School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Muir Middle School	01-61291-6066518	12/2/2020	December 15, 2020

Purpose and Description

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

Schoolwide Program
John Muir is not a CSI, ATSI or TSI school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs 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).

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Analysis of Current Instructional Program

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

John Muir is meeting the requirement to staff highly qualified teachers. John Muir participates in the district's job fair which aims at hiring the most qualified teachers

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional Development for Certificated and Classified staff at John Muir staff focuses on building staff capacity in AVID WICOR strategies, Project Based Learning (PBL), Social Emotional Learning (SEL) Positive Behavior Interventions and Supports (PBIS) ,and Designated and Integrated ELD. John Muir staff have a number of opportunities to participate in professional development. Once a month teachers participate in faculty meetings and department meetings twice a month. On block days teachers are released early for teacher collaboration, parent communication, and professional development. One a week, teachers participate in Professional Learning Communities (PLC) by department and grade level. All teachers participate in district wide professional development held in the fall and spring. The aim of our professional development during Faculty meetings, Department meeting, grade level meetings, and is to develop AVID schoolwide and prepare students for College and Career Readiness. Coaching for teachers is available for teachers through district instructional coaches. New teachers are provided with support through John Muir monthly new teacher meetings and CTI

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

John Muir has dedicated time during our staff meetings to analyze data to inform instruction. Data that were analyzed includes CHKS, Youth Truth Survey CAASPP, ELPAC, District Benchmark assessments, and STAR Renaissance. Staff analysis of data informs our professional development and progress toward the district goals of creating Responsive, Personalized, Learning Pathways for career and college readiness. John Muir Teachers participate in a variety of professional development opportunities to achieve this goal. As an AVID site, the John Muir staff receives continuous professional development in AVID WICOR strategies. A number of our John Muir teachers participate in ongoing training in Project Based Learning. Project Based Learning (PBL), and Assessing Student Learning Accurately. PBL is a teaching method that engages students actively in learning by asking them to investigate an interesting and complex question, problem, or challenge, and then to create something in response. Assessing Student Work Accurately or (ASLA), supports teachers in examining their grading practices and supports teachers in creating grading systems that provide equitable outcomes for all students. All John Muir teachers participate in our monthly staff development meetings, department meetings, grade level meetings and weekly Professional Learning Communities (PLC). Staff development for beginning teachers is supported through Center for Teacher Innovation (CTI) and all teachers have access to and may receive support from our district Instructional Coaches. San Leandro Unified School District supports staff development through two Staff Development days each year.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

To reengage underperforming students in school students are provided with enrichment programs, Sylvan tutoring support, an after school program through ASES, Study Smart, Leadership, Electives. We ask our students and staff to follow our Falcon Code of Conduct. Falcons Stand Up, Falcons Stand Strong, and Stand Together. As Falcons we Stand Up and be the best possible me , Strong Strong in being my best me, and Standing Together "The Golden Rule" We take care of each other

Evidence-based educational practices to raise student achievement

AVID College Readiness System provides John Muir with evidence based educational practices aimed at supporting teachers in using our SBE adopted instructional materials.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available to assist families can be access through our Barbara Lee Center, Parent Facilitator, Family Engagement Nights, DELAC, ELAC, SSC

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents can become involved at John Muir through their participation in our School Site Council, English Language Advisory Committee, PTSO, and biweekly Principal Chats.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

JMMS uses Title1 funds for implementation for the AVID program, ELD, SEL Initiatives, PBL, Interventions programs, Enrichments, and Instructional Materials

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district funding, Youth Reinvestment Grant

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	0.2%	0.5%	4	2	5
African American	9.65%	8.37%	7.97%	96	84	80
Asian	22.31%	22.83%	21.41%	222	229	215
Filipino	11.66%	10.17%	9.26%	116	102	93
Hispanic/Latino	44.62%	44.87%	47.91%	444	450	481
Pacific Islander	1.61%	1.99%	1.49%	16	20	15
White	6.63%	7.28%	5.78%	66	73	58
Multiple/No Response	0.10%	0.4%	5.28%	1	4	4
			Total Enrollment	995	1,003	1,004

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	338	338	331
Grade 7	325	340	339
Grade 8	332	325	334
Total Enrollment	995	1,003	1,004

Conclusions based on this data:

