School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	John Muir Middle School
Address	1444 Williams St. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6066518
Principal	Vernon L. Walton Jr, Ed.D
District Name	San Leandro Unified School District
SPSA Revision Date	January 2019
Schoolsite Council (SSC) Approval Date	June 7, 2019
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

JOHN MUIR MISSION VISION AND SOCIAL VISION
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

John Muir Middle School is an Advancement via Individual Determination (AVID) site. The AVID program promotes a college-going culture through an instructional framework 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,Maker Space, Spanish, Leadership, AVID, ELD, Independent Work Education (IWE), Drama, Symphonic Band, Orchestra, and Choir. During the instructional day, John Muir Middle School has a full-service multimedia center including a 3-D printer and laser cutter. John Muir also has a thriving Athletic program that includes softball, track and field, boys/girls basketball, boys/girls volleyball, flag football, wrestling, cross county, tennis, and golf. With a 1:1 computer ratio John Muir 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. Our teaching faculty of highly qualified teachers is dedicated to teaching students a rigorous core academic program that will prepare students for the rigors of high school. The John Muir staff regularly analyzes data to inform their instruction. Analysis of data by the John Muir teaching staff includes examination of STAR Renaissance data, CAASPP data, district interim assessment data, surveys, and ELPAC data.

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 to promote 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 WICOR,Project Based Learning (PBL), blended learning, and PBIS leading to 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 foster a collaborative community where all stakeholders have a voice. John Muir Middle School is a school community that promotes shared decision-making, parent involvement, and community involvement. 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 were fifty minutes long on Mondays, Tuesdays, and Thursdays, and forty-five minutes long on Wednesday and Friday. Fridays were early release days and this time was used for teacher collaboration, parent communication, and professional development. 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
John Muir teachers were provided with a number of opportunities to grow professionally and improve. 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 sessions. In addition, 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. Classified staff also participates in a variety of tradings throughout the school year.

CONFERENCES AND WORKSHOPS
John Muir teachers attend conferences and workshops throughout the year. Teachers focus their professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning,

Eureka Math, Studysync, Integrated ELD and Designated ELD. Many John Muir teachers have attended a Advancement via Individual Determination (AVID) Summer Institute. Our Science teachers work closely with the Alameda County Office of Education as they have transitioned to the Next Generation Science Standards. 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 school year and a District interim assessment. In addition, John Muir math teachers use Eureka end of Module assessments as a district benchmark assessment. John Muir administers the SBAC to all students as their end of year summative assessment. In combination the above assessments are used to analyze our instructional program.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents and the community are very supportive of the SPSA review at John Muir Middle School. Parent participation included feedback and input from various parent groups such as Parent Teacher Student Organization (PTSO), School Site Council (SSC), Bi-weekly Principal Chats, Title 1 Parent groups, and the English Language Advisory Committee (ELAC).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.2%	0.40%	1	2	4
African American	9.8%	9.5%	9.65%	95	92	96
Asian	21.0%	23.3%	22.31%	203	226	222
Filipino	12.3%	11.7%	11.66%	119	113	116
Hispanic/Latino	45.1%	43.9%	44.62%	437	426	444
Pacific Islander	1.8%	1.7%	1.61%	17	16	16
White	6.9%	6.5%	6.63%	67	63	66
Multiple/No Response	3.1%	%	0.10%	30		1
			Total Enrollment	969	970	995

