

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **MUIR** SCHOOL

2017-18

37-68338-3730116

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Bellofatto, Laura

Contact Person: Bellofatto, Laura

Position: Principal

Telephone Number: 858-268-1954

Address: 4431 Mount Herbert Ave, Muir, San Diego, CA, 92117,

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The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☒ Home/School Compact

Board Approval: *June 27, 2017*



SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2017-2018 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

DUE March 17, 2017

SCHOOL NAME: John Muir School

SITE CONTACT PERSON: Laura Bellofatto

PHONE: 858-268-1954

FAX: 858-627-9289

E-MAIL ADDRESS: lbellofatto@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☒ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>2-28-17</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2-28-17

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Laura Bellofatto</u> Type/Print Name of School Principal	 Signature of School Principal	<u>February 28</u> Date
<u>Barbara Wroncy</u> Type/Print Name of SSC Chairperson	<u>Angela Schue</u> Signature of SSC Chairperson	<u>February 28</u> Date
<u>Sofia Freire</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>5-8-17</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS.

The faculty at John Muir School has been working collaboratively in Professional Learning Communities (PLC) to plan and implement the necessary instructional shifts to prepare the students to meet the California Common Core State Standards and the new standardized assessment. This year we are analyzing closely the results of the DRA2 in grades TK-3 and the Scholastic Reading and Math Inventories in grades 4-10 to determine the readiness of our students to meet proficiency in the common core standards.

Our school attracts a diverse TK-12 student body from all parts of the city. Our largest ethnic groups include Hispanic, White, African American, and Filipino students with smaller numbers of Hawaiian, Japanese, Korean, Portuguese, Samoan, Vietnamese, Other Asian, Other Pacific Islander, or American Indian/Alaska Native. Our targeted subgroups are our English Learners and our special needs students. Our school wide goals emphasize improving reading and writing achievement, and mathematics understanding. Key points in our plan will focus on increasing the number of students scoring at and above proficient in the math and English Language Arts portions of the Smarter Balanced Summative Assessment (SBAC), increasing the graduation rate, and improving communication with our families.

In the fall of 2016, the John Muir faculty and the SSC reviewed student achievement scores from the previous spring. Two groups of students showed a significant decrease, English Learners and students with disabilities. In order to support all students, we will continue professional development for staff, the implementation of Paideia philosophy and school-wide Socratic seminars, and strengthening our current interventions for struggling students.

SCHOOL VISION AND REALITY

The mission of John Muir School is to create a community of empowered learners who are productive global citizens.

John Muir's program equips students with the knowledge, skills, and values to achieve academic excellence through a focus on global responsibilities. Utilizing Paideia learning strategies, technology, and project-based learning, John Muir prepares students to become life-long learners who collaborate effectively, work creatively, and think critically to benefit themselves, their communities and the world.

Students who graduate from John Muir School are expected to be:

- informed and effective communicators,
- complex, critical thinkers and problem solvers,
- collaborative workers who contribute to, interact with, and lead in the worldwide community, and
- well-rounded individuals who recognize and address, local, national, and international responsibilities.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Muir SINGLE PLAN FOR STUDENT ACHIEVEMENT

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13
Grades 6-8:	1:28.73
High School:	1:29.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in

their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet proficiency levels in English and mathematics. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

John Muir has an active Site Governance Team (SGT) and a School Site Council (SSC). The Site Governance Team (a) adopts policies which are consistent with the school purpose and support the achievement of the ESLRs, (b) delegates implementation of these policies to the professional staff and (c) monitors results. The School Site Council has the authority to approve the Single Plan for Student Achievement (SPSA) and the spending of the Title I budget.

Committee members for both SGT and SSC are elected to two year terms and represent elementary, secondary, school staff, parents/guardians, and students. The selection, composition, and duties of the SGT and SSC are outlined in their respective bylaws. Committee members regularly discuss the details and funding of school operations. School Site Council (SSC) reviews Title I budget decisions which affect staffing, supplies, and programs. The SGT meets on the second Tuesday of the month, and the SSC meets on the third Tuesday of the month.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
10. Heather Santineau	Parent - DAC
11. Leslie Velasquez	Student
12. Sterling Brownell	Student
13. Kyle McHenry	Student
01. Laura Bellofatto	Principal
02. Angela Schu	Teacher
03. Sandra Leonard	Teacher - Secretary
04. Kerry Ferguson	Teacher
05. Barbara Wroncy	Teacher
07. Lupe Gutierrez	Other - Classified
08. Aaron Thode	Parent
09. Andrea Griffin	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/30/2018, 120 students of Muir Students will improve performance from the previous year's SBAC assessment increasing our school-wide scores in to Proficient or Advanced from 54% to 64% in CAASPP

Closing the Gap SMART Goal:

* By 06/30/2018, 7 students of Muir English Learner will improve performance from the previous year's SBAC assessment increasing to Proficient or Advanced from 11.1% to 38.9% in CAASPP

* By 06/30/2018, 10 students of Muir Students with Disability will improve performance from the previous year's SBAC assessment increasing to Proficient or Advanced from 17% to 29% in CAASPP

* By 06/30/2018, 10 students of Muir Black or African American will improve performance from the previous year's SBAC assessment increasing to Proficient or Advanced from 44.5% to 50% in CAASPP

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☒ SRI ☐ KDS ☐ Other

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:

* By 06/30/2018, 90 students of Muir Students will improve performance from the previous year's SBAC assessment increasing our school-wide score in to Proficient or Advanced from 42% to 52%. in CAASPP

Closing the Gap SMART Goal:

* By 06/30/2018, 5 students of Muir English Learner will improve performance from the previous year's SBAC assessment increasing from 5.6% to 27% to Proficient or Advanced in CAASPP

* By 06/30/2018, 11 students of Muir Students with Disability will improve performance from the previous year's SBAC assessment increasing to Proficient or Advanced from 11.8% to 32% in CAASPP

* By 06/30/2018, 6 students of Muir Black or African American will improve performance from the previous year's SBAC assessment increasing to Proficient or Advanced from 44.5% to 54.5% in CAASPP

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☒ SMI ☐ SRI ☐ KDS ☐ Other

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:

* By 06/30/2018, 100 students of Muir English Learner will improve performance from the previous year's CELDT proficiency rate by to 5% in English Language Proficiency Assessments for California

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☒ SRI ☐ KDS ☐ Other

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

- * By 06/30/2018, 100 students of Muir Students, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" ELA courses
- * By 06/30/2018, 100 students of Muir Students, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" Math courses

Closing the Gap SMART Goal:

- * By 06/30/2018, 100 students of Muir English Learner in ELD, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" ELA courses
- * By 06/30/2018, 100 students of Muir English Learner in ELD, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" Math courses
- * By 06/30/2018, 100 students of Muir Students with Disability, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" ELA courses
- * By 06/30/2018, 100 students of Muir Students with Disability, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" Math courses
- * By 06/30/2018, 100 students of Muir Black or African American, Grades 9-12 will meet or exceed a "C" or better grade in "a-g" Math courses

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☒ SMI ☒ SRI ☐ KDS ☒ Other

Other Assessments (Please Specify):

District and teacher generated assessments.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By 06/14/16, 80% of Muir parents will participate in 3 partner-in-education activities in Parent and Community Engagement

Targeted Population:

All students, grades TK–12, English Language Learners, students with special needs, Socio-economically disadvantaged.

What data did you use to form these goals?:

Event and attendance sign-in sheets

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the district's adopted English Language Arts curriculum, ELA Framework and California grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., DRA2, SRI, SMI, and teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using grade level writing rubrics and teacher determined criteria and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using the English Language Proficiency Assessment for California (ELPAC).
- Counselor, nurse and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, attendance clerk, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district assessments and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site and district professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at risk student. Home contacts will be logged by teachers and counselors.
- Educational specialist will provide push in and pull out supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic technology-based interventions and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- The support of Full Inclusion SEA/SET will be implemented to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Counselor and support mentors will provide monthly check in with at risk students.