1. Enrollment of student subgroups has remained steady over the past three years.
2. Total enrollment has increased over the past three years.
3. Latino and Asian subgroups are the predominant ethnicities at John Muir.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	318	330	329	308	325	322	307	325	322	96.9	98.5	97.9
Grade 7	319	317	327	314	315	324	314	315	324	98.4	99.4	99.1
Grade 8	315	326	318	311	321	314	311	321	314	98.7	98.5	98.7
All	952	973	974	933	961	960	932	961	960	98	98.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2492.	2475.	2508.	8.79	5.54	12.11	28.01	23.69	31.06	29.97	26.15	25.47	33.22	44.62	31.37
Grade 7	2518.	2518.	2532.	8.28	8.25	10.19	33.12	34.29	34.26	25.48	25.40	27.16	33.12	32.06	28.40
Grade 8	2553.	2547.	2550.	10.29	9.35	8.92	34.41	34.58	38.54	32.80	29.28	26.43	22.51	26.79	26.11
All Grades	N/A	N/A	N/A	9.12	7.70	10.42	31.87	30.80	34.58	29.40	26.95	26.35	29.61	34.55	28.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.42	8.92	20.19	43.97	42.46	41.93	45.60	48.62	37.89
Grade 7	15.71	12.06	12.96	43.59	49.52	48.46	40.71	38.41	38.58
Grade 8	17.68	16.51	19.75	49.84	47.98	47.77	32.48	35.51	32.48
All Grades	14.62	12.49	17.60	45.81	46.62	46.04	39.57	40.89	36.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.03	11.73	17.08	48.04	38.27	54.97	36.93	50.00	27.95
Grade 7	16.99	20.95	19.14	48.08	46.03	54.01	34.94	33.02	26.85
Grade 8	17.68	13.75	16.24	54.98	54.38	58.28	27.33	31.88	25.48
All Grades	16.58	15.43	17.50	50.38	46.19	55.73	33.05	38.37	26.77

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	318	330	329	306	326	323	306	326	323	96.2	98.8	98.2
Grade 7	319	317	327	308	316	323	308	316	323	96.6	99.7	98.8
Grade 8	315	326	318	310	320	317	310	320	317	98.4	98.2	99.7
All	952	973	974	924	962	963	924	962	963	97.1	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2475.	2473.	2494.	8.82	7.36	11.46	12.42	11.96	18.58	33.33	31.90	30.96	45.42	48.77	39.01
Grade 7	2499.	2508.	2518.	9.74	8.86	14.24	18.18	22.78	17.34	28.90	29.43	31.58	43.18	38.92	36.84
Grade 8	2525.	2524.	2526.	11.29	10.63	13.88	16.77	17.19	18.61	27.74	30.94	25.55	44.19	41.25	41.96
All Grades	N/A	N/A	N/A	9.96	8.94	13.19	15.80	17.26	18.17	29.98	30.77	29.39	44.26	43.04	39.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.78	10.43	15.79	29.41	22.70	33.44	59.80	66.87	50.77
Grade 7	17.53	17.09	19.81	27.27	36.08	32.51	55.19	46.84	47.68
Grade 8	15.48	14.06	20.19	33.55	41.25	33.12	50.97	44.69	46.69
All Grades	14.61	13.83	18.59	30.09	33.26	33.02	55.30	52.91	48.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.13	9.20	14.55	40.20	39.26	45.51	49.67	51.53	39.94
Grade 7	10.71	11.71	16.10	46.10	47.78	47.68	43.18	40.51	36.22
Grade 8	13.87	13.44	11.67	39.35	50.94	41.96	46.77	35.63	46.37
All Grades	11.58	11.43	14.12	41.88	45.95	45.07	46.54	42.62	40.81

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1544.6	1494.0	1553.8	1491.3	1535.0	1496.4	103	73
Grade 7	1546.4	1523.6	1545.7	1522.5	1546.9	1524.2	75	82
Grade 8	1548.0	1528.2	1544.0	1524.8	1551.5	1531.0	57	58
All Grades							235	213

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	47.57	9.59	33.01	24.66	*	45.21	*	20.55	103	73
7	46.67	15.85	29.33	39.02	17.33	25.61	*	19.51	75	82
8	50.88	18.97	22.81	29.31	*	34.48	*	17.24	57	58
All Grades	48.09	14.55	29.36	31.46	11.91	34.74	10.64	19.25	235	213

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	65.05	19.18	24.27	46.58	*	15.07	*	19.18	103	73
7	58.67	35.37	28.00	35.37	*	15.85	*	13.41	75	82
8	59.65	25.86	19.30	36.21	*	18.97	*	18.97	57	58
All Grades	61.70	27.23	24.26	39.44	6.81	16.43	7.23	16.90	235	213