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	213	230	277	22.0%	23.7%	27.8%
Fluent English Proficient (FEP)	379	350	337	39.1%	36.1%	33.9%
Reclassified Fluent English Proficient (RFEP)	13	2	7	7.9%	0.9%	3.0%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
995	**67.5%**	**27.8%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	277	27.8%
Foster Youth	3	0.3%
Homeless	8	0.8%
Socioeconomically Disadvantaged	672	67.5%
Students with Disabilities	156	15.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	96	9.6%
American Indian	4	0.4%
Asian	222	22.3%
Filipino	116	11.7%
Hispanic	444	44.6%
Two or More Races	30	3.0%
Pacific Islander	16	1.6%
White	66	6.6%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Green	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	6	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
34.4 points below standard	65.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.8 points	Declined -14.6 points	2 students
938 students	381 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	48.8 points below standard	128.4 points below standard
9 students	Declined -11.4 points	Declined -11.9 points
	632 students	142 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Green	 Orange
74.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	20.7 points above standard	7.3 points below standard
Declined -13.2 points	1 students	Declined -6.6 points	Declined -8.1 points
89 students		213 students	109 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	 No Performance Color	 Orange
58.9 points below standard	37 points below standard	36.7 points below standard	48 points below standard
Declined -8.5 points	Declined -7.7 points	Increased 51.3 points	Declined -13.2 points
415 students	30 students	16 students	65 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.9 points below standard	3.9 points below standard	37.3 points below standard
Declined -12.6 points	Declined -11.6 points	Declined -4.6 points
225 students	156 students	357 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
65 points below standard	91.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.2 points	Maintained -2 points	2 students
939 students	381 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	78.5 points below standard	158.4 points below standard
9 students	Maintained 0.6 points	Increased 4.9 points
	633 students	142 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Green	 Yellow
120.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	7.9 points above standard	40.9 points below standard
Maintained -1.4 points	1 students	Maintained 2.8 points	Increased 7.7 points
89 students		213 students	109 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	 No Performance Color	 Orange
92.9 points below standard	68.6 points below standard	72.3 points below standard	85 points below standard
Maintained 1.2 points	Maintained 1.9 points	Increased	Maintained 1.7 points
416 students	30 students	57.4 points 16 students	65 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
131.5 points below standard	34.6 points below standard	74.7 points below standard
Maintained -2.4 points	Increased 4.3 points	Maintained 2.5 points
225 students	156 students	357 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
235	48.1%	29.4%	11.9%	10.6%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	4	0	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	 Orange	 No Performance Color
9% chronically absent	12.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 2.1%	Increased 2.7%	5 students
1009 students	282 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Yellow	 Orange
36.4% chronically absent	10.4% chronically absent	21.9% chronically absent
11 students	Declined 2.3%	Declined 2%
	690 students	169 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Yellow	No Performance Color	Blue	Blue
17% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0.9% chronically absent	1.7% chronically absent
Declined 5.9%	3 students	Declined 1.3%	Declined 3.5%
100 students		225 students	117 students

Hispanic	Two or More Races	Pacific Islander	White
			
Yellow	Yellow	No Performance Color	Orange
11.2% chronically absent	14.3% chronically absent	12.5% chronically absent	16.4% chronically absent
Declined 2.1%	Declined 2.9%	Declined 12.5%	Increased 3.3%
446 students	35 students	16 students	67 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
9.2% suspended at least once	10.5% suspended at least once	Less than 11 Students - Data Not
Declined -2.2%	Increased 0.9%	5 students
1025 students	286 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
8.3% suspended at least once	10.6% suspended at least once	14% suspended at least once
Declined -28%	Declined -3.5%	Declined -3.2%
12 students	699 students	172 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 Green	 Orange
25.2% suspended at least once	Less than 11 Students - Data 3 students	4% suspended at least once	5.9% suspended at least once
Declined -5.1%		Declined -1.6%	Increased 4.2%
103 students		226 students	118 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Orange	 No Performance Color	 Orange
8.1% suspended at least once	14.3% suspended at least once	10.5% suspended at least once	11.9% suspended at least once
Declined -3.4%	Declined -15.4%	Declined -7.1%	Increased 4%
454 students	35 students	19 students	67 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
9.3% suspended at least once	11.4% suspended at least once	9.2% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

John Muir aligned the actions of the this Single Plan for Student Achievement with the San Leandro Unified District's 2017-2020 strategic plan.

To meet the SLUSD Strategic goal 1 John Muir should take actions in the following areas:
Ensuring that all English Learners have access to systematic language development throughout the instructional day.
Supporting effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science, and Social Science.
Improving performance outcomes for students in the area of mathematics through the systematic implementation of the Eureka math curriculum.
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 the needs of students.
Continue developing staff capacity in Project Based Learning
Providing professional development that supports culturally and linguistically responsive teaching
Utilizing the SLUSD Multi-Tiered Integration Intervention and Student Support (MIISS) framework to provide for academic and behavioral support for students
Continuing to offer enrichment experiences to enhance learning outside of the classroom

Goal was informed by

SLUSD Strategic Goal 1: Teach learn and Achieve
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. The data that informed the John Muir Single Plan for Student Achievement were uncovered through an analysis of the California Dashboard, CAASPP, ELPAC, STAR Renaissance, District Interim Assessments, and staff, student, and parent surveys.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics	LCFF Priority 1 - Basic Conditions • Meet Basic Conditions by maintaining 100% through Williams Audit and ensure 100% of all teachers appropriately assigned LCFF Priority 2 - Implementation of State Standards • Ensure the implementation of State Standards by building teacher instructional capacity in ELA, Math, ELD, Science, and Social Science.

