School Year: **2021-2022**

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	August 23, 2021	

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)

X 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).

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

This Comprehensive Needs Assessment is informed by data collected through the STAR Renaissance Diagnostic California Healthy Kids Survey (CHKS), Youth Truth Survey California School Performance Dashboard, (ELPAC) English Language Proficiency Assessment for California, (SBAC) Smarter Balanced Assessment Consortium ,SLUSD District Benchmark Assessments, The STAR Renaissance Diagnostic is administered three times a year, and provides John Muir a snapshot of student progress in ELA and Math. and theThe Youth Truth survey along with the California Healthy Kids Survey provides John Muir with data from staff, parents, and students about the academic and Social Emotional Learning needs at John Muir over a three year period. John Muir teachers completed the CHKS and Youth Truth surveys during job embedded time. The John Muir community was provided with opportunities to complete these surveys though our website, community meetings, School Site Council meetings (SSC), English Language Advisory Committee meetings (ELAC), Parent Engagement Nights, and biweekly Principal Chat meetings. Students completed the surveys and assessments during our instruction day.

The data from the surveys and assessments reveal that the John Muir Middle School school climate and academic performance of students is improving. About 40% of John Muir students are meeting standard in ELA and/or Math and suspension rates are declining. The data also revels that about 60% of students at John Muir students are underachieving academically. Many of our underperforming students are overrepresented in suspensions, chronic absenteeism, and come from our historically marginalized groups.

Classroom Observations

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

Teachers at John Muir take advantage or release time for Professional Development. Release time funded for teachers though this SPSA will allow for teachers to participate in collaboration and observation of teacher practices. The lessons learned from teacher observation, and lesson studies, support John Muir in identifying our progress in the following instructional initiatives AVID, Project Based Learning (PBL), English Language Development (ELD), Culturally Sustaining Teaching (CST), Social Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS).

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.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data collected to inform our this Single Plan for Student Achievement data were collected from the California Healthy Kids Survey (CHKS), Youth Truth Survey California School Performance Dashboard, (ELPAC) English Language Proficiency Assessment for California, (SBAC) Smarter Balanced Assessment Consortium, SLUSD District Benchmark Assessments and the STAR Renaissance Diagnostic. Below are the goals for John Muir aligned with San Leandro Unified School Districts Strategic Plan.

ENGAGE EDUCATE EMPOWER
John Muir should continue to provide staff Professional Development in Advancement via Individual Determination (AVID), AVID WICOR strategies, English Language Development (ELD), Project Based Learning (PBL), Assessing Student Learning Accurately (ASLA), and Positive Behavior Intervention and Supports (PBIS).
John Muir Leadership Team should continue to meet weekly to develop common agreements and align instructional practices
John Muir should continue to build upon MIISS Tier 2 and Tier 3 interventions by increasing mental health services and providing additional training for all staff in SEL.

EQUITY AND INCLUSION THROUGH COLLEGE AND CAREER READINESS
John Muir should continue to develop a college going culture through ongoing professional development in AVID WICOR, PBL, ELD, SEL, and PBIS

EQUITY-CENTERED EFFECTIVE EMPLOYEE ENGAGEMENT
John Muir should build upon program for staff and students to connect to our entire JMMS community. Associated Student Body (ASB), Student Leadership, Athletics, and Electives,(ASES), and other programs funded through the Youth Reinvestment Grant (YRG).

VALUING DIVERSITY , EQUITY,, AND INCLUSION WITH FAMILIES AND COMMUNITY
John Muir should continue our efforts to increase parent involvement through professional development for staff, Parent Engagement nights, Biweekly Principal Chats, Daily Parent Square messages, SSC, ELAC, and other opportunities.