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- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2017 - 6/30/2018):

Teachers will provide targeted tutoring in the areas of English Language Arts and mathematics as support for identified struggling students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$9,000.00	\$10,703.70	0369-30100-00-1157-1000-3100-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1, LCFF 2	Teachers to provide targeted tutoring for identified struggling students.

How will you monitor these strategies/activities?:

These strategies will be monitored through monthly SSC and SGT meetings.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2017 - 6/30/2018):

The ELPAC test will be administered in September to all identified EL students and to the new students who speak a primary language other than English at home. By administering the ELPAC test early in the year, we will be able to determine the levels of support EL students need in order to access the grade level curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$7,373.30	\$7,373.30	0369-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Provide instructional materials for classroom and targeted tutoring for identified struggling students.

How will you monitor these strategies/activities?:

The CELDT test will be administered early in September to allow for proper placement and monitor of EL students.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2017 - 6/30/2018):

Teachers will collaborate to plan and implement interdisciplinary project-based learning at all grade levels.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:

This activities will monitored through monthly SSC and SGT meetings

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2017 - 6/30/2018):

Counselors will:

1. Monitor student progress in meeting all of the SDUSD graduation requirements, as well as the UC/CSU "a-g" requirements.
2. Work with students to complete the graduation checklist to inform students what they need to graduate.
3. Communicate regularly with student, parents and teachers to ensure that all students in grades 9-12 are provided the support needed to meet graduation requirements.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
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How will you monitor these strategies/activities?: This activities will monitored through monthly SSC and SGT meetings						
5. Strategies to meet parent engagement goals (7/1/2017 - 6/30/2018): John Muir has long-standing strategies and processes for the regular involvement of parents and family. The school has a very involved parent association, the John Muir Association of Parents (JMAP). JMAP acts as a non-profit parent group supporting John Muir School. Its goal is to enhance the school's learning programs through volunteer and financial support. Both the School Site Council (SSC) and the School Governance Team (SGT), John Muir's shared decision making parties, are comprised of staff, administration, a union rep, as well as student, and parent representation. The inclusion of parents on these teams ensures all parties involved in the education of John Muir students have a voice. Additionally, this presents transparency of the school budget, objectives, and plans. SSC parents are invited to participate in the annual Title I Parent Conference.						
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)
Inservice supplies		\$865.00	\$865.00	0369-30103-00-4304-1000-3100-01000-0000	Title I Parent Involvement	01, 02, 03, 04, LCFF 1, LCFF 2
How will you monitor these strategies/activities?: These activities will be monitored through monthly SSC and SGT meetings						

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Classroom teachers will work afterschool with targeted students based on student testing data to support struggling students.

Identified Need::

Targeted students based on student testing data in reading comprehension and mathematics to support struggling students.

Target Group::

Struggling students with a focus on EL students and students with special needs.

Monitoring::

Student testing data in reading comprehension and mathematics

Personnel Responsible::

ILT, SSC and Principal

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Classroom teachers will work afterschool with targeted students based on student testing data to support struggling students.

Identified Need::

Targeted students based on student testing data in reading comprehension and mathematics to support struggling students.

Target Group::

Struggling students with a focus on EL students and students with special needs.

Monitoring::

Student testing data in reading comprehension and mathematics

Personnel Responsible::

ILT, SSC and Principal

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Provide supplies to supplement the instruction program with a focus on EL students and students with needs.

Identified Need::

Supplement the instruction program with a focus on EL students and students with needs.

Target Group::

Focus on EL students and students with needs.

