

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 High School Early College Magnet	19-64881-1936103	April 28, 2021	6/30/2021

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)

Additional Targeted Support and Improvement

Additional support will be provided to our students and families who are low performing, special education and English learners.

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.

We will have monthly meetings with the school site council to review our progress as described in this plan. During the meetings we will also align our SPSA to the districts LCAP, our Early College Outcomes and our school's WASC action plan.

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

The SPSA is reviewed and updated with our School Site Council (SSC) and English Learners Advisory Committee (ELAC). The School Site Council consist of parents, teachers, students, staff members and the principal. ELAC consist of parents, staff and administrators. ELAC meetings are the second Tuesday of each month and SSC meets the third Tuesday of each month. During these meetings the committees review the progress of the SPSA as well as updating or revising portions of the plan. The school plan has also been shared in collaboration with our Instructional Leadership Team (ILT).

Feedback has been gathered from surveys from students and parents.

Resource Inequities

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

At this moment there are none.

School Vision and Mission

Vision Statement: Mustangs will learn to dream, be empowered, and have purpose.

Mission Statement: The purpose of John Muir High School Early College Magnet is to create a loving environment where students learn to set and strive for high expectations, have a growth mindset, and work hard to achieve mastery of a rigorous, Early College curriculum. We are committed to developing relationships with students and providing connections in the community to meet students' unique needs to succeed in college, career, and their future endeavors.

The Muir Way!

Have high expectations.

Demonstrate a growth mindset.

Build relationships and community.

School Profile

John Muir High School Early College Magnet is a 52 acres campus located in Pasadena just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. John Muir High School is one of 28 schools in the Pasadena Unified School District. With nearly 900 students from varying backgrounds, cultures, socioeconomic groups, and academic profiles, John Muir High School's ultimate strength lies in its ability to offer a diverse array of programs, services, and instructional methodologies to meet the needs of all students. We offer three Linked Learning academies on campus with special areas of focus for each program. Our Arts, Entertainment and Media Academy has a state of the art production studio. Our Business and Entrepreneurship Academy has a Credit Union on campus, where are students are the tellers, as well as, a print shop and embroidery room. The Engineering and Environmental Science Academy has a lab space where students construct a solar boat from the ground up. The space also houses multiple 3D printers and other machinery to support the academy needs.

John Muir High School Early College Magnet has an enrollment of 910 students in grades 9 through 12 for the 2020-2021 school year. The ethnic composition for the school is approximately 24% African American, .5% Asian, 1% Filipino, 68% Hispanic, 4.5% White, 2% Two or More Races. Approximately 85% of the families at JMHS qualify for free or reduced lunch.

In 2017-2018, JMHS received a grant to become an early college high school. This grant has enabled the school to offer college credit to students on the high school campus. The school has a partnership with Pasadena City College who provides the instructors for the Dual Enrollment courses. Starting in students 9th grade year, all students have the opportunity to earn at least 6 college credits each year. In addition to the college courses, JMHS has 50 certificated staff (teachers, counselors, administrators) and 50 classified staff members who support the school's vision and mission, as well as, a supportive PTSA, ELAC and Alumni Association.

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	0.11%	0.12%	0.1%	1	1	1
African American	25.26%	23.8%	24.1%	222	193	223
Asian	0.46%	0.49%	0.4%	4	4	4
Filipino	1.02%	0.86%	0.8%	9	7	7
Hispanic/Latino	69.17%	69.17%	67.6%	608	561	627
Pacific Islander	0.11%	0.12%	0.2%	1	1	2
White	1.71%	2.96%	4.6%	15	24	43
Multiple/No Response	0.34%	0.25%	%	3	2	
Total Enrollment				879	811	927

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	218	228	313
Grade 10	233	204	214
Grade 11	192	202	206
Grade 12	236	177	194
Total Enrollment	879	811	927

Conclusions based on this data:

1. Our enrollment is showing a decrease over the past three years.
2. We are losing students each year, however, our freshman class has been the largest in 3 years.
3. This data does not show the current year enrollment in which we have 313 9th graders.

