

John Muir Middle School		Single Plan for Student Achievement (SPSA)		Jeannette Harding		
3 Year Plan: August 2017 - June 2020						
San Jose Unified School District						
John Muir Middle School						
3 Year Plan: August 2017 - June 2020						
<p>The Single Plan for Student Achievement (SPSA) is an articulated plan of strategies and actions grounded in current student achievement data for a school that aims to further accelerate and improve student learning. This plan and its contents align directly to the school district's strategic plan. The school district's strategic plan is the set of strategies that the organization is using to ensure fidelity to both Board Policy 0210 (Equity Policy) and the Voluntary Integration Plan (VIP). Further, this plan and its contents conforms to all applicable state and federal law. Additional information, including how the SPSA aligns to the Local Control Accountability Plan (LCAP) can be found in Appendix A (footnote).</p> <p>For additional information about this plan, other inquiries about this school's program, and how you can become involved locally, please contact:</p>			About this School:			
			Grades Served:		6th-8th	
			Total Students:		1,094	
			Ethnic Breakdown:		White	25%
					Hispanic	50%
					Black	5%
					Other	20%
			Free lunch		37%	410
			Reduced lunch		10%	110
			Total FRPL		48%	520
EL		19%	211			
EO		57%	625			
Contact:	Jeannette Harding		Foster Youth			
Position:	Principal					
CDS Code2	43-69666-6060115		Special Education	13%	140	
Telephone:	408-535-6281					
Email:	jharding@sjusd.org		Program Offerings			
Address:	1260 Branham Ln., San Jose, CA 95118					
California Dashboard : State Indicators by Site						
Performance Category (High to Low)						
Blue	Green	Yellow	Orange	Red		
Academic Indicator: E/LA (3-8)	Academic Indicator: Math (K-8)	Suspension Rate	English Learner Progress			
G	B	B	B			
* The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.						
<a href="https://www.caschooldashboard.org/#/Home">https://www.caschooldashboard.org/#/Home</a>						
PLAN SUMMARY						
Provides an overall theory of action statement for this school during the academic year.						
SAMPLE Elementary continues to be primarily focused on raising student achievement in early literacy in grades TK through 2nd grade. In addition, all staff at the school will continue to engage stakeholders in order to achieve the						

following goals.

**LANGUAGE ARTS:**

By June 2019, we will increase the number of students meeting or exceeding standard in ELA by 7%.

By June 2019, we will increase the number of students scoring at or above average on the ELA WPA by 10%.

**MATHEMATICS:**

By June 2019, we will increase the number of students meeting or exceeding standards in math by 6%.

By June 2019, we will see a correlation between the NWEA assessments and SBAC data within 3 points covering 3 standards.

**ENGLISH LANGUAGE LEARNERS:**

By June 2019, a minimum of 10% of AMAO k-5 students will increase one proficiency level as measured by the ELPAC and a minimum of 10% of students will attain proficiency on the ELPAC

By June 2019, 55% of students eligible for reclassification will be reclassified.

**ACADEMIC PERSEVERANCE:**

By June, 2019, staff will have introduced and explained growth mindset definition and examples.

By June, 2019, there will be a 6% increase regarding Academic Perseverance in the Climate Survey.

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COMMUNITY ENGAGEMENT			
GUIDING QUESTIONS			
1. How have parents, community members, students, and other stakeholders been engaged and involved in developing, reviewing, and supporting the development of this Single Plan for Student Achievement (SPSA)?			
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the priorities and used by the school to inform the SPSA goal setting process?			
3. What changes, if any, were made in the SPSA prior to adoption as a result of written comments or other feedback received by the school/SSC through the school's engagement process?			
4. How will the involvement of these stakeholders support improved outcomes for pupils related to the school/district priorities?			
Describe the process that involved and engaged school and community stakeholders in the development of the SPSA. Include meeting dates and number of stakeholders attended.		Describe how school and community stakeholders will be involved in the implementation and review of SPSA strategies (plan/dates)	
Department Meeting 9/4 - all certificated staff, SELAC meeting 9/12 - 8 participants, SSC meeting 9/12 - 10 participants		Through monthly SELAC, SSC, Leadership Team meetings, Department meetings.	
Total number (#) of stakeholders took some action, e.g., survey, attended meeting, etc.:			
Total number (#) of stakeholders reached, e.g., sent information about SPSA:			

Goal 2:	
	By June 2019, we will increase the number of students scoring at or above average on the ELA WPA by 10%.

provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the

*This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.*

[illegible]



Select one Opportunity21 strategy that is most closely aligned to the school's goals.  
The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).

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*The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).*

Strategy 1.1. All schools and student groups will score in the two highest performance levels on the California School Dashbo
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Goal 1:	By June 2019, we will increase the number of students meeting or exceeding standards in math by 6%.
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Goal 2:	By June 2019, we will see a correlation between the NWEA assessments and SBAC data within 3 points covering 3 standards.
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						% Standard	2016-17 %	2015-16 %
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[illegible]

Grade Level	6	7	8
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2018-19 % Students At/Above Expectation: PBA 1			
2018-19 % Students At/Above Expectation: PBA 2			
2017-18 % Students At/Above Expectation: Spring	15%	14%	22%
2016-17 % Students At/Above Expectation: Spring	49%	15%	31%

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[illegible]

Monitoring (district inserted)							

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Goal 1:	By June 2019, a minimum of 10% of AMAO k-5 students will increase one proficiency level as measured by the ELPAC and a minimum of 10% of students will attain proficiency on the EI PAC
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Goal 2:	By June 2019, 55% of students eligible for reclassification will be reclassified.
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Grade Level	6	7	8
Number (#) of EL students	89	73	49

Grade Level	6	7	8
Number (#) of EL students	89	73	49

Proficiency Level	6	7	8
Beginning - % Students			
Early Intermediate - % Students			
Intermediate - % Students			
Early Advanced - % Students			
Advanced - % Students			

Proficiency Level	6	7	8
Beginning - % Students			
Early Intermediate - % Students			
Intermediate - % Students			
Early Advanced - % Students			
Advanced - % Students			

Proficiency Level	6	7	8
Level 1			
Level 2			
Level 3			
Level 4			

Proficiency Level	6	7	8
Level 1			
Level 2			
Level 3			
Level 4			

2018-19			
Grade Level	6	7	8
% Students			
2017-18			
Grade Level	6	7	8
% Students	27%	7%	17%
2016-17			
Grade Level	6	7	8
% Students	21%	17%	40%

2018-19			
Grade Level	6	7	8
% Students			
2017-18			
Grade Level	6	7	8
% Students	27%	7%	17%
2016-17			
Grade Level	6	7	8
% Students	21%	17%	40%

Grade Level	6	7	8
Number of students			
% of Students			

Grade Level	6	7	8
Number of students			
% of Students			

*This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.*

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[illegible]



[illegible]



[illegible]

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3 Year Plan: August 2017 - June 2020				
ACADEMIC PERSEVERANCE: Strategic Plan Alignment & Content Goals				
Academic Perseverance is defined as a student's persistence through scholastic obstacles to achieve short-term and long-term academic goals. The focus areas for improving academic perseverance are:				
1. Cultivate School Environment Values Effort: Adults cultivate growth mindsets and show students that SJUSD values effort through language, culture, and instructional practices that rewards effort along with ability.				
2. Develop Student Skills: Adults teach students how to problem solve in specific content areas, help them acquire successful academic habits, and provide opportunities for all students to seek extra help.				
3. Foster Strong Positive Student – Adult Relationships: Adults cultivate opportunities and activities for students to develop positive relationships with adults and teachers in their school.				
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).				
Objectives and Strategic Measures (Select One):		Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.		
Goal 1 (Staff Goal):	By June, 2019, staff will have introduced and explained growth mindset definition and examples.			
Goal 2 (Student Goal):	By June, 2019, there will be a 6% increase regarding Academic Perseverance in the Climate Survey.			
Academic Perseverance Data				
This data provides the most recent information about this school's student performance.				
STAFF RESULTS FOR ACADEMIC PERSEVERANCE				
School Team Chooses Measure	Teachers		Other Staff	
Choose one that aligns with your PDSA plan. (Examples: Classroom lang. rubric; Staff survey)	xx%		xx%	
2017-18 STUDENT CLIMATE SURVEY RESULTS FOR ACADEMIC PERSEVERANCE				
Climate Survey Constructs	6		7	
Academic Perseverance- % High	52%		40%	
2016-17 STUDENT CLIMATE SURVEY RESULTS FOR ACADEMIC PERSEVERANCE				
Climate Survey Constructs	6		7	
Academic Perseverance- % High	51%		39%	
Academic Perseverance: Actions to Support & Achieve Goals				
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.				
Action Description (Responsible Party)	Complete Date	Resource	Object	Amount
Based on increasing the "high" responses to Academic Perseverance by all students (all grade levels), BrainPop software licenses will be purchased in ELA courses. This purchase will be evaluated using results of the 2018-2019 Academic Perseverance results from the 3 Climate Survey results.	9/7/2018	Title 1 Instruction (Res 3010, Pgm 100)	Software Licenses	2,395.00
Based on increasing the "high" responses to Academic Perseverance by all students (all grade levels), we will pro Professional Development for teachers (conferences, workshops). These activities will be evaluated using results from the 2018-2019 Climate survey.	6/9/19	Title 1 Instruction (Res 3010, Pgm 100)	Travel and Confs	2,605.00