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	44.66	9.59	46.60	50.68	*	39.73	103	73
7	36.00	9.76	53.33	62.20	*	28.05	75	82
8	42.11	17.24	42.11	50.00	*	32.76	57	58
All Grades	41.28	11.74	47.66	54.93	11.06	33.33	235	213

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1003	**64.4**	**28.3**	**0.2**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	284	28.3
Foster Youth	2	0.2
Homeless	4	0.4
Socioeconomically Disadvantaged	646	64.4
Students with Disabilities	155	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	84	8.4
American Indian	2	0.2
Asian	229	22.8
Filipino	102	10.2
Hispanic	450	44.9
Two or More Races	39	3.9
Pacific Islander	20	2.0
White	73	7.3

Conclusions based on this data:

1. In the school year 2018-2019 he largest student population is Hispanic.
2. In the school year 2018-2019 15.5% of students were receiving special education services.
3. In the school year 2018-2019 28.2% of the student population were identified as English Learners.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	6	1	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
18.8 points below standard	53.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15 points	Increased ++11.4 points	2
965	380	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
Less than 11 Students - Data Not Displayed for Privacy	32.4 points below standard	97.7 points below standard
6	Increased Significantly ++15 points	Increased Significantly ++17.5 points
	625	153

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	4	2	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
54.1 points below standard	89.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.9 points	Maintained ++1.5 points	2
962	379	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
Less than 11 Students - Data Not Displayed for Privacy	69.8 points below standard	141.2 points below standard
6	Increased ++7.1 points	Increased ++4.5 points
	623	151

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
36 making progress towards English language proficiency
Number of EL Students: 200
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.5	33.5		

Conclusions based on this data:

1. Sixty students progressed one performance level.
2. Sixty one students decreased a performance level.
3. Seventy nine students maintained their level of performance.

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Blue	 Yellow
20.2	Less than 11 Students - Data Not Displayed for Privacy	1.3	3.8
Increased +3.2	2	Maintained +0.4	Increased +2.1
89		234	104
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Green	 No Performance Color	 Red
12	4.4	16	20.5
Increased +0.8	Declined -9.8	Increased +3.5	Increased +4.1
458	45	25	73

Conclusions based on this data:

1. African American and White students performance levels in Chronic Absenteeism are in the red.
2. Filipino students Chronic Absenteeism rate increased 2.1 percent.
3. Students of two or more races and student with disabilities Chronic Absenteeism declined.

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 Green	 Green
24.2	Less than 11 Students - Data 2	2.5	3.8
Declined -1.1		Declined -1.5	Declined -2.1
91		237	105
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green	 Red	 No Performance Color	 Red
6.7	18.8	8	13.5
Declined -1.5	Increased +4.5	Declined -2.5	Increased +1.6
465	48	25	74

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.2	8

Conclusions based on this data:

1. African American, Hispanic and students with disabilities suspension rates declined
2. White students and students of two or more races suspension rates increased
3. Two or more races and white race/ethnicity groups are in the red

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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	reported 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 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	State Standards by building teacher instructional capacity in ELA, Math, ELD, Science, and Social Science. LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 5-15 points from the previous year. • Increase the Academic Math status for all students and student groups by 5-10 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

	Recruit, hire and train tutors for Advancement via Individual Determination tutors (AVID) and school-wide after school tutoring.
4705	Title I 3000-3999: Employee Benefits Total Certificated and Classified Benefits for hourly compensation in Title 1 expenditures
22173	Title I 4000-4999: Books And Supplies Supplemental Instructional Materials to support the implementation of AVID, PBL, and ELD through our SBE adopted instructional materials
5500	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Center Site Contract
0	District Funded 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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide personalized learning and enrichment opportunities through Project Based Learning (PBL), elective offerings, clubs, and other programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Materials for the implementation of Project Based Learning Units.
3000	Unrestricted 4000-4999: Books And Supplies

Ensure that all English Learners access systematic language development throughout the instructional day. Identify those students who have not met minimum growth targets and prioritize intervention for academic and language proficiency achievement with a particular focus on our English Language Learners (ELLs). Ensure that English Language Development (ELD) instruction is occurring daily. Increase time of our paraeducators has been provided during this virtual learning. (District funds) English Language Paraprofessionals continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

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

Amount(s)	Source(s)
8153	Unrestricted 2000-2999: Classified Personnel Salaries Hourly compensation for ELD para educators
3846	Unrestricted 3000-3999: Employee Benefits Classified Benefits
0	District Funded 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

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
200	Unrestricted

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

All students

Strategy/Activity

Teachers, Administration, Professional Development Facilitator, and Instructional Coaches continue to train teachers in Assessing Student Work Accurately

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

Amount(s)	Source(s)
1500	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Funding for training teachers in Assessing Student Work Accurately

Strategy/Activity 9

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

All students

Strategy/Activity

Targeted Academic support in ELA, Math

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

Amount(s)	Source(s)
8000	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Sylvan Tutoring Services

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

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.