Monitoring::

Student testing data in reading comprehension and mathematics

Personnel Responsible::

ILT, SSC and Principal

LCFF Intervention Supports

Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher	0.2000	\$16,447.20	\$19,706.86	0369-09800-00-1107-1000-3100-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Teacher to provide instruction support to struggling students
Supplies		\$1,713.14	\$1,713.14	0369-09800-00-4301-1000-3100-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide instructional materials for classrooms and targeted tutoring for identified struggling students.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. 2016-18 High School LCAP Goals
- C. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- D. Home/School Compact
- E. Title I/MPP Budget Allocations Summary Grid
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APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2016/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2016 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir (369)
All Grades Combined

Student Group	English Language Arts					Mathematics				
		2015 N %	2016 N %	Chg from 2015 %		2015 N %	2016 N %	Chg from 2015 %		
Total		209 51.7	194 57.2	5.5		209 37.8	194 42.8	5.0		
Female		96 55.2	83 63.9	8.6		96 33.3	83 47.0	13.7		
Male		113 48.7	111 52.3	3.6		113 41.6	111 39.6	-2.0		
African American		13 38.5	11 45.5	7.0		13 38.5	11 9.1	-29.4		
Asian		3 ---	2 ---	---		3 ---	2 ---	---		
Filipino		6 ---	4 ---	---		6 ---	4 ---	---		
Hispanic		106 44.3	100 49.0	4.7		106 33.0	100 39.0	6.0		
Indochinese		3 ---	2 ---	---		3 ---	2 ---	---		
Native American										
Pacific Islander		2 ---	1 ---	---		2 ---	1 ---	---		
White		59 66.1	56 66.1	-0.0		59 44.1	56 53.6	9.5		
Multiracial		17 58.8	18 83.3	24.5		17 41.2	18 44.4	3.3		
English Learner+		32 12.5	18 11.1	-1.4		32 6.3	18 5.6	-0.7		
English-Speaking+		177 58.8	176 61.9	3.2		177 43.5	176 46.6	3.1		
Reclassified+		30 73.3	21 85.7	12.4		30 43.3	21 76.2	32.9		
Initially English-Speaking		147 55.8	155 58.7	2.9		147 43.5	155 42.6	-1.0		
Econ. Disadvantaged*		123 43.9	104 48.1	4.2		123 25.2	104 31.7	6.5		
Non-Econ. Disadvantaged*		86 62.8	90 67.8	5.0		86 55.8	90 55.6	-0.3		
Gifted		69 71.0	66 77.3	6.3		69 59.4	66 69.7	10.3		
Not Gifted		140 42.1	128 46.9	4.7		140 27.1	128 28.9	1.8		
Students with Disabilities		33 12.1	34 17.6	5.5		33 9.1	34 11.8	2.7		
Students wo Disabilities		176 59.1	160 65.6	6.5		176 43.2	160 49.4	6.2		
Homeless		6 ---	2 ---	---		6 ---	2 ---	---		
Foster										
Military		14 57.1	16 75.0	17.9		14 42.9	16 43.8	0.9		

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as Economically Disadvantaged.

+ All students redesignated during the school year from English Learner to Reclassified Fluent English Proficient are counted here as fluent English Speaking

APPENDIX B**2016-18 HIGH SCHOOL LCAP GOALS**

APPENDIX C**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**

John Muir School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual parent meeting will be held to describe the Title I program and its requirements.

John Muir School has developed a written Title I parental involvement policy with input from Title I parents. Members of the School Site Council meet in the fall to go over all policies and procedures involving Title I. The policy is updated periodically to meet changing needs of parents and the school.

John Muir School has distributed the policy to parents of Title I students during the annual meeting, and a copy is accessible through the school's web site at www.sandi.net/muir.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at ***John Muir School***, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - All parents are invited to the annual Title I meeting that takes place in early fall.
 - The John Muir web site is used to disseminate information. Resources for parents are available through the school's web site at www.sandi.net/muir by clicking on the Parent tab. Parents can access staff e-mail addresses and teachers' web pages.
- The school offers a flexible number of meetings for Title I parents:
 - Morning meetings are scheduled in the morning at 9:10 AM.
 - Afternoon meetings are scheduled at 6:00 PM.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parental input from the parent meetings and training sessions are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school provides parents of Title I students with timely information about Title I programs.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages. Parents will be able to get additional testing information by using links from the John Muir web site to both the State Department of Education (<http://www.cde.ca.gov>) and the San Diego Unified School District (www.sandi.net).