ENVIRONMENTAL AND TECHNOLOGICAL EQUITY

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

John Muir will use the data collected from 2019-2020 California Healthy Kids Survey (CHKS), 2018 Youth Truth Survey 2019 California School Performance Dashboard, 2019 (ELPAC) English Language Proficiency Assessment for California, 2019 SBAC) Smarter Balanced Assessment Consortium 2019 ,SLUSD District Benchmark Assessments, and the STAR Renaissance Diagnostic from 2019- 2020 to monitor student progress

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.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches are available for support for teachers and administrators. Instructional coaches supports the administration in framing the scope and sequence of professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our collaboration time consists of weekly Leadership Team Meetings, Department meeting , PLCs , grade level meetings, and whole staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Through the AVID College Readiness System JMMS aligns SBE adopted instructional materials. The AVID College Readiness system consists of four domains Instruction, Leadership, Culture, Systems.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The JMMS bell schedule meets the minimum instructional minutes recommended by state requirement for ELA and Math. In 2018, John Muir transitioned to a modified block schedule. On Mondays, Thursdays, and Fridays students follow a traditional period 1-6 instructional schedule with classes being 54 minutes long. Tuesday, Wednesday, are block days where students attend three instructional periods with 90 minute classes. The transition to a modified block schedule has allowed our teacher to dive deeper into content on the block days. During Distant Learning John Muir has transitioned to a different modified Block schedule. Four days a week students have 3 periods for 90 minutes, and one day a week students follow a period 1-6 schedule During Distance Learning all instructional periods are divided into one third of synchronous instruction and two thirds of asynchronous instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

John Muir's modified block schedule provides ample asynchronous learning time for acceleration and interventions

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to SBE adopted instructional materials in Science, History, ELA, ELD, Math, and World Language

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Through the AVID College Readiness System and Project Based Learning, students are provided access to SBE adopted instructional materials

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

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).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

na

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0.5%	0.1%	2	5	1
African American	8.37%	7.97%	7.8%	84	80	76
Asian	22.83%	21.41%	22.9%	229	215	223
Filipino	10.17%	9.26%	9.5%	102	93	92
Hispanic/Latino	44.87%	47.91%	46.9%	450	481	456
Pacific Islander	1.99%	1.49%	1.4%	20	15	14
White	7.28%	5.78%	5.5%	73	58	53
Multiple/No Response	0.4%	5.28%	0.4%	4	4	4
			Total Enrollment	995	1,003	972

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	338	331	307
Grade 7	340	339	334
Grade 8	325	334	331
Total Enrollment	1,003	1,004	972

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

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	284	239	216	28.3%	23.8%	22.2%
Fluent English Proficient (FEP)	335	369	320	33.4%	36.8%	32.9%
Reclassified Fluent English Proficient (RFEP)	24	74	30	8.7%	26.1%	12.6%

Conclusions based on this data:

1. The number of English Learners at John Muir has increased from 2016-2019.
2. The number of Fluent English Proficient (FEP) enrolled at John Muir has decreased from 2016-2019.
3. The number of English Learners being Reclassified from 2016-2019 has increased.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	329	331	305	322	289	273	325	289	273	97.9	87	90
Grade 7	327	339	329	324	272	282	315	272	282	99.1	80	86
Grade 8	318	334	333	314	282	293	321	282	293	98.7	84	88
All	974	1004	967	960	843	848	961	843	848	98.6	83.7	87.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	2508.	539	592	12.11	13	19	31.06	26	29	25.47	32	32	31.37	30	29
Grade 7	2532.	540	636	10.19	10	11	34.26	35	30	27.16	24	24	28.40	32	35
Grade 8	2550.	619	717	8.92	4	12	38.54	26	32	26.43	37	24	26.11	32	33
All Grades	N/A	N/A	N/A	10.42	9	11	34.58	29	30.3	26.35	31	26.7	28.65	31.3	32.3

**STAR Reading

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

Listening Demonstrating effective communication skills									
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	7.17	7.38	12.11	64.50	58.46	61.49	28.34	34.15	26.40
Grade 7	6.73	6.35	10.80	63.46	62.22	66.98	29.81	31.43	22.22
Grade 8	10.93	13.40	9.87	71.06	64.80	72.29	18.01	21.81	17.83
All Grades	8.28	9.05	10.94	66.34	61.81	66.88	25.38	29.14	22.19