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	95	91	81	10.8%	11.2%	8.7%
Fluent English Proficient (FEP)	388	350	396	44.1%	43.2%	42.7%
Reclassified Fluent English Proficient (RFEP)	8	7	40	7.3%	7.4%	44.0%

Conclusions based on this data:

1. The number of EL students has decreased each year.
2. We have had a decrease in the number of students who are FEP and students who have been reclassified over the past three years
3. Our current ELD numbers are decreasing a little this academic year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	186	222	169	182	212	167	182	210	166	97.8	95.5	98.8
All Grades	186	222	169	182	212	167	182	210	166	97.8	95.5	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2574.	2561.	2539.	17.58	10.48	10.24	30.22	36.67	24.70	30.22	26.19	30.72	21.98	26.67	34.34
All Grades	N/A	N/A	N/A	17.58	10.48	10.24	30.22	36.67	24.70	30.22	26.19	30.72	21.98	26.67	34.34

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 11	24.73	20.95	14.46	50.55	49.52	46.39	24.73	29.52	39.16
All Grades	24.73	20.95	14.46	50.55	49.52	46.39	24.73	29.52	39.16

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 11	21.43	17.62	16.27	48.90	51.43	52.41	29.67	30.95	31.33
All Grades	21.43	17.62	16.27	48.90	51.43	52.41	29.67	30.95	31.33

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 11	17.03	14.29	9.04	64.84	64.76	66.87	18.13	20.95	24.10
All Grades	17.03	14.29	9.04	64.84	64.76	66.87	18.13	20.95	24.10

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 11	29.67	30.48	18.67	48.35	45.71	48.19	21.98	23.81	33.13
All Grades	29.67	30.48	18.67	48.35	45.71	48.19	21.98	23.81	33.13

Conclusions based on this data:

1. There was a considerable drop in ELA scores this past year. There was an issue with our English testing because of WiFi issues last year.
2. Listening and Research Inquiry were the areas that had the largest decline in student performance last year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	186	222	169	179	210	165	179	208	165	96.2	94.6	97.6
All Grades	186	222	169	179	210	165	179	208	165	96.2	94.6	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2523.	2505.	2506.	5.03	2.40	3.64	12.29	10.58	10.91	22.35	22.12	22.42	60.34	64.90	63.03
All Grades	N/A	N/A	N/A	5.03	2.40	3.64	12.29	10.58	10.91	22.35	22.12	22.42	60.34	64.90	63.03

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 11	11.17	7.77	8.48	19.55	21.84	24.24	69.27	70.39	67.27
All Grades	11.17	7.77	8.48	19.55	21.84	24.24	69.27	70.39	67.27

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 11	8.38	3.88	4.85	35.20	39.81	35.15	56.42	56.31	60.00
All Grades	8.38	3.88	4.85	35.20	39.81	35.15	56.42	56.31	60.00

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 11	8.38	7.28	5.45	51.40	48.54	50.91	40.22	44.17	43.64
All Grades	8.38	7.28	5.45	51.40	48.54	50.91	40.22	44.17	43.64

Conclusions based on this data:

1. The percent of students proficient is starting to increase.
2. We have implemented a new curriculum, we are hopeful that more experience with the curriculum will generate higher scores.
3. Problem solving and modeling/data analysis continues to be an area where students have struggled each year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1509.8	1540.2	1500.5	1528.4	1518.6	1551.3	25	23
Grade 10	1526.3	1513.3	1516.7	1507.7	1535.5	1518.3	21	19
Grade 11	1513.9	1525.9	1509.0	1513.8	1518.4	1537.4	20	17
Grade 12	1527.3	1505.6	1515.3	1500.3	1538.8	1510.4	18	21
All Grades							84	80

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.04	*	30.43	44.00	43.48	*	13.04	25	23
10	*	0.00	*	47.37	*	31.58	*	21.05	21	19
11	*	0.00	*	17.65	*	58.82	*	23.53	20	17
12	*	19.05	*	23.81	*	23.81	*	33.33	18	21
All Grades	*	8.75	34.52	30.00	39.29	38.75	15.48	22.50	84	80

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	21.74	*	30.43	*	34.78	*	13.04	25	23
10	*	21.05	*	31.58	*	26.32		21.05	21	19
11	*	5.88	*	29.41	*	52.94	*	11.76	20	17
12	*	28.57	*	28.57	*	19.05	*	23.81	18	21
All Grades	30.95	20.00	36.90	30.00	26.19	32.50	*	17.50	84	80

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		4.35	*	8.70	44.00	65.22	*	21.74	25	23
10		0.00	*	10.53	*	42.11	*	47.37	21	19
11		5.88	*	11.76	*	29.41	*	52.94	20	17
12	*	0.00	*	23.81	*	38.10	*	38.10	18	21
All Grades	*	2.50	19.05	13.75	36.90	45.00	42.86	38.75	84	80