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement the AVID College Readiness System (ARCS) to support the coherent, consistent implementation of a high quality instructional program aligned with Common Core States Standards (CCSS),Next Generation Science Standards (NGSS),]21st century learning competencies, and the SLUSD Strategic goals.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
AVID Coordinator
AVID Site Team

Proposed Expenditures for this Strategy/Activity

Amount	4559
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site License fee for AVID
Amount	2000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Build the capacity of the teaching staff through participation at the AVID Summer institute. Provide release time for teachers to observe WICOR strategies in other classrooms.
Amount	7560
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	AVID Site Coordinator hourly compensation. Site Coordinator will facilitate professional development in AVID WICOR methodology
Amount	6000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Recruit, hire and train tutors for Advancement via Individual Determination tutors (AVID). AVID tutors will also provide tutoring and support for student school-wide during after school tutoring.
Amount	5878
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Total Certificated and Classified Benefits for hourly compensation in Title 1 expenditures
Amount	11000
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials to support the implementation of WICOR in ELA, History, Math, Science, Designated, ELD and PBL
Amount	0
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Ensure Common Planning Time, Faculty Meetings, Department Meetings, and PLC"S focuses on building the capacity of staff in PBL SEL and WICOR.
Amount	0
Source	Title III
Description	Centralized services to support programs at the school site Instructional Coach with expertise in language acquisition instruction that will provide ongoing professional development.

Strategy/Activity 2

Design personalized learning experiences for students where every student will experiences at least two Project Based Learning (PBL) during the academic year.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Administration
Instructional Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3303
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Instructional Materials for the implementation of Project Based Learning Units.
Amount	1500
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Ongoing training in designing Project Based learning (PBL) lessons.Two early release days (12pm),with banked minutes for teachers to refine their PBL projects. One early

release day in the first semester and one early release day in second semester. Early release days will include all staff certificated and classified

Strategy/Activity 3

Utilize the SLUSD Multitiered Integrated Intervention System of Supports as a framework to support academic and behavioral achievement

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Administration, Certificated staff, Classified staff,

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pilot initiatives aimed at supporting the Social Emotional needs of students.
Amount	3000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support and Professional Development for Muir Moments Committee, Silicon School Fund Design Team focused on Building our "Why", Design Thinking, and the Science of Learning
Amount	0
Description	Centralized services to support programs at the school site Foster a positive school culture through the continued development of Muir Moments ,Trauma Informed Practices, and Positive Behavior Intervention & Supports (PBIS),

Strategy/Activity 4

Ensure that all English Learners access systematic language development throughout the instructional day.

Students to be Served by this Strategy/Activity

English Learners and RFEP students

Timeline

2018-2019

Person(s) Responsible

Administration

ELDTeachers
Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development focused on Integrated and Designated ELD teachers.
Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of educational software to support weaving ELD instructional strategies with Common Core States Standards (CCSS), Next Generation Science Standards (NGSS),]21st century learning competencies, and the SLUSD Strategic
Amount	0
Source	Title III
Description	Centralized services to support programs at the school site Utilize Ellevation to monitor the progress of English Learners and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement.

Strategy/Activity 5

Maintain a school leadership team consisting of department chairs, administrators, counselors, and specialists that can address activities to meet student achievement goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Administration, Leadership Team members, Department Chairs. Athletic Director, Leadership, Counselors,

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Meeting supplies

Strategy/Activity 6

Expand the 6th, 7th, and 8th grade exploratory wheel and elective offerings adding Makerspace and Design

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration, counselors and teaching staff

Proposed Expenditures for this Strategy/Activity

Amount	11,423
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials for art, music, and makers space

Strategy/Activity 7

Support mathematics 6-8 professional learning, and provide supplemental instructional materials

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
Math Coordinator
Math Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2090
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for teachers to engage in lesson study and professional learning

Strategy/Activity 8

Continue to train teachers in Assessing Student Work Accurately

Students to be Served by this Strategy/Activity

Teachers
Administration

Professional Development Facilitator
Instructional Coaches

Timeline

2019-2020

Person(s) Responsible

Administration
Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	Unrestricted
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funding for training in Assessing Student Work Accurately

Strategy/Activity 9

Increased academic support in ELA,Math, History, and Science to support student outcomes.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Teachers
para Educators
Administration

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	After school tutoring center

Amount	10,500
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Allocated Library books and supplies funds

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

To promote college and career readiness and social emotional development of all students:

John Muir will continue to develop prevention and intervention programs that focus on health, wellness, and positive personal social development aimed at reducing behaviors that lead to suspension
John Muir should will continue to provide students more social-emotional learning experiences through assemblies, clubs, and activities like Season of Service/Period of Peace.
John Muir should will increase counseling and counseling groups, and improve campus climate with campus staff supports.
John Muir should will continue to develop and refine staff agreements
John Muir will continue ti implement Positive Behavior Intervention Supports while utilizing MIISS

Goal was informed by

SLUSD Strategic Plan Goal 2:
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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status

Metric/Indicator	Baseline	Expected Outcome
grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

Foster college and career readiness and a college going a culture through the AVID College Readiness System.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Administration
Instructional coaches
teachers
AVID Site team
Design Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Use Common Planning Time, Staff Meetings Department Meetings, and Early Release days to provide staff professional development in PBL ELD AVID WICOR and Trauma Informed Practices.

Strategy/Activity 2

Reduce behaviors that lead to suspensions by supporting students through Trauma Informed Practices, PBIS, and the SLUSD MIISS tier 2 interventions

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
Teachers
Muir moments
Design team.

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Use Common Planning Time, Staff Meetings Department Meetings, and Early Release days to provide staff professional development in PBL ELD AVID WICOR and Trauma Informed Practices.
Amount	2,000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly compensation for curriculum development, and piloting initiatives aimed at supporting the social emotional needs of students.
Amount	2000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly compensation to support the development student leadership programs Muir Moments, a Season of Service Period of Peace

Strategy/Activity 3

Ensure the safety and security of all students at John Muir by the addition of a part time campus supervisor

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

administration
camus supervisors
district office

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	fund a part time Campus supervisor
Amount	5,094
Source	Other
Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits

Strategy/Activity 4

Support the growth of Student Leadership program and the Associated Student Body

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Student Leadership
Leadership teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	7650
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated hourly compensation for to support student leadership activities.
Amount	1681
Source	Unrestricted

Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 5

Initiate a plan to improve attendance of students who are chronically absent

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration, Teachers, Attendance Coordinator, Attendance Clerk, Counselors,

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Centralized services to support programs at the school site Monitor the attendance of chronically absent students every two weeks use Aeries analytics to monitor the attendance of chronically absent students
Amount	0
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Centralized services to support programs at the school site Send out communications to promote truancy workshops. Truancy workshop will define chronic absenteeism and provide parents with strategies to improve their child's attendance.
Amount	0
Description	Centralized services to support programs at the school site Initiate SARB process by sending SART letters after three more unverified absences

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

John Muir should continue to leverage job embedded collaboration time to develop and refining best teaching practices
John Muir should continue to recruit, hire and train tutors to provide academic support through after school tutoring
John Muir will improve the on-boarding of new teachers, and classified staff
John Muir will strengthen it mechanisms of communication with the goal of strengthening employee relations.

Goal was informed by

SLUSD Strategic Plan Goal 3:
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 and includes feedback from staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

Use common planning time to develop and refine best teaching practices aimed at meeting the academic and social emotional needs of students

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
Teachers
Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site Use Common Planning Time on early release days, Faculty Meetings, Department meetings, Grade Level Meetings, and PLC's to support the professional development of teachers.

Strategy/Activity 2

Provide ongoing training to onboard new staff by holding monthly new employee meetings for Certificated and Classified staff.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administrations
Counselors
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly compensation and supplies for trainings for our new employees

Strategy/Activity 3

Improve communication with staff by creating weekly newsletter.to communicate important information, good news, and happenings at John Muir.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
Administrativer Assistant

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Unrestricted
Budget Reference	5900: Communications
Description	Publish a weekly newsletter

Strategy/Activity 4

Fall early release day and Spring early release for professional development for all staff and collaboration time.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
Teachig Staff
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Early release days in September and February

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

John Muir will continue to develop and improve systems for communications .
John Muir will work to increase parent participation in community events such as SSC, ELAC, Open House, and Back to School Night