- If requested by parents of Title I students, **John Muir School** provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The school will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:
 - Offering resources to help parents support and work with their children at home and at school.
 - Providing information about school and district resources for student academic improvement.
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
 - Improving communication between the school and home.
 - Discussing current student assessment data and student progress.
 - Conferencing with teachers.
 - Advocating for teachers and parents.
 - Valuing cultural diversity.

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

School-Parent Compact

John Muir School distributes a School-Parent Compact to parents at the beginning of the school year. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Members of the School Site Council meet in the fall to go over all policies and procedures involving Title I. The School-Parent Compact is updated periodically to meet changing needs of parents and the school.

Building Capacity for Involvement

John Muir School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school holds a Fall Open House and a Spring Showcase. On both occasions parents are invited to meet with the principal for an overview of the Common Core State Standards and how parents can monitor academic progress. Parents are also advised to sign up for PowerSchool Parent/Student Portal, and to visit the school's web site to stay informed of all of the assignments and activities happening at each grade level/content area.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- Parent involvement at John Muir is a priority for the staff, and for the John Muir Association of Parents (JMAP). Parents are encouraged to volunteer and be part of many field trips and classroom activities. JMAP hosts a monthly JMUG gathering to encourage all parents to stay active and connected to the school.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents via flyers, School Messenger, and the school's web site (www.sandi.net/muir). All school communication to parents is shared in both English and Spanish.

Accessibility

John Muir School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. The John Muir campus is completely accessible for any parent with a disability.

APPENDIX D**HOME/SCHOOL COMPACT**

John Muir Home/School Compact

The John Muir faculty and staff strongly believe that parent involvement is a key factor for students to succeed academically and socially, and we value your equal partnership in the education of your child.

This compact outlines how the parents, the entire school staff, and the students will share responsibility for student academic achievement, and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. Many of our activities are funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), the Associated Student Body (ASB), and the John Muir Association of Parents (JMAP). All students participating in school activities are held to the expectations of the John Muir Home/School Compact.

School Responsibilities

John Muir School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Common Core State Standards and other grade level standards.
2. Work to ensure a positive learning climate with a consistent application of the site discipline plan and maintain high expectations for student achievement.
3. Schedule parent meetings during which this compact may be discussed as it relates to the individual student's achievement.
4. Provide parents with updates on their child's progress, which may include six-week progress reports, semester report cards and academic updates via the PowerSchool Parent/Student Portal (<https://powerschool.sandi.net/public>).
5. Provide a welcoming and safe environment for students, parents and community members.
6. Provide parents opportunities to volunteer and participate in their child's class.

Parent Responsibilities

We, as parents, will support our child's learning by:

1. Monitoring my child's attendance by:
 - a. Making sure that my child attends school daily and on time
 - b. Notifying the school promptly when my child is absent by calling 858-268-1954.
 - c. Scheduling doctors/dentist appointments outside the school hours
2. Making sure that homework is completed, checked, and returned when due.

3. Participating, as appropriate, in decisions relating to my child's education.
4. Communicating my questions, concerns, and input by contacting the classroom teacher first.
5. Supporting the classroom, school and district discipline policies.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail, e-mail, School Messenger notifications and regularly checking the John Muir website, and responding as appropriate.
8. Have an awareness of and volunteering to the extent possible, on advisory groups, such as School Site Council, Governance/Instructional Leadership Team, JMAP or other school advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

1. Demonstrating daily respect and practice open communication with my teachers.
2. Attend school, on time, ready to work and learn, complete all my assignments to the best of my ability, and get help when necessary.
3. Respect the rights of others to learn and help to create a positive learning environment for everyone by following teachers' instruction.
4. Spend time daily reading, studying and completing my work.
5. Abide by the classroom, school and district rules, regulations and discipline policies.

Teacher: _____ **Student Grade:** _____

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

APPENDIX E**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

San Diego Unified School District				
Site: 0369 Muir				
As of Date 05-02-2017				
Extended Summary				
	09800 LCFF	30100 Title	30103	
Name	FTE	TOTAL	TOTAL	TOTAL
		21,420.00	18,077.00	865.00
		21,420.00	18,077.00	865.00
		-	-	-
2000 Regular Teacher	0.20	16,447.20	-	-
1157 Classroom Teacher Hrly		-	9,000.00	-
Employee Benefits		3,259.66	1,703.70	-
4301 Supplies		1,713.14	7,373.30	-
4304 Inservice supplies		-	-	865.00

APPENDIX F**2017-18 SPSA ASSESSMENT AND EVALUATION**

APPENDIX F

SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: John Muir School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>John Muir School delivers a curriculum that supports the achievement of the academic standards and the expected school-wide learning results for all students. The unique TK-12 configuration of John Muir provides students in grades TK-8 with more instructional minutes that the students enrolled in traditional elementary and middle schools.</p> <p>John Muir teachers develop and pace their instruction according to the content state standards and the district's pacing guides. Muir's instruction provides students the ability to meet the district graduation requirements and the University of California and California State University A-G entrance requirements.</p>
CLOSING THE ACHIEVEMENT GAP	<p>John Muir offers many supports for struggling students. The after school tutoring program provides opportunities for identified EL and other critical needs students to get "targeted" academic support. The faculty is organized Professional Learning Communities (PLCs) to foster collaboration, personalization and more support structures for all students. The special education department has a strong co-teaching/collaboration model with an assigned grade level Educational Specialist that works with content area teachers to provide support for students with special needs.</p>
PROFESSIONAL DEVELOPMENT	<p>John Muir teachers are organized in grade-level and/or content area Professional Learning Communities. Teachers and support staff are provided with ample opportunity for professional growth. Teachers in grades TK-5 participate in ELA and math cluster professional development provided by the principals in the Madison Cluster. They are also provided with release time, substitute coverage, and compensation so they can participate in school level and district level professional development opportunities.</p>
GRADUATION/PROMOTION	<p>John Muir School has an effective system to monitor all students' progress toward</p>

	<p>meeting the academic standards required for students to meet graduation/promotion requirements. Teachers regularly evaluate the effectiveness of supports that are in place and determine what necessary steps are next to ensure student success. At the secondary level, the counselors closely monitor 9-12 grade students to ensure they are on their way to meet SDUSD graduation requirements. At the end of each grading period, they conduct a transcript review and fill out a graduation checklist to ensure that all students are on track to graduate. They set up meetings with parents of the students at risk of not meeting any of the graduation requirements, to communicate to both parent and student the expectations, and together they collaborate on strategies for success.</p> <p>The counselors meet regularly with the principal to monitor student progress and determine next steps for support. They schedule regular meetings with parents of critical learners and of students who show evidence of academic struggle. In some cases, they coordinate a Student Study Team (SST) to determine if additional Tier II interventions are need.</p>
PARENT ENGAGEMENT	<p>John Muir has long-standing strategies and processes for the regular involvement of parents and family. The school has a very involved parent association, the John Muir Association of Parents (JMAP). JMAP acts as a non-profit parent group supporting John Muir School. Its goal is to enhance the school's learning programs through volunteer and financial support.</p> <p>John Muir works to provide as much information to parents as possible. The school website presents the school's mission statement, ESLRs, policies and procedures, staff contact information, upcoming events, a working calendar, school news, graduation requirements, and access to PowerSchool Parent Portal. The weekly bulletin and the updated school calendar is available to parents and staff via the school's web site.</p> <p>To keep open communication with parents, the school uses SchoolMessenger, an email and voice call-out system, to remind families of important events or notifications. This information is sent out in both English and Spanish. If at any point, families need translation in another language, the school has access to district or site translators.</p>

APPENDIX G**WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)**

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

APPENDIX G
WASC RECOMMENDATIONS

YEAR: 2017-2018

School: John Muir School

Using the recommendations from your most recent full study visit complete the following template:

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
1. Explore additional course offerings.	Goal #3	Teachers with assigned iHigh courses were trained on the teacher distance learning adopted platform. iHigh mentor teachers meetings to cross-train and support each other.	At the secondary level, we expanded participation in courses not offered at Muir by dually enrolling the student in iHigh. These on-line courses allow our students to take AP courses and a third year Spanish as well as recovering credits needed for graduation.	Weekly: ihigh Mentor teachers monitor student progress by printing status report. They stay in close communication with the iHigh teacher of record – Mentor Teacher and iHigh Teacher Quarterly: Counselors monitor student progress to make the necessary adjustments in enrollment to ensure that all students meet graduation requirements – Counselors
2. Increase 4 th -12 th grade student participation in after school math tutoring	Goal #2	Monthly Math and Science PLC release day to discuss student progress, align curriculum and plan CCSS implementation strategies. 4-10 grade teachers to administer the Scholastics Math Inventory (SMI) at established times during the semester to collect reading comprehension data.	Established a structured tutoring program to provide students in grades 4-12 an opportunity to receive additional group and individual mathematics instruction	Monthly: staff meetings and Math/Science PLC Release days – Teachers and Principal Quarterly: Counselors monitor student progress to make to ensure that all students meet graduation requirements – Counselors
3. Provide EL students additional support in the area of reading comprehension: elementary grades 1-5 and secondary	Goal #1	DRA2 and Scholastics Reading Inventory (SRI) training attended by selected staff	Established a structured after school tutoring program to provided targeted EL students in	Monthly: Staff meetings – Principal Monthly: EL Committee Meeting to

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
grades 6-9		and principal. The EL Advisory Committee to work with principal to monitor the academic progress of EL students. Elementary TK-3 teachers to administer the DRA2 and 4-10 grade teachers to administer the Scholastics Reading Inventory (SRI) at stablished times during the semester to collect reading comprehension data.	grades 6-9 with needed reading strategies to improve their reading comprehension skills.	review data and determine next steps – Committee Chair and principal Monthly: PLC meetings and PD with a focus on ELA strategies and EL support – Teachers and Principal
4. Explore options in relation to the physical education program.	Goal #3	PE Teachers attended different professional development opportunities provided by the district.	Muir currently has two PE teachers on staff. One teacher is in charge of the elementary program three days a week, and the other teacher is in charge of the secondary PE Program. Both programs implement SPARK strategies, skill building, team activities and a partnership with the NFL/Charger fitness program that includes personal goal setting. In addition, the elementary program incorporates a walking program three days a week before school, a dance program (sponsored by JMAP) and a PE field day scheduled three times a year.	PE Teachers
5. Consider offering further parent education concerning Paideia philosophy.	Goal #4	Teacher professional development opportunity conducted by co-director of	To publicize the Paideia focus of our school, the Muir faculty included information about the	Web Site: National Paideia Center link provided for parents – Principal Syllabi – Muir teachers

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
		the National Paideia Center.	Paideia curriculum delivery and projects via syllabi, newsletters, calendars, the school website, parent meetings, the JMAP publications and the grade level conferences. In addition, the principal has scheduled two opportunities for parents to learn about the Paideia philosophy and experience a seminar.	
6. Consider offering SAT/ACT preparation classes.	Goal #3		The Muir counseling department is working closely with students to provide them with opportunities in the community and other schools for students to take SAT/ACT prep classes. In addition, the secondary faculty has increased the implementation of classroom strategies that will better prepare students for the SAT/ACT. This year the counselors have also partnered with UCSD and other colleges to bring college tutors to support students in their learning.	At various times during the year – Counselors