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	8.70	64.00	65.22	*	26.09	25	23	
10	*	0.00	52.38	63.16	*	36.84	21	19	
11	*	0.00	*	17.65	*	82.35	20	17	
12	*	4.76	*	42.86	*	52.38	18	21	
All Grades	21.43	3.75	53.57	48.75	25.00	47.50	84	80	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	52.00	56.52	44.00	34.78	*	8.70	25	23	
10	*	57.89	52.38	31.58		10.53	21	19	
11	65.00	76.47	*	17.65	*	5.88	20	17	
12	*	66.67	*	9.52	*	23.81	18	21	
All Grades	53.57	63.75	42.86	23.75	*	12.50	84	80	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	13.04	*	56.52	72.00	30.43	25	23	
10		5.26	*	42.11	61.90	52.63	21	19	
11		5.88	*	23.53	65.00	70.59	20	17	
12	*	4.76	*	42.86	*	52.38	18	21	
All Grades	*	7.50	34.52	42.50	63.10	50.00	84	80	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	4.35	80.00	82.61	*	13.04	25	23
10	*	0.00	80.95	84.21	*	15.79	21	19
11	*	0.00	55.00	88.24	*	11.76	20	17
12	*	4.76	66.67	71.43	*	23.81	18	21
All Grades	17.86	2.50	71.43	81.25	*	16.25	84	80

Conclusions based on this data:

1. With the change to the new test, we are awaiting the ability to compare results from another similar exam.
2. As expected students perform better in the listening and speaking section compared to reading and written domain.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
879	77.8	10.8	4.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	95	10.8
Foster Youth	41	4.7
Homeless	28	3.2
Socioeconomically Disadvantaged	684	77.8
Students with Disabilities	168	19.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	222	25.3
American Indian	1	0.1
Asian	4	0.5
Filipino	9	1.0
Hispanic	608	69.2
Two or More Races	16	1.8
Pacific Islander	1	0.1
White	15	1.7






Conclusions based on this data:

1. Our student with disability population is 20% of our student population
2. With the creation of the Early College Magnet, our enrollment by ethnicity is changing
3. This year our white enrollment has increased to 4.5%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Orange	Suspension Rate  Orange
Mathematics  Red		
College/Career  Green		

Conclusions based on this data:

1. From looking at John Muir's suspension rate on the California Dashboard, Foster Youth and Students with Disabilities has the highest suspension rate
2. Our Students with disabilities and English Learners graduation rate is the lowest
3. We have to look at ways to support our EL students and students with disabilities

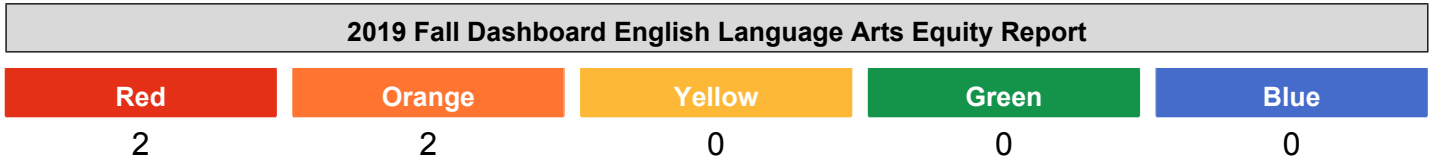
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Orange 43.5 points below standard Declined Significantly -22.1 points 164	<p>English Learners</p>  No Performance Color 151.6 points below standard Declined Significantly -35.8 points 23	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p>  Orange 38.2 points below standard Declined -9.1 points 128	<p>Students with Disabilities</p>  Red 133.7 points below standard Declined Significantly -19.2 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 46.5 points below standard Declined Significantly -15.9 points 46	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.3 points below standard Declined Significantly -24.6 points 109	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
185 points below standard Declined Significantly -27.1 points 17	Less than 11 Students - Data Not Displayed for Privacy 6	37.7 points below standard Declined Significantly -20.2 points 72

Conclusions based on this data:

- Each subgroup dropped further below standard in English.
- Our English Learners have the largest need for growth as that subgroup is the group furthest below standard.
- Our English Learners and Special Education students need additional supports to show growth.