Goal was informed by

GOAL #4: Family and Community Engagement
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. Data was collected and analyzed from parent group feedback sessions, parent surveys and EL Parent Needs Assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

John Muir should continue to improve the systems for sending information between teachers and home creating a bridge between school and home.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Administration
Administrative Assistant

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site Continue developing a systematic approach to sending home flyers and notifications with students.
Amount	0
Description	Centralized services to support programs at the school site Improve parent participation and community events such as Open House and Back to School Night

Amount	4,500
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation Services

Amount	6,000
Source	Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials and services to increase communication between school and parent community in multiple languages.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

Maintain John Muir school facilities to ensure facilities are clean, well maintained, user-friendly, accessible, and energy efficient.

Goal was informed by

GOAL #5: Facilities and Technology
Expectation: SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Administration
Central Maintenance
Head Custodian

Proposed Expenditures for this Strategy/Activity

Amount	6,018
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Replace damaged classroom furniture

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

To meet the SLUSD Strategic goal 1 John Muir should take actions in the following areas:

Ensuring that all English Learners have access to systematic language development throughout the instructional day.
Supporting the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science, and Social Science.
Improving performance outcomes for students in the area of mathematics through the systematic implementation of the Eureka math curriculum.
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 the needs of students.
Continue developing staff capacity in Project Based Learning
Providing professional development that supports culturally and linguistically responsive teaching
Utilizing the SLUSD Multi-Tiered Integration Intervention and Student Support (MIISS) framework to provide for academic and behavioral support for students
Continuing to offer enrichment experiences to enhance learning outside of the core content classes.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year • Increase the Academic ELA status for SPED students by 20 or more points from the previous year	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.8 points • Academic ELA status for SPED students declined by 11.9 points • Academic Math status for all students and student

Metric/Indicator	Expected Outcomes	Actual Outcomes
on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	groups increased by 1.2 points • Increase the English Learner Progress status Level 4 = 48.1%, Level 3 = 29.4%, Level 2 = 11.9%, Level 1 = 10.6% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Decreased the Chronic Absentee rate by 2.1%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	John Muir ensured all English Learners had access to systematic language development throughout the instructional day and provided opportunities to support English Learners by providing Professional Development for staff that included an emphasis on English Language Development (ELD) standards and language acquisition strategies. Also John Muir provided supports for English Learners students across all content areas of the curriculum by providing	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. 1000-1999: Certificated Personnel Salaries Title I 5,234	Accomplished. All ELD teachers participated in Study Sync professional development . Professional development was provided to Science Teachers through ACOE, along with release time for collaboration and classroom observations. 1000-1999: Certificated Personnel Salaries Title I 5234
		Total benefits for certificated employees being compensated outside of the	Accomplished. All ELD teachers participated in Study Sync professional development .