Research/Inquiry Investigating, analyzing, and presenting information									
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	20.85	19.08	21.12	46.91	48.62	50.62	32.25	32.31	28.26
Grade 7	25.32	26.03	24.38	45.51	46.67	51.23	29.17	27.30	24.38
Grade 8	26.05	26.48	22.29	53.05	49.53	54.78	20.90	23.99	22.93
All Grades	24.09	23.83	22.60	48.49	48.28	52.19	27.42	27.89	25.21

Conclusions based on this data:

1. The overall achievement of students of students who met or exceeded standards increased between 2016 and 2019 while overall achievement of student who nearly met standard or were far below standard decreased between 2016 and 2019.
2. The percentage of student who are below standard in reading and writing decreased between 2016 and 2019 while the percentage of students who are below standard standard in Listening, Research ,and Inquiry remained relatively the same.
3. The percentage of students who are far below standard in Listening and Research and Inquiry is greater than the percentage of students who are far below standard in Reading and Writing.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	329	331	305	323	291	252	323	291	252	98.2	88	83
Grade 7	327	339	329	323	271	277	323	271	277	98.8	80	84
Grade 8	318	334	333	317	273	279	317	273	279	99.7	82	84
All	974	1004	967	963	835	808	963	835	808	98.9	83.3	83.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 6	2494.	700	718	11.46	8	9	18.58	14	15	30.96	33	31	39.01	45	45
Grade 7	2518.	708	746	14.24	5	11	17.34	11	17	31.58	27	25	36.84	56	47
Grade 8	2526.	759	788	13.88	7	You	18.61	10	15	25.55	27	27	41.96	55	38
All Grades	N/A	N/A	N/A	13.19	6.7	13.3	18.17	11.7	15.7	29.39	29	27.7	39.25	52	43.3

**STAR Math

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	9.48	10.74	16.10	42.48	40.18	42.41	48.04	49.08	41.49
Grade 7	14.29	14.87	16.10	55.84	57.91	55.11	29.87	27.22	28.79
Grade 8	13.55	13.13	16.40	54.84	55.63	53.00	31.61	31.25	30.60
All Grades	12.45	12.89	16.20	51.08	51.14	50.16	36.47	35.97	33.64

Conclusions based on this data:

1. Overall achievement in Math between 2016 and 2919 has increased for students exceeding, meeting, or nearly meeting standard ,and between 2016-2019 the overall achievement for students not meeting standard in math has decreased.
2. Students not meeting standard Academic achievement in Concepts & Procedures , Problem Solving & Modeling Data Analysis, and Communicating Reasoning overall has decreased between 2016-2019 for all grades each grade levels.
3. Over half of our JMMS students performed below standard in concepts and procedures between 2016 and 2019.

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade 6	1494.0		1491.3		1496.4		73	
Grade 7	1523.6		1522.5		1524.2		82	
Grade 8	1528.2		1524.8		1531.0		58	
All Grades							213	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	9.59		24.66		45.21		20.55		73	
7	15.85		39.02		25.61		19.51		82	
8	18.97		29.31		34.48		17.24		58	
All Grades	14.55		31.46		34.74		19.25		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	19.18		46.58	46.58	15.07		19.18		73	
7	35.37		35.37	35.37	15.85		13.41		82	
8	25.86		36.21	36.21	18.97		18.97		58	
All Grades	27.23		39.44	39.44	16.43		16.90		213	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	9.59		50.68		39.73		73	
7	9.76		62.20		28.05		82	
8	17.24		50.00		32.76		58	
All Grades	11.74		54.93		33.33		213	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	42.47		41.10		16.44		73	
7	64.63		23.17		12.20		82	
8	53.45		29.31		17.24		58	
All Grades	53.99		30.99		15.02		213	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	1.37		27.40		71.23		73	
7	8.54		40.24		51.22		82	
8	17.24		36.21		46.55		58	
All Grades	8.45		34.74		56.81		213	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	13.70		68.49		17.81		73	
7	4.88		84.15		10.98		82	
8	1.72		86.21		12.07		58	
All Grades	7.04		79.34		13.62		213	

Conclusions based on this data:

1. ELPAC assessments ceased for the spring of 2020.
2. Data show there was a drop in Level 4 ELD students between 17-18 and 18-19.
3. Data shows that there is an increase of level 3 ELD students.

School and Student Performance Data

Student Population

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

2019-20 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.

2019-20 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

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Overall performance in English Language Arts and Math are both in the Yellow performance level.
2. Overall Performance of Suspension Rates is in the Green.
3. Chronic Absenteeism is in the Orange.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 Green	 Blue
47.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	17.7 points above standard	14.3 points above standard
Increased Significantly ++23.6 points	1	Maintained -1.9 points	Increased Significantly ++22.3 points
75		224	100
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Yellow	 No Performance Color	 Yellow
40.8 points below standard	7.9 points below standard	26.4 points below standard	15.3 points below standard
Increased Significantly ++16.3 points	Increased Significantly ++30.3 points	Increased ++10.3 points	Increased Significantly ++32.6 points
437	38	22	64

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 Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.4 points below standard	9 points above standard	17.2 points below standard
Declined -6.4 points	Increased ++14.1 points	Increased Significantly ++19.2 points
199	181	366

Conclusions based on this data:

1. All reported subgroups increased performance levels accept for Asian students, currently 17 points above standard and Current English Learners, significantly below standard.
2. Reclassified English Learners scored above both English Only students and English Learners in 2019.
3. English Learners increased by 11.4 points from previous year.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 Green	 Green
105.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	9.7 points above standard	20.8 points below standard
Increased ++10.3 points	1	Maintained ++2.4 points	Increased Significantly ++19.8 points
75		224	100
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Yellow	 No Performance Color	 Yellow
83.1 points below standard	52.6 points below standard	84.6 points below standard	57.5 points below standard
Increased ++8 points	Increased Significantly ++16.5 points	Declined -12.3 points	Increased Significantly ++27.5 points
434	38	22	64

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 Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
142 points below standard	31.5 points below standard	60.9 points below standard
Declined Significantly -15.6 points	Increased ++4.8 points	Increased ++12.2 points
198	181	364

Conclusions based on this data:

1. All students subgroups maintained or increased their performance level in Math as measured by the DataDasboard.
2. Current English Learners declined significantly in Math.
3. Socioeconomically disadvantaged and students with disabilities increased in scores but still points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	1	1	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
10	13.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Increased +1.1	2
1030	296	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	11.5	20.6
7	Increased +1	Declined -1.3
	671	165

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.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	3	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
8	9	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.1	Declined -1.5	2
1047	301	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
Less than 11 Students - Data Not Displayed for Privacy	8.7	13
7	Declined -1.9	Declined -0.9
	679	169

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

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

Engage, Educate, Empower

LEA/LCAP Goal

Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Goal 1

Provide professional development in delivering high quality instruction through StudySync, Eureka Math, Amplify, TCI, ELD, and SEL through a Distant Learning model.
Provide professional development Multi-Tiered Integration Intervention and Student Support (MIISS)
Provide professional development and resources to support Advancement Via Individual Determination (AVID), Associated Student Body (ASB), Enrichment programs, and Electives programs.
Provide professional development in Designated ELD and Integrated ELD.
Provide training in Assessing Student Learning Accurately (ASLA)
Provide continued training and support in Project Based Learning. (PBL)
Provide professional development in Culturally and Linguistically Sustaining Pedagogy