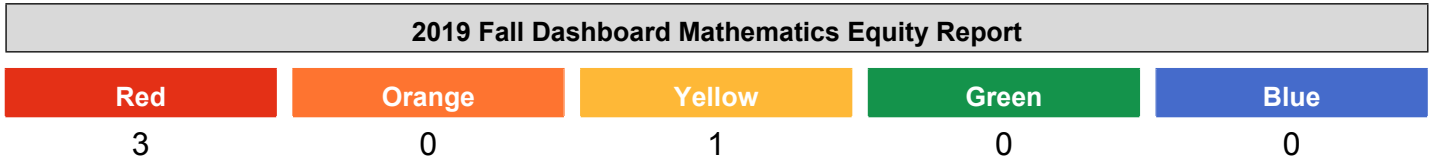
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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		
<p>All Students</p>  Red 121.8 points below standard Maintained ++0.7 points 162	<p>English Learners</p>  No Performance Color 218.6 points below standard Declined Significantly -33.9 points 22	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 115 points below standard Increased ++14.8 points 126	<p>Students with Disabilities</p>  Red 205.4 points below standard Maintained -1.1 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 136.1 points below standard Maintained ++2 points 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.1 points below standard Maintained ++1.4 points 108	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	

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
254.4 points below standard Declined Significantly -39.3 points 16	Less than 11 Students - Data Not Displayed for Privacy 6	127.4 points below standard Maintained -1.5 points 71

Conclusions based on this data:

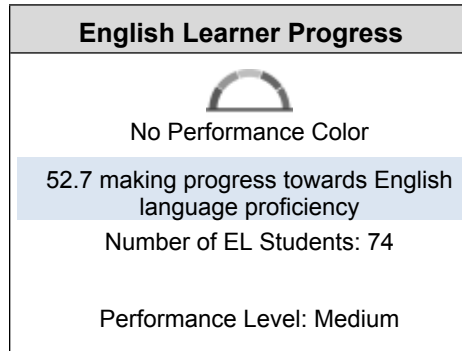
1. Similar to the English section, EL students were the furthest below standard.
2. Socioeconomically Disadvantaged students had the highest increase
3. There is a need to find more ways to support students in Mathematics courses.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
21.6	25.6	1.3	51.3

Conclusions based on this data:

1. There is need to increase the reclassification rate for our English Learners.
2. More students increased at least one ELPI level
3. More support is needed for our EL students.

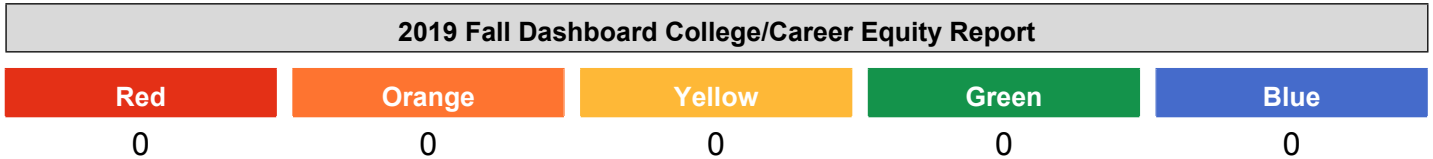
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>36.6</p> <p>Increased +3.9</p> <p>232</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
32.8 Prepared	32.8 Prepared	36.6 Prepared
20.2 Approaching Prepared	20.2 Approaching Prepared	19.4 Approaching Prepared
47 Not Prepared	47 Not Prepared	44 Not Prepared

Conclusions based on this data:

1. We need to look at making sure our students are meeting the A-G requirements with their class schedules.
2. Our students with disabilities have maintained but improvement is still needed
3. We need to make sure that courses are coded correctly in AERIES, so that completion rate for CTE classes are accurate.