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Integrated English Language Development which identified 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 included the use of blended learning platforms designed for English Learner students such as Imagine Learning, and/or primary language paraeducator ELD support. Teachers also monitored the progress of their EL students and provide intervention to those students.	contractual day. 3000-3999: Employee Benefits Title I 2,612	Professional development was provided to Science Teachers through ACOE, along with release time for collaboration and classroom observations. 1000-1999: Certificated Personnel Salaries Base 2612
		Centralized services to support programs at the school site 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 0	Centralized services to support programs at the school site Accomplished During the 2018-2019 school year. The AVID Site team facilitated 3 workshops for all teachers on Integrated ELD instructional strategies based around WICOR. 0
		Centralized services to support programs at the school site 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 2000-2999: Classified	Centralized services to support programs at the school site Accomplished ELD para educators were provided professional development though the central office. John Muir para educators were provided professional development in Trauma Informed Practices. 2000-2999: Classified Personnel Salaries Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title III 0	
		Supplemental Instructional Materials for English Language Arts, History, Math Science 4000-4999: Books And Supplies Other 11,000	Accomplished Supplemental Instructional Materials for English Language Arts, History, Math Science, SPED, PE and Electives were purchased. 4000-4999: Books And Supplies Other 11000
		Total Benefits for Classified employees out of Title 1 3000-3999: Employee Benefits Title I 1,660	Centralized services to support programs at the school site Accomplished ELD Paraprofessionals were provided professional development though the central office. John Muir para educators were provided professional development in Trauma Informed Practices. 2000-2999: Classified Personnel Salaries Title III 0
		Centralized services to support programs at the school site 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. 5800: Professional/Consulting	Centralized services to support programs at the school site In progress. Ellevation platform is being used to track the progress of English Learners, however we need to improve the monitoring of reclassified ELD students. 5800: Professional/Consulting Services And Operating Expenditures Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Services And Operating Expenditures Title III 0	
		Centralized services to support programs at the school site Instructional Coach with expertise in language acquisition instruction that will provide ongoing professional development. 1000-1999: Certificated Personnel Salaries Title III	Centralized services to support programs at the school site Accomplished Instructional coaches worked with ELD teachers throughout the 2018-2019 school year. 1000-1999: Certificated Personnel Salaries Title III
		Supplemental Instructional Materials for ELA, History, Math Science 4000-4999: Books And Supplies Title I 11,000	Accomplished:Supplemental Instructional Materials for English Language Arts, History, Math Science, were purchased. 4000-4999: Books And Supplies Title I 11000
		Funds to support a fall and spring drama production 5800: Professional/Consulting Services And Operating Expenditures Concentration 15000	Accomplished. During the 2018-2019 school year there were fall and spring drama productions. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration" 15000
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.	Improved 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.	This funding will provide all math teachers access to a math consultant for ongoing professional development in Eureka math 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000	Accomplished (cost neutral) SLUSD hired Math Coordinator. The Math Coordinator is providing direct support to Muir math teachers. The funds allocated to this item were used to purchase 15 cameras and a high quality printer to support PBL projects 4000-4999: Books And Supplies Title I 10000
		Provides for substitutes so Math teachers can participate in Professional Development. during the instructional day Also	Centralized services to support programs at the school site Accomplished. Teachers from the math department participated

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		provides for hourly compensation for trainings that fall outside of the contractual day. 1000-1999: Certificated Personnel Salaries Title I 2,000	in CANMEE Lesson Study Conference. This cost was covered by the District 0
		This funding will provide all math teachers access to a math consultant for ongoing professional development in Eureka math 5800: Professional/Consulting Services And Operating Expenditures Other 3,000	Accomplished. The math department worked with the SLUSD Math Coordinator for ongoing professional development 5800: Professional/Consulting Services And Operating Expenditures Other 3000
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	John Muir continued 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 experienced project-based units every academic year. Provided time for staff to collaborate on grade level Project Based Learning projects during staff meeting and/or professional learning community (PLC) times, and explored PBL projects that support the implementation of the Next Generation Science Standards across all grade levels	Provide hourly compensation for teacher who participate in after school tutoring in all content areas for students in need of academic interventions 1000-1999: Certificated Personnel Salaries Title I 8,000	Accomplished After school tutoring was provided throughout the 2018-2019 school year. 1000-1999: Certificated Personnel Salaries Title I 8000
		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. 1000-1999: Certificated Personnel Salaries Title I 4,000	Accomplished. History Math and Science teachers participated in classroom observations and other trainings outside of the instructional day. 1000-1999: Certificated Personnel Salaries Title I 4000
		Provides for substitutes so English Language Development, English Language Arts, Math, Science, and History can participate in Professional	History Math and Science teachers participated in classroom observations and other trainings outside of the instructional day. 1000-1999: Certificated

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Development. Also provides for hourly compensation for trainings that fall outside of the contractual day. 1000-1999: Certificated Personnel Salaries Other 4,000	Personnel Salaries Other 4000

Analysis

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

Our goals for the 2018-2019 school year were to
Ensure that all English Learners have access to systematic language development throughout the instructional day,
Support the implementation of newly our adopted ELA/ELD curriculum, Eureka Math , NGSS, and newly adopted history framework
Continue the implementation of Project-Based Learning
Utilize the SLUSD Multi-Tiered Integration Intervention and Student Support (MIISS) framework to provide for academic and behavioral support for students
Continuing to expand our enrichment experiences to enhance learning outside of the classroom
Promote and support teaching practices and learning experiences focused on civic engagement

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions steps and actions taken to reach our goals were appropriate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The no Title 1 funds were used to fund a consultant for the Math Department. These funds were used to purchase 15 cameras and a digital printer to support PBL projects.

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

Strategies and activities will continue as outlined in this Goal as they continue to show outcomes for students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • 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. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.8 points • Academic ELA status for SPED students declined by 11.9 points • Academic Math status for all students and student groups increased by 1.2 points • Increase the English Learner Progress status Level 4 = 48.1%, Level 3 = 29.4%, Level 2 = 11.9%, Level 1 = 10.6% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Decreased the Chronic Absentee rate by 2.1%

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	John Muir continued to promote Advancement via Individual Determination (AVID) to build a college going culture. We will provided professional development in AVID methodology to support teachers with the delivery of instruction by providing professional development in WICOR strategies. John Muir continued 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.	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 5800: Professional/Consulting Services And Operating Expenditures Other 4,000	Accomplished by sending eight teachers to the AVID summer Institute. The AVID site team also facilitated three professional Development sessions on WICOR during the 2018-2019 school year 5800: Professional/Consulting Services And Operating Expenditures Other 4000
		Release time for English Language Development ,English Language Arts ,Math, and History to observe the implementation of AVID WICOR strategies. 1000-1999: Certificated Personnel Salaries Title I 3,000	Accomplished by funding release time for Science, History, and Math teachers to collaborate 1000-1999: Certificated Personnel Salaries Title I 3000
		Funding allows for teacher release time and substitutes so teacher can observe other teachers in a cycle of	Accomplished by funding release time for Science, History, and Math teachers to collaborate 1000-1999:

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		learning 1000-1999: Certificated Personnel Salaries Other 4,000	Certificated Personnel Salaries Other 4,000
		Total benefits for certificated staff when funded from site discretionary funds 3000-3999: Employee Benefits Other 1,607	Accomplished 3000-3999: Employee Benefits Other 1607
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)	John Muir promoted and developed prevention and intervention programs that focused on health, wellness positive personal, social development to reduce behaviors that lead to suspensions and utilized 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)	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. 4000-4999: Books And Supplies Other 2,000	Accomplished through expanding ASB, Leadership and SOS/POP 4000-4999: Books And Supplies Other 2000
		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 1000-1999: Certificated Personnel Salaries Other 3,916	Accomplished through monthly Muir Moments committee meetings. Also The Muir Moments team was provided release during the 2018-2019 school year to collaborate and develop lessons. 1000-1999: Certificated Personnel Salaries Other 3916
John Muir should increase counseling and counseling groups and improve campus security with more campus supervisors and campus monitors.	John Muir increased counseling and counseling groups and improved campus security with more campus supervisors and campus monitors.	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 2000-2999: Classified Personnel Salaries Other 17,000	Accomplished Part time campus supervisor was hired 2000-2999: Classified Personnel Salaries Other 17000
		Classified Benefits 3000-3999: Employee Benefits Other 4,565	Accomplished 3000-3999: Employee Benefits Other 4565

Analysis

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

The strategies and activities implemented to meet our goal were:
The AVID site team promoting a college-going culture and support teachers by providing professional development in WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading)
Developing prevention and intervention programs that focus on health, wellness, positive personal, social development to reduce behaviors that lead to suspension
Supporting student leadership and promoting assemblies, clubs, and activities like Season of Service/Period of Peace.
The adoption of common staff agreements
Professional Development in English Language Development, Trauma Informed practices, Assessing Student Learning Accurately

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The action steps implement were effective in supporting us in meeting our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in proposed expenditures and actuals.

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

Strategies and activities will continue as outlined in this Goal as they continue to show outcomes for students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

John Muir should continue to leverage job embedded collaboration provide training in WICOR, PBL and Integrated ELD, 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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • 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. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.8 points • Academic ELA status for SPED students declined by 11.9 points • Academic Math status for all students and student groups increased by 1.2 points • Increase the English Learner Progress status Level 4 = 48.1%, Level 3 = 29.4%, Level 2 = 11.9%, Level 1 = 10.6% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Decreased the Chronic Absentee rate by 2.1% LCFF Priority 6 - School Climate • Decreased the Suspension rate status by 2.2% • Maintained the district expulsion rate at or below

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	the state average for all students and student groups. • Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	John Muir continued to use job embedded collaboration time and common agreements around how collaboration times will be used to support the needs of students	Centralized services to support programs at the school site Collaboration time during Faculty Meetings, Department meetings, Grade Level Meetings, Cross School Collaboration, Block Schedule Training, Administrative Updates to provide ongoing professional development for staff in best Instructional practices. 1000-1999: Certificated Personnel Salaries Base 0	Centralized services to support programs at the school site Accomplished 1000-1999: Certificated Personnel Salaries Base 0
John Muir should continue to recruit, hire, and train tutors for Advancement	John Muir continued to recruit, hire, and train tutors for Advancement	Hire Advancement via Individual Determination (AVID) tutors for AVID	Accomplished through having para-educators provide after school

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
via Individual Determination tutors (AVID). AVID tutors will also provide academic support for student schoolwide during after school tutoring	via Individual Determination tutors (AVID). AVID tutors also provided academic support for student schoolwide during after school tutoring	Tutorials. AVID tutors will also support teachers in in afterschool tutorials 2000-2999: Classified Personnel Salaries Title I 6,000	tutoring 2000-2999: Classified Personnel Salaries Title I 6000

Analysis

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

To reach our goal John Muir leveraged job embedded collaboration time to provide training in WICOR, PBL and Integrated ELD,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies used to meet the goal were effective

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in proposed expenditures and actuals.

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

Strategies and activities will continue as outlined in this Goal as they continue to show outcomes for students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • 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. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate for the	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020 LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.8 points • Academic ELA status for SPED students declined by 11.9 points • Academic Math status for all students and student groups increased by 1.2 points • Increase the English Learner Progress status Level 4 = 48.1%, Level 3 = 29.4%, Level 2 = 11.9%, Level 1 = 10.6% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Maintained a middle school dropout rate below the state average for all students • Decreased the Chronic Absentee rate by 2.1%

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Attendance rates	district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
John Muir should continue improve the systems for sending information between teachers and home.	John Muir continued improve the systems for sending information between teachers and home.	Centralized services to support programs at the school site John Muir will continue developing a systematic approach to sending home flyers and notifications with students. 1000-1999: Certificated Personnel Salaries Base 0	Centralized services to support programs at the school site Accomplished through weekly phone blasts to the JMMS community and the monthly Falcon Flyer 1000-1999: Certificated Personnel Salaries Base 0
		Centralized services to support programs at the school site John Muir needs to improve parent participation and community events such as Open House and Back to School Night 0	Centralized services to support programs at the school site Accomplished by the reorganization of Open House. During Open House our guest participated in activities and viewed projects from students 0
		Translation services 2000-2999: Classified Personnel Salaries Other 4,500	Accomplished 2000-2999: Classified Personnel Salaries Other 4500
		Materials and services to increase communications in multi-languages 5000-5999: Services And Other Operating Expenditures Other 6,000	Materials and services to increase communications in multi-languages. Accomplished 5000-5999: Services And Other Operating Expenditures Other 6000

Analysis

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

The strategies that we used to meet our goal were:
Continuing to improve the systems for communication between teachers and home.
Developing a systematic approach for sending home flyers and notifications with students.
Improving parent participation and community events such as Open House and Back to School Night

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies implemented to meet our articulated goal were appropriate

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in proposed expenditures and actuals.

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

Strategies and activities will continue as outlined in this goal as they continue to show outcomes for students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to improve John Muir school facilities to ensure facilities they clean, well maintained, user-friendly, accessible and energy efficient.	Improved John Muir school facilities to ensure facilities they clean, well maintained, user-friendly, accessible and energy efficient.	Modernize the John Muir Library 5000-5999: Services And Other Operating Expenditures Bond Monies 0	Accomplished 5000-5999: Services And Other Operating Expenditures Other 0
		Upgrades of classroom furniture 0000: Unrestricted Base 5820	Centralized services to support programs at the school site.Accomplished 0000: Unrestricted Base 5820

Analysis

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

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies implemented to reach our goal were effective

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in proposed expenditures and actuals.

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

Strategies and activities will continue as outlined in this goal as they continue to show outcomes for students.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	58,390
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	171,772.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	58,390	0.00
Unrestricted	65,972	0.00
Other	22,094.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Concentration	25,316.00
Other	22,094.00
Title I	58,390.00
Title III	0.00
Unrestricted	65,972.00

School Site Council Membership

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

1 School Principal

0 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Vernon L Walton Jr	Principal
Chike Udemezue	Parent or Community Member
Jodie Maquez	Parent or Community Member
Jasmine Vega	Other School Staff
Virginia Quock	Other School Staff
Javier Gutierrez	Other School Staff
Richard Chennault	Parent or Community Member
Tyler Tran	Secondary Student
Diana Pena	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:



Principal, Vernon L. Walton Jr, Ed.D on 6/13/19



SSC Chairperson, Vernon L. Walton Jr, Ed.D on 6/13/19