) area or status level equal to high.

ENGLISH LANGUAGE INDICATOR
The indicator for English Language Learners is (Red) indicating a status level of very high

ENGLISH LANGUAGE ARTS INDICATOR
The indicator for English Language Arts is (Orange) indicating a status level of high

The indicators for African American and Students with Disabilities in English Language Arts is (Red) indicating a status level of very high. The indicators for English Learners, Filipino students, and Socially Economically Disadvantaged students, in English Language Arts are (Orange) indicating a status level of high.

MATH INDICATOR
The overall indicator for math is (Orange) indicating a status level of high

The indicators for African American students English Learner and Hispanic students in Math are (Red) indicating a status level very high. The overall Indicator for Filipino students, Socially Economically Disadvantaged students (SED), and Students with Disabilities are (Orange) indicating a status of high.

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

Through an analysis of both the California Dashboard and the San Leandro Unified School District local indicators of performance and progress, the following areas emerged as greatest needs.

SUSPENSIONS
John Muir is planning to address the Suspensions indicator by taking the following actions:
Providing all students a responsive, personalized and engaging pedagogy by implementing Project Based Learning (PBL), increasing blended learning opportunities for students, and providing staff professional development in culturally and linguistically responsive teaching.
Utilizing the San Leandro Unified School district Multitiered Integration Intervention Support System (MIISS) for academic and behavioral support.
providing parent education efforts about how to support student success at home.
Implementing prevention and intervention programs that focus on social emotional development, health, wellness and positive personal, social development.

ENGLISH LEARNERS
John Muir is planning to take the following actions to address the needs of English Language Learners:
Increase the reclassification rates of English Learners in order to ensure access to college going course programming
Ensure the access to systematic language development opportunities throughout the instructional day for all English Learners
Ensure consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies
Promote Family and Community Involvement in school and deepening our parents and stakeholders understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents.

ELA and MATH
John Muir is planning to to take the following actions to address the needs of students in the English Language Arts and Math Indicators:
Support the effective, consistent implementation of newly adopted standards in English Language Arts (ELA), Math, English Language

Development (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)

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 for students that emphasize academic excellence, global competencies and civic engagement. John Muir will continue to demonstrate its commitment to our historical underserved students through the implementation of actions and services in this Single Plan for Student Achievement. The areas of need that this Single Plan for Student Achievement will address are Suspensions, English Learners, Math, and English Language Arts

SUSPENSIONS
The Suspension indicator for African American Students and students with disabilities are (Red) indicating a status level of very High. To address the Suspension indicator John Muir will initiate the following actions:
Reduce behaviors of students that lead to suspensions through utilizing a multitiered intervention framework for academic and behavioral support.
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 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

ENGLISH LEARNERS
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 course 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 in Designated ELD, while teachers who are not teaching a Designated ELD course will receive ongoing training in Integrated ELD. In addition John Muir will implement the following actions to support the Language needs of our English Learners.

Providing all English Learners with appropriate language supports and structures to address their language needs.
Ensuring access to systematic language development opportunities throughout the instructional day for our English learners
Identifying and implementing best practices in English Language Development instruction school-wide
Providing 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.
Providing 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
Providing 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
Providing supports for English Learners across all content areas of the curriculum through 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.
Ensuring that EL 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.
Conducting 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.
Providing 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
Implementing 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 support
and COST referral for follow-up counseling as a means of prevention and intervention.

MATH
To support the implementation of the newly adopted Eureka curriculum math teachers will access professional development for Math. John Muir will also initiate the following action steps to address the math indicator.

Continue to provide professional development in the Eureka math curriculum and AVID methodology
Improve our overall performance of students in Math specifically improving the performance of, African American students, students with disabilities and Hispanic students
Support the effective, consistent implementation of newly adopted standards in English Language Arts (ELA), Math, English Language Development. (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)

ENGLISH LANGUAGE ARTS
To address the English Language Arts indicator John Muir will initiate the following action steps
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



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 Single Plan for Student Achievement and these barriers and challenges have impacted the effectiveness of the actions and services in the plan. One challenge that we face at John Muir is consistent staffing. Each year there is a large turnover of teachers in Math and Special Education As a result of this turnover, consistent training of the staff is difficult.

Another barrier that has impacted the implementation of actions and services in 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 revealed that most students attending tutoring were not students who are not in urgent need of intervention.

Corrective actions that John Muir will take to address staff turnover are in the actions and services of this 2017-2018 Single Plan for Student Achievement. These actions and services align with the San Leamdro Unified School District strategic plan: The corrective actions are as follows

Enhance new employee on-boarding and mentorship experiences

Initiate ongoing new teacher meetings with new teachers during their first year. Our aim is assimilate new staff into the culture of John Muir and 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.

The Corrective actions that John Muir will take to address to improve access of students in urgent need of academic intervention is:

Utilize a multitiered Integration intervention support system framework for academic and behavioral support



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 (SSC), and English Language Advisory Committee (ELAC) participated in the development of the 2017-2020 Single Plan for Student Achievement. The John Muir Leadership team also participated in the development of the parent survey, staff survey, and student survey. The data from these surveys inform the actions and services included in the 2017-2020 Single Plan for Student Achievement.

The John Muir Leadership Team, School Site Council, and English Language Advisory Committee meets once a month Throughout the 2016 2017 school year each of these bodies reviewed CAASPP data, STAR Renaissance data, CELDT data, and participated in structured activities to uncover themes from the data. The themes uncovered by the John Muir Leadership team, School Site Council and English Learner Advisory Committee informed the action steps in the 2017-2020 Single Plan for Student Achievement. The School Site Council and and English Language Advisory Committee also reviewed the expenditures over the 2016-2017 school year and made recommendations about 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 Single Plan for Student Achievement was monitored throughout the 2016-2017 school year by both the School Site Council (SSC)and English ;Learner Advisory Committee (ELAC) Both of these groups met once a month. During both ELAC and SSC meetings Title 1 action and services were evaluated through structured activities.for their effectiveness.

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 Learner 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	
	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		% Standard Met		% Standard Nearly		% 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. The achievement of John Muir students in ELA remained relatively steady between 2015 and 2016.
2. Approximately 1/3 of John Muir students are performing at or above standard in English Language Arts in both 2015 and 2016
3. Less than 10 percent of John Muir students were exceeding standard in English Language during 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	
	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		% Standard Met		% Standard Nearly		% 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. Approximately 75% of John Muir students did not meet standard in math in the 2015 and 2016 school years
2. Approximately 1/4 of John Muir students are meeting standards in Math
3. Less than 10% of John Muir 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. At John Muir there are a high number of English Learners in the Intermediate-Early Advanced Level
2. Almost half of the sixth grade English learners at John Muir are performing at the intermediate level (48%). Targeted instruction with designated ELD and integrated ELD is necessary at these levels to improve student achievement.
3. Seventh and eighth grade English Learner groups have the highest number scoring at the Early Advanced Level. Ongoing monitoring of these students have been prioritized in order to support students' meeting criteria for reclassification.

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 English Learners at John Muir in the Intermediate-Early Advanced Level.
2. Almost half of the sixth grade students at John Muir are performing at the intermediate level (48%). Targeted instruction in ELD and ongoing monitoring is needed to support reclassification of these students.
3. Seventh and eighth grade English Learner groups at John Muir have the highest number scoring at the Early Advanced Level. language instruction needs to be targeted to support reclassification of these students.

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**
2016-17	7	2.4%
2015-16	13	7.9%
2014-15	36	20.9%

Conclusions based on this data:

1. The number of English Learners who met reclassification criteria at John Muir has decreased over the past three years.
2. Less than 3% of English Learners at John Muir were reclassified in the 2016-2017 school year.
3. Over 20% of John Muir English Learners were reclassified in 2014-2015.

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 School Site Council (SSC) English Learner Advisory Committee (ELAC) 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 and English Learner Advisory Committee reviewed the parent and student surveys and organized the data into themes. Through a structured activity John Muir Leadership team 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?

PARENT SURVEY
The parent survey was analyzed by the School Site Council, English Language Advisory Committee, and John Muir Leadership team through a structured activity. The data indicated:

John Muir should improve the systems for sending information between teachers and home.
John Muir needs to make explicit the process for 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

STAFF SURVEY
The staff survey was analyzed by the John Muir Leadership Team through a structured activity. 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

STUDENT SURVEY
The student survey 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 aligned the actions of the 2017-2020 Single Plan for Student Achievement with the San Leandro Unified District's 2017-2020 strategic plan. The data that informed the actions in the John Muir Single Plan for Student Achievement were uncovered through analysis of the California Dashboard, CAASPP data, CELDT, STAR Renaissance, District Interim assessments. and staff, student, and parent surveys.

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 needs 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 newly adopted Eureka math curriculum
John Muir should continue to 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
John Muir should continue to train teachers in the implementation of Project-Based Learning
John Muir should continue to explore how to integrate technology consistently through the adopted blended learning suites.
John Muir should provide professional development and support for culturally and linguistically responsive teaching
John Muir will continue to promote an instructional delivery model that develops students global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity)
John Muir will utilize Multi-Tiered Integration Intervention and Student Support (MIISS) framework to provide for academic and behavioral support for students
John Muir will continue to offer enrichment experiences to enhance learning outside of the classroom
John Muir will 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 systematic language development throughout the instructional day and provide opportunities to support English Learners by providing Professional Development for staff that includes an emphasis on English Language Development (ELD) standards and language acquisition strategies. Also John Mir needs to provide supports for English Learners students across all content areas of the curriculum by providing Integrated English Language Development 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 English Learner 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	$5,234

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so English Language Development teachers can participate in Professional Development. Also provides for hourly compensation for trainings that fall outside of the contractual day.
Amount	$2,612
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 English Language Development (ELD) students with systemic language support throughout the day. The English Language Arts 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
Amount	$18,000
Source	Title III
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding provides a paraeducator to support our English Language Development (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
Amount	$11,000
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental Instructional Materials for English Language Arts, History, Math Science
Amount	$1,660
Source	Title I
Budget Reference Expenditure Description	3000-3999: Employee Benefits Total Benefits for Classified employees out of Title 1
Amount	$12,600
Source	Title III

Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Identify students who are English Learners 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.
Amount	$100,000
Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Instructional Coach with expertise in language acquisition instruction that will provide ongoing professional development.
Amount	$11,000
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.

Amount	$10,000
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
Amount	$2,000
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.
Amount	$3,000
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 English Language Development , English Language Arts, 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

Amount	$8,000
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
Amount	$4,000
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so English Language Development, English Language Arts, Math, Science, and History teachers can participate in Professional Development. Also provides for hourly compensation for trainings that fall outside pf the contractual day.
Amount	$4,000

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provides for substitutes so English Language Development, English Language Arts, 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

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 English Language Development, Block schedule, Positive Behavior Intervention Supports, 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 Advancement via Individual Determination (AVID) to build a college going culture. We will also provide professional development in AVID methodology to support teachers with the delivery of instruction by providing professional development in WICOR strategies . John Muir will continue to develop a clear definition for parents around the English Learner pathways that students can experience as an English Learner in middle school and those available to them as high school students.

BUDGETED EXPENDITURES

2017-18

Amount	$4,000
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures On going professional development in Advancement via Individual Determination (AVID) methodology to move toward the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading)strategies schoolwide. Attendance at Summer Institute
Amount	$3,000
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Release time for English Language Development ,English Language Arts ,Math, and History to observe the implementation of AVID WICOR strategies.
Amount	$4,000
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
Amount	$1,607
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 Coordination of Services Team (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

Amount	$2,000
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.
Amount	$3,916
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

Amount	$17,000
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
Amount	$4,565
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

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:
John Muir should continue to use job embedded collaboration time, common agreements around how collaboration times will be used to support the needs of students
John Muir should continue to recruit, hire and train tutors for Advancement via Individual Determination (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

John Muir should 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, Positive Behaviors Intervention and Support (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

John Muir should continue to recruit, hire, and train tutors for Advancement via Individual Determination tutors (AVID). AVID tutors will also provide academic support for student schoolwide during after school tutoring

BUDGETED EXPENDITURES

2017-18

Amount	$6,000
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Hire Advancement via Individual Determination (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

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

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
Amount	$4,500
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Translation services
Amount	$6,000
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

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

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

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

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 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	229,274.00	0.00	249,694.00	249,694.00
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
Supplemental and Concentration	28,000.00	0.00	0.00	0.00
Title I	136,622.00	0.00	53,506.00	53,506.00
Title III	0.00	0.00	130,600.00	130,600.00

* 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	229,274.00	0.00	249,694.00	249,694.00
1000-1999: Certificated Personnel Salaries	74,000.00	0.00	134,150.00	134,150.00
2000-2999: Classified Personnel Salaries	23,000.00	0.00	45,500.00	45,500.00
3000-3999: Employee Benefits	18,086.00	0.00	10,444.00	10,444.00
4000-4999: Books And Supplies	54,032.00	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	50,156.00	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	229,274.00	0.00	249,694.00	249,694.00
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	60,000.00	0.00	22,234.00	22,234.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	100,000.00	100,000.00
2000-2999: Classified Personnel Salaries	Other	1,000.00	0.00	21,500.00	21,500.00
2000-2999: Classified Personnel Salaries	Title I	22,000.00	0.00	6,000.00	6,000.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	18,000.00	18,000.00
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	Title I	23,206.00	0.00	11,000.00	11,000.00
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	Other	6,200.00	0.00	7,000.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	28,000.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,956.00	0.00	10,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	12,600.00	12,600.00
5900: Communications	Other	5,000.00	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	193,106.00	193,106.00
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				
Debra Takagawa		X			
Mark Hamilton			X		
Rose Boos		X			
Jasmine Vega			X		
Jose Placencia				X	
Chike Udemezue				X	
Jodie Maquez				X	
Janelle Sanchez					X
Jenelle Sanchez					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.		8/21/17
Typed Name of School Principal	Signature of School Principal	Date
Kellie Morris		8/21/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date