Identified Need

Responding to the academic and social emotional needs of JMMS students by developing an academic program that accelerates students learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriately Assigned Teachers	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of Teachers will be appropriately assigned
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Overall English Learners Socioeconomically Disadvantaged Students with Disabilities Homeless Foster Youth African American	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) Overall = 24 pts below standard English Learners = 53 pts below standard Socioeconomically Disadvantaged = 40 pts below standard	Increase overall performance by the following number of points, from the baseline Overall + 25 pts (+8 pts per year expected growth) English Learners + 45 pts (+15- pts per year expected growth) Socioeconomically Disadvantaged + 30 (+10 pts per year expected growth)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic/Latinx Pacific Islander American Indian Connected to LCFF Priority: 4, 7, and 8	Students with Disabilities = 100 pts below standard Homeless = 77 pts below standard Foster Youth = no dashboard data African American = 61 pts below standard Hispanic/Latinx = 41 pts below standard Pacific Islander = 42 pts below standard American Indian = 57 pts below standard	Students with Disabilities + + 45 pts (+15- pts per year expected growth) Homeless + 45 pts (+15- pts per year expected growth) Foster Youth = Match the point for all students African American + 35 (+12 pts per year expected growth) Hispanic/Latinx + 30 (+10 pts per year expected growth) Pacific Islander + 30 (+10 pts per year expected growth) American Indian + 35 (+12 pts per year expected growth)
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) Overall English Learners, Socioeconomically Disadvantaged Students with Disabilities Homeless Foster Youth African American Hispanic/Latinx Pacific Islander American Indian Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) Overall = 64 below English Learners = 78 below Foster Youth = no dashboard data Socioeconomically Disadvantaged = 77 below Students with Disabilities = 140 below Homeless = 120 below African American = 112 below Hispanic/Latinx = 84 below Pacific Islander = 96 below American Indian = 96 below	Increase overall performance by the following number of points, from the baseline Overall + 45 pts (+15 pts per year expected growth) English Learners + 45 pts (+15 pts per year expected growth) Foster Youth = Match the point for all students Socioeconomically Disadvantaged + 45 pts (+15 pts per year expected growth) Students with Disabilities + 50 pts (+17 pts per year expected growth) Homeless + 45 pts (+15 pts per year expected growth) African American + 50 pts (+17 pts per year expected growth) Hispanic/Latinx + 50 pts (+17 pts per year expected growth) Pacific Islander + 50 pts (+17 pts per year expected growth) American Indian + 50 pts (+17 pts per year expected growth)
CAST Scores Overall English Learners,	CAST Scores = Percent of students who met or exceeded standards	CAST Scores = Increase percentage of students who met or exceeded standard by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged Students with Disabilities Homeless African American Hispanic/Latinx Pacific Islander Connected to LCFF Priority: 4, 7, and	Overall = 21.6% English Learners = 1.3% Socioeconomically Disadvantaged = 16.1% Students with Disabilities = 6.9% Homeless = 3.9% African American = 6.9% Hispanic/Latinx = 15.4% Pacific Islander = 20.0%	the following percent from the baseline Overall = +20.0% (+7% increase per year) English Learners = +30%(+10% increase per year) Socioeconomically Disadvantaged = +20.0%(+7% increase every year) Students with Disabilities = +25.0% (+8% increase per year) Homeless =+20.0% (+7% increase per year) African American = +20.0% (+7% increase per year) Hispanic/Latinx = +20.0% (+7% increase per year) Pacific Islander = +20.0% (+7% increase per year)
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 6th Grade: 24% 7th Grade: 28% 8th Grade: 35%	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 6th Grade: 34% 7th Grade: 38% 8th Grade: 45%
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 6th Grade: 39% 7th Grade: 41% 8th Grade: 44%	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 6th Grade: 49% 7th Grade: 51% 8th Grade: 54%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8		
English Learner Reclassification: Connected to LCFF Priority: 4	SLUSD Data for SY 2020-2021 • LTELs: 9.8% • Reclassification Rate for SY 2020-21 is 12.6% • Reclassification rate is 0.4% higher than the state (Most Recent Data from 2020 California Dashboard)	SLUSD Data for SY 2020-2021 • LTELs: 9.8% • Reclassification Rate for SY 2020-21 is 15.6% • reclassification rate is 0.4% higher than the state (Most Recent Data from 2020 California Dashboard)
English Learning Progress Indicator as reported on the CA School Dashboard: Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	Percentage of current English Learners making progress for SY 2018-2019: 47% (Most Recent Data from 2020 California Dashboard)	Percentage of current English Learners making progress 57% (Most Recent Data from 2020 California Dashboard)
Attendance Rate All Students English Learners Student with Disabilities Foster Youth Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate All Students = 95% English Learners = 94.9% Student with Disabilities = 93.5% Foster Youth = 89.1% Homeless = 89.5% (Local Data)	SLUSD 2019-2020 Attendance Rate All Students = 96% English Learners = 95.9% Student with Disabilities = 94.5% Foster Youth = 90.1% Homeless = 90.5% (Local Data)
Suspension Rate	2019-2020 Suspension Rate All Students = 3.8%	2019-2020 Suspension Rate All Students = 2.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 6		
MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 289	Percent of students referred to intervention Total Number of Referrals = 144
Percent of teachers new to the district complete training on Project Based Learning Connected to LCFF Priority: 2 and 6	2020-21 = 100%	100%
Percent of h 6-12 teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds. Percent of 6-12 Math teachers implementing Problem-Based Learning activities in their classes, as measured by data collected via Instructional Rounds. Connected to LCFF Priority: 6	Baseline 0% Year 1 60% Year 2 80%	Baseline 0% Year 1 65% Year 2 85%
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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

(1.1.a)Effective & Meaningful Teaching and Learning: All students will receive a comprehensive, standards-based science and history-social science education in grades TK-12 through the use of the newly adopted board curriculum and the development of corresponding assessments and projects.

- Continue to provide collaboration time and professional development focused on newly adopted curriculum Science and History curriculums Amplify and TCI
- Hourly compensation for teachers for professional development in Designated ELD and Integrated ELD.
- Continue yearly contract the AVID College Readiness System (ARCS) to support a coherent, consistent implementation of a high-quality Distant Learning instructional program aligned with Amplify and TCI
- Hourly compensation for AVID Site coordinator
- Hourly compensation for AVID Tutors
- 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)
5362	Title I 1000-1999: Certificated Personnel Salaries Hourly compensation for teachers
1500	Title I 5800: Professional/Consulting Services And Operating Expenditures Build the capacity of the teaching staff through participation at the AVID Workshops Provide release time for teachers to observe WICOR strategies in other classrooms. Provide teachers training in Designated ELD and Integrated ELD and SEL
7650	Title I 1000-1999: Certificated Personnel Salaries

	AVID Site Coordinator hourly compensation. The AVID Team will facilitate professional development in AVID WICOR methodology
8000	Title I 2000-2999: Classified Personnel Salaries 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
21883	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

(1.1b) Effective & Meaningful Teaching and Learning Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

- Provide personalized learning and enrichment opportunities through Project Based Learning (PBL), elective offerings, clubs, and other programs
- Instructional materials for Project based Learning
- Ongoing training in project based learning
- Funding for training teachers in Assessing Student Work Accurately
- Assemblies with cultural artist to build student cultural competency and awareness.

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.
7359	Unrestricted 4000-4999: Books And Supplies Ongoing training instructional materials for the implementation of SBE adopted instructional materials Project Based learning ((PBL) during Distance Learning
3000	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Fees for performance contacts.

Strategy/Activity 3

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

All students

Strategy/Activity

(1.1. c) Effective & Meaningful Teaching and Learning Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

- Integrate Study Smarts tutors available during the instructional day
- Release time for teachers to engage in lesson study and professional learning
- Support mathematics by providing ongoing professional professional supplemental instructional materials

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)
11358	Unrestricted 4000-4999: Books And Supplies Instructional Materials and Supplies for Math IXL and/or other software

2000	Unrestricted 1000-1999: Certificated Personnel Salaries Release time for teachers to engage in lesson study and professional learning
2426	Unrestricted 3000-3999: Employee Benefits Employee Benefits
0	District Funded 5000-5999: Services And Other Operating Expenditures Study Smarts tutors to support math teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and RFEP students

Strategy/Activity

(1.1. d)Effective & Meaningful Teaching and Learning:. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

- 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.
- Hire an ELD Specialist to support the needs of ELD 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)
4000	Unrestricted 2000-2999: Classified Personnel Salaries Hourly compensation for ELD para educators
1282	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

(1.2.a) Responsive Support Structures for Student Success: Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.

- Continue to provide ongoing training in Grading for Equity
- 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 4000-4999: Books And Supplies Meeting supplies for our weekly Leadership Team Meetings
2500	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Teacher training in grading for equity.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

(1.2.b) Responsive Support Structures for Student Success: Explore and expand alternative education and expanded learning opportunities for students TK- 12 to support both intervention,

enrichment, and multimodal ways of teaching and learning.

- Provide resources and instructional materials the 6th, 7th, and 8th grade elective offerings
- Expand the world Language Pathway at Muir by by offering Mandarin in the 2022-2023 school yerar

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	Unrestricted 4000-4999: Books And Supplies Instructional Materials for electives program

Strategy/Activity 7

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

All students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

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

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 1000-1999: Certificated Personnel Salaries On going staff training in MIISS
0	District Funded 1000-1999: Certificated Personnel Salaries Ongoing staff training in PBIS

Strategy/Activity 8

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

All students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.
Implement 6th grade student orientation
Warm handoffs for EL students
Warm handoffs for students referred to COST
Summer programs for incoming 6th graders

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)
500	Unrestricted 4000-4999: Books And Supplies
1000	Unrestricted 1000-1999: Certificated Personnel Salaries

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

1.2. Responsive Support Structures for Student Success
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

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 5800: Professional/Consulting Services And Operating Expenditures Ongoing Staff meetings to build staff capacity in anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Annual Review

SPSA Year Reviewed: 2020-21

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 closing 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.

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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

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
Broad Course of Study	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	100% of SLUSD schools offers courses described in Education Code 51210 and 51220
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	SLUSD Data for SY 2020-2021 Reclassification Rate for SY 2020-21 is 12.6%. (Most Recent Data from DataQuest)	SLUSD Data for SY 2020-2021 Reclassification Rate for SY 2020-21 is 15.6%. (Most Recent Data from DataQuest)
English Learning Progress Indicator as reported on the CA School Dashboard	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 47% of	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 57% of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 2, 4, and 7	(Most Recent Data from 2020 California Dashboard)	(Most Recent Data from 2020 California Dashboard)

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

2.1. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

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

2.1. Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community.

Building the collective leadership capacity of the Instructional Leadership team through a summer retreat.
Continue to support the development of ASB

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)
3000	Unrestricted 1000-1999: Certificated Personnel Salaries Hourly pay for summer Leadership retreat
8000	Unrestricted 1000-1999: Certificated Personnel Salaries Hourly pay for ASB teacher support.

Strategy/Activity 3

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

All students

Strategy/Activity

2.1. Centering Ethical and Cultural Leadership
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

Promote college and Career readiness through participation and professional development around AVID

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	Title I 5000-5999: Services And Other Operating Expenditures attending AVID workshops and Path trainings.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

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	Unrestricted 1000-1999: Certificated Personnel Salaries Certificated hourly compensation for to support student leadership activities.
0	Unrestricted 3000-3999: Employee Benefits Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2.2. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

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)

Strategy/Activity 7

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

Strategy/Activity

2.3. Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

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)

Strategy/Activity 8

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

All students

Strategy/Activity

2.2. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer 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 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

Strategy/Activity 9

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

Strategy/Activity

2.3. Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Provide professional development in SEL best practices and we transition for Distance Learning to In person Learning.

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 5000-5999: Services And Other Operating Expenditures District wide training in SELO practices.

Annual Review

SPSA Year Reviewed: 2020-21

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.

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-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals 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
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100%
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	100% participation
Assess and increase staff diversity by disaggregating current staff diversity in line	School Staff Demographics African American/Black = 9% Asian = 14%	School Staff Demographics African American/Black = 9% Asian = 14%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
with current student demographics Connected to LCFF State Priority: 1 and 6	Filipino = 5% Hispanic = 18%	Filipino = 5% Hispanic = 18%

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

3.1. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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

Strategy/Activity

3.2. Talented and Diverse Workforce
a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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

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 Ongoing training for our new employees

Strategy/Activity 3

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

All students

Strategy/Activity

Daily communication with the community through ParentSquare and weekly communication to staff through a newsletter and provide multiple avenues to communicate to stakeholders.

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	None Specified 5900: Communications Keep the community and staff up to date by sending a daily ParentSquare message and weekly newsletter.

Annual Review

SPSA Year Reviewed: 2020-21

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.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

LEA/LCAP Goal

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.

Goal 4

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

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
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	10% increase parent participation
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation complete
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	10% increase parent participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 250 Completed Parent Survey	Parent Participation to be at 400
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 92% • Promotes academic success for all students = 96% • A safe place for their children = 98%

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

4.1. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

John Muir should continue to improve the systems for sending information between teachers and home creating a bridge between school and home to reengage students during our current educational landscape.

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 1000-1999: Certificated Personnel Salaries Hourly compensation for a second Leadership Teacher
3286	Unrestricted 5000-5999: Services And Other Operating Expenditures Funding for student awards aimed at reconnect students to school through a tired response tor engagement.
10571	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Translation Services

Strategy/Activity 2

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

Strategy/Activity

4.2. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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)

Strategy/Activity 3

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

Goal 5

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

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
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 Device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 1 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 60 hours and average resolution within 15 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	100% completion

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100%

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

5.1. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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

Strategy/Activity 2

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

Strategy/Activity

5.2. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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)

Strategy/Activity 3

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

Strategy/Activity

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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)

Strategy/Activity 4

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

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$58,390
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,582.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$58,100.00

Subtotal of additional federal funds included for this school: $58,100.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
None Specified	$0.00
Unrestricted	$72,482.00

Subtotal of state or local funds included for this school: $72,482.00

Total of federal, state, and/or local funds for this school: $130,582.00

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	740.00
Unrestricted	73744	1,262.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
None Specified	0.00
Title I	58,100.00
Unrestricted	72,482.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	37,012.00
2000-2999: Classified Personnel Salaries	12,000.00
3000-3999: Employee Benefits	8,413.00
4000-4999: Books And Supplies	43,300.00
5000-5999: Services And Other Operating Expenditures	4,786.00
5800: Professional/Consulting Services And Operating Expenditures	25,071.00
5900: Communications	0.00
6000-6999: Capital Outlay	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
6000-6999: Capital Outlay	District Funded	0.00
None Specified	District Funded	0.00
5900: Communications	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	13,012.00
2000-2999: Classified Personnel Salaries	Title I	8,000.00
3000-3999: Employee Benefits	Title I	4,705.00
4000-4999: Books And Supplies	Title I	21,883.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	24,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	4,000.00
3000-3999: Employee Benefits	Unrestricted	3,708.00
4000-4999: Books And Supplies	Unrestricted	21,417.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	3,286.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	16,071.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,225.00

Goal 2	14,500.00
Goal 3	0.00
Goal 4	21,857.00
Goal 5	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 Walton	Principal
Mohammed Mangrio	Classroom Teacher
Jasmin Vega	Other School Staff
Diane Burns	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
Robert Picciotto	Other School Staff
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.

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
X	English Learner Advisory Committee
X	Other: Assistant Principal

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 June 1, 2021.

Attested:

Principal, Vernon Walton on 06.02.2021

SSC Chairperson, Mohammed Mangrio on 06.02.2021

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Liz Villanueva DocuSigned by: Liz Villanueva 79DE6A00605A4A2... 8/23/2021	☐ Principal ☐ Classroom Teacher ☐ Other School Staff ☑ Parent or Community Member ☐ Secondary Student
Wendy Hung	☐ Principal ☐ Classroom Teacher ☐ Other School Staff ☑ Parent or Community Member ☐ Secondary Student

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Robert Picciotto DocuSigned by: Robert M. Picciotto 8/23/2021 82E976B9FF83426...	☐ Principal ☐ Classroom Teacher ☑ Other School Staff ☐ Parent or Community Member ☐ Secondary Student
Robyn H	☐ Principal ☐ Classroom Teacher ☐ Other School Staff ☐ Parent or Community Member ☑ Secondary Student
Jessica W	☐ Principal ☐ Classroom Teacher ☐ Other School Staff ☐ Parent or Community Member ☑ Secondary Student

Add Row 10 rows remaining

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