Goal 2

To promote college and career readiness and social emotional development of all students:
Provide prevention and intervention programs that focus on health, wellness, and positive personal social development aimed at reducing behaviors that lead to suspension
Provide students more social-emotional learning experiences through assemblies, clubs, and activities like Season of Service/Period of Peace.
Increase counseling and counseling groups, and improve campus climate with campus staff supports.
Implement Positive Behavior Intervention Supports while utilizing MIISS

Identified Need

Responding to the academic needs of the community by addressing the impacts of our current educational landscape on our students, staff , and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified 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.
2000	Unrestricted 1000-1999: Certificated Personnel Salaries Hourly compensation to support the development student leadership programs, and Season of Service Period of Peace

Initiate a plan to improve attendance of students who are chronically absent and offered tiered intervention engagements supports.

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

Amount(s)	Source(s)
0	District Funded None Specified Creation of a Muir Attendance Review Team (ART) to monitor the attendance of chronically absent students every two weeks use Aeries analytics to monitor the attendance of chronically absent students
0	District Funded 1000-1999: Certificated Personnel Salaries 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.
0	District Funded None Specified Centralized services to support programs at the school site Initiate SARB process by sending SART letters after three more unverified absences

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to our current educational landscape full Implementation of our SPSA during the 2019-2020 school year was not possible.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Goal 3

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.

Identified Need

Responding to the academic needs of the community by addressing the impacts of our current learning conditions on our students, staff , and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
school board and the CA State Dashboard.	average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified 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

Students to be Served by this Strategy/Activity

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

All students

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

Major differences between our intended implementation of our budget expenditures are due to our school clousue on March 13, 2020

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

We have revised our SPSA goals from last year and reallocated expenditures to support the transition of teachers and students to digital platforms. We have added more funding for instructional materials, ELD paraeducators, academic supports, Student Leadership, enrichment opportunities, and SEL.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	• 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. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over 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. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Due to our current educational landscape full Implementation of our SPSA during the 2019-2020 school year was not possible.

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

Major differences between our intended implementation of our budget expenditures are due to our school clousue on March 13, 2020

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

We have revised our SPSA goals from last year and reallocated expenditures to support the transition of teachers and students to digital platforms. We have added more funding for instructional materials, ELD paraeducators, academic supports, Student Leadership, enrichment opportunities, and SEL.

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

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

Amount(s)	Source(s)
0	District Funded 6000-6999: Capital Outlay Replace damaged classroom furniture

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to our current educational landscape full Implementation of our SPSA during the 2019-2020 school year was not possible.

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

Major differences between our intended implementation of our budget expenditures are due to our school clousue on March 13, 2020

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

We have revised our SPSA goals from last year and reallocated expenditures to support the transition of teachers and students to digital platforms. We have added more funding for instructional materials, ELD paraeducators, academic supports, Student Leadership, enrichment opportunities, and SEL.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	58,840	450.00
Unrestricted	73744	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
None Specified	0.00
Title I	58,390.00
Unrestricted	73,744.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	31,012.00
2000-2999: Classified Personnel Salaries	21,153.00
3000-3999: Employee Benefits	12,739.00
4000-4999: Books And Supplies	33,373.00
5000-5999: Services And Other Operating Expenditures	3,286.00
5800: Professional/Consulting Services And Operating Expenditures	30,571.00
5900: Communications	0.00
6000-6999: Capital Outlay	0.00
None Specified	0.00

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

1 Classroom Teachers

4 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Vernon L Walton Jr	Principal
Mohammed Mangrio	Classroom Teacher
Jasmin Vega	Other School Staff
Diane Burns	Other School Staff
Rob Picciotto	Other School Staff
Denise Farrell	Other School Staff
Jodie Marquez	Parent or Community Member
Liz Villanueva	Parent or Community Member
Wendy Hung	Parent or Community Member
Arisbeth O	Secondary Student
Robyn H	Secondary Student
Jessica W	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.

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Clear



Principal Vernon L Walton Jr, Ed D on 12/2/2020

Clear

DocuSigned by:
Mohammed Mangrio
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SSC Chairperson, Mohammed Mangrio on