[illegible]

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AVAILABLE BUDGET						
The dollar amounts below are the resources available to be allocated at your school site.						
John Muir Middle School						
Resource Name		Resource #	Program #	Budget	Planned For	Available
Site Flex (Res 0002, Pgm 100)		0002	100	57,053.00	0	57,053
Supplemental (Res 0010, Pgm 100)		0010	100	59,732.00	0	59,732
Title I Instruction (Res 3010, Pgm 100)		3010	100	98,891.25	98,891	0
Title I Parent Involvement (Res 3010, Pgm 025)		3010	025	2,014.81	2,015	0

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SCHOOL SITE COUNCIL (SSC) MEMBERS																								
<i>The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A secondary school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site. For additional information, including examples, see Appendix A.</i>																								
<table border="1"> <tr> <th colspan="2">School Site Council (SSC) Officers</th> </tr> <tr> <td>Rebecca Jergentz</td> <td>Chair</td> </tr> <tr> <td>Alison Appleby</td> <td>Vice Chair</td> </tr> <tr> <td>Lisa Fong</td> <td>Secretary</td> </tr> </table>							School Site Council (SSC) Officers		Rebecca Jergentz	Chair	Alison Appleby	Vice Chair	Lisa Fong	Secretary										
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SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)																								
<i>A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians, or both, of ELL students who are not employed by the school district shall constitute a majority of the committee. For additional information, see Appendix X.</i>																								
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(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)																								
<table border="1"> <tr> <th colspan="2">School English Learner Advisory Committee (SELAC) Officers</th> </tr> <tr> <td>Angelica Rios</td> <td>President</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>							School English Learner Advisory Committee (SELAC) Officers		Angelica Rios	President														
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The SELAC has voted to give governance to the SSC on this date:					9/12/18																			
The name of the parent SELAC representative to the SSC is:					Angelica Rios																			
Council Size	Principal	Classroom Teachers	Other School Personnel	Parent/ Community Members																				
10	1	3	1	5																				
12	1	4	1	6																				
14	1	5	1	7																				
16	1	6	1	8																				

18	1	7	1	9		
20	1	8	1	10		
The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of an elementary council consists of 10 members						



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<b>SCHOOL SITE COUNCIL (SSC)</b>						
<b>RECOMMENDATIONS AND ASSURANCES</b>						
School:	John Muir Middle School					
School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:						
<p>1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.</p> <p>2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.</p> <p>3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)</p>						
				English Learner Advisory Committee		
				Other (list)		
<p>4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.</p> <p>5. This plan 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.</p>						
6. This plan was adopted by the School Site Council at a public meeting on:						
Attested:						
School Principal Name		Signature of School Principal			Date	
(use blue ink)						
SSC Chairperson Name		Signature of SSC Chairperson			Date	
(use blue ink)						

[illegible]

**[6] From the SJUSD 06-22-17 Special Session Board Meeting**

San José Unified is renewing its commitments to the district's community through an updated strategic plan. The district's updated vision, strategic plan, and strategic measures are included as part of the 2017-2020 local control and accountability plan (LCAP) and budget, all of which are accessible at: <https://sjusd.box.com/v/2017-2018-LCAP-Budget>  
Education Code 52062(b)(2) requires that a governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Section 42127(a)(2).

Further, Education Code 42127(a)(2) requires that the governing board of each school district shall adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. For the 2014-2015 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. As described and detailed in the budget document, San José Unified is submitting a qualified budget for the 2017-2020 fiscal years as changes will be necessary in order for the district to meet its financial obligations in the 2019-2020 school year.

**[6] From the SJUSD 06-22-17 Special Session Board Meeting**

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<a href="#">Additional Data &amp; Reports can be found at the SJUSD Data Warehouse wiki.</a>					