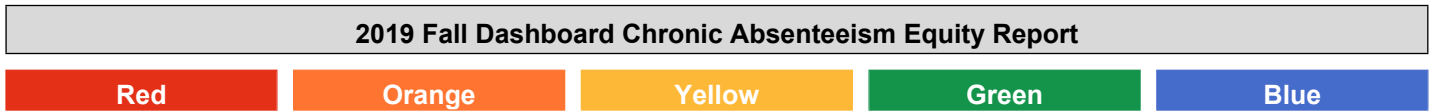
School and Student Performance Data

Academic Engagement Chronic Absenteeism

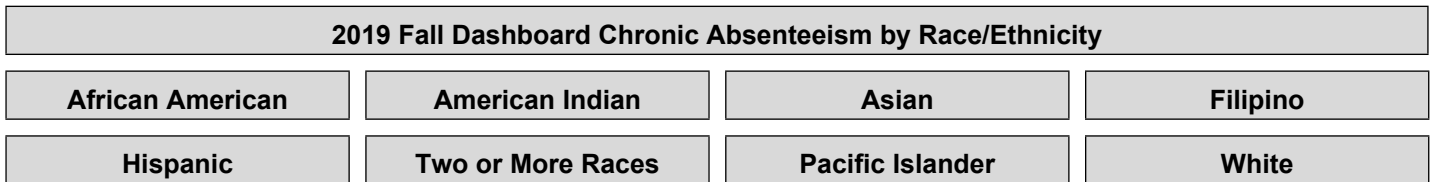
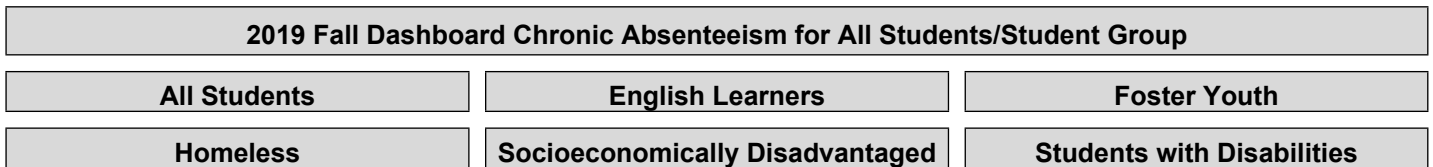
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

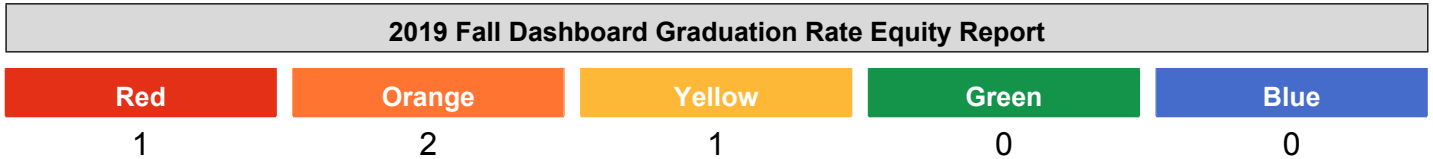
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Orange 87.6 Declined Significantly -7 234	<p>English Learners</p>  No Performance Color 63 Declined -28.3 27	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p>  No Performance Color 94.4 Increased +10.2 18	<p>Socioeconomically Disadvantaged</p>  Orange 86.9 Declined Significantly -7.4 214	<p>Students with Disabilities</p>  Red 63 Declined -21.6 46

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 92.1 Declined -3.4 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.9 Declined Significantly -8.6 163	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94.6	87.6

Conclusions based on this data:

1. All of our groups graduation rates have declined except for our homeless students
2. These graduation rates are similar to the ones two years ago and the years prior
3. Students who receive a certificate of completion count against the graduation rate. We had a number of students who received a certificate of completion which dropped our graduation rate by 4%.

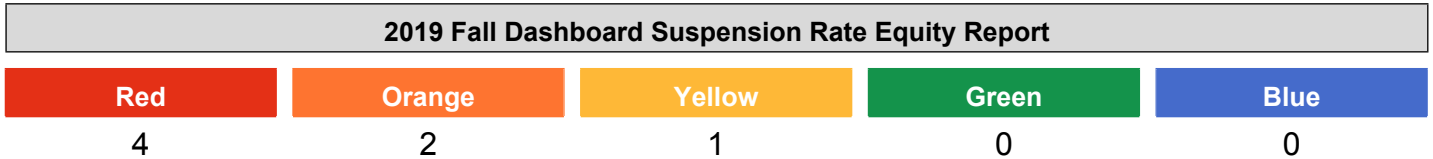
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Orange 9.6 Maintained +0.1 958	<p>English Learners</p>  Orange 11.2 Declined -6.8 107	<p>Foster Youth</p>  Red 47.9 Increased +8.1 71
<p>Homeless</p>  Orange 7.6 Increased +0.4 66	<p>Socioeconomically Disadvantaged</p>  Red 10.7 Increased +1.3 778	<p>Students with Disabilities</p>  Red 23.4 Increased +2.6 209

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 16 Increased Significantly +3.4 250	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.8 Declined -1.9 649	 No Performance Color 13.6 Increased +5.6 22	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 25 Increased +15 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.5	9.6

Conclusions based on this data:

1. According to the CA Dashboard, overall Hispanic suspensions have declined
2. There is still a need to decrease the number of suspension of socio-economic disadvantaged, English Learners and Foster Students
3. We are still working with our RtI Coach to support teachers in the classroom and helping to develop more trauma informed care with staff. We are also still working on creating the culture where students learn how to settle their differences without fighting.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade- level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

1. CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -133.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 91.7 or more (to reach Yellow) to end at -130.7 or higher by the end of the 2021-2022 school year.
2. CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -43.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 46.5 or more (to reach Green) to end at -40.5 or higher by the end of the 2020-2021 school year.
3. Raise the % of students that are reclassified before their junior year by 5%
4. By June of 2022, English Learners will lower their Distance From Met (DFM) by 10%. Currently their DFM is 151.

Identified Need

1. Raise student achievement in ELA on SBAC
2. Increase number of students being reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English SPED	-133.7	-130.7
SBAC English All	-43.5	-40.5
ELPAC	0% of students score at Level 4 on ELPAC	5% of students will score Level 4 on ELPAC, 4 Students
PSAT Data	Individual Student Percentage	Increase Student Percentage each year test is taken

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, as well as English Learners

Strategy/Activity

Coordinate strategic collaboration of content reading and writing among departments and within academy cohorts.

Provide explicit instruction in the skills and strategies proficient speakers, readers and writers use.

1.0 additional FTE (funded by district office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of English Language Arts for all 9th grade students.

Placement of Instructional Aide-Bilingual or Instructional/Clerical Assistant-Bilingual in classrooms with larger concentrations of ELs.

Individual coaching by Instructional/Clerical Assistant-Bilingual for students needing to improve academic grades.

Supplemental time for teachers to develop appropriate curriculum for teaching ELD standards within the Workshop Model.

Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.

Provide after school intervention for students with the English and History Departments.

Teachers will collaborate to create Early College Units to use with students.

Replace document cameras that are in poor condition.

Replace Computer for staff to support English Learners and Foster Students.

Updated October 2020: Additional digital and print reading materials to increase student literacy for low-income students.

Updated October 2020: Additional materials to support student's access to core curriculum subjects: English, History, Math and Science.

Updated October 2020: Case Manager to work specifically with English Learners students who have high-needs for support and provide personal attention to classes and parent concerns."

Updated March 2021: Additional materials and supplies to support student's access to core curriculum subjects and performance and visual arts.

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)

181685

Title I

70875

LCFF - Supplemental and Concentration (S/C)

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.

There will be additional teaching and support staff to support EL students in the classroom. The additional staff in the classroom will provide support to help students meet attended goals.

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

None, we are hoping to see growth with students with us being on campus and implementing our different strategies.

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.

None this year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

1. CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -205.4 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 93.4 or more (to reach Yellow) to end at -202.4 or higher by the end of the 2021-2022 school year.
2. CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -121.8 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 93.4 or more (to reach Yellow) to end at -118.8 or higher by the end of the 2021-2022 school year.

Identified Need

1. Improve Math Achievement overall for all students. More specifically, increase student math achievement by 3% points

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics SPED.	-205.4 DFM	-202.4 DFM
SBAC Mathematics ALL.	-121.8 DFM	-118.8 DFM
SBAC Interim Assessment.	New Assessment will create our baseline	New Assessment will create our baseline

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

Coordinate strategic collaboration with department to plan curriculum development together to support students understanding of the curriculum.

Create after school tutoring program with AVID tutors.

1.0 additional FTE (Funded by Central Office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of Mathematics for all 9th grade students.

Implementation of summer program where Mathematics, English, History and Science department will work to create common lesson and pacing.

Double-block period schedule (daily instruction with embedded intervention) for Integrated Math 1, 2, and 3 if possible.

Professional Development with Carnegie Learning to support lesson planning and student engagement within the lesson.

Students will receive additional support through these methods to increase their understanding of mathematical concepts.

Updated October 2020: Additional materials to support student's access to core curriculum subjects: English, History, Math and Science.

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)

6000

Source(s)

LCFF - Supplemental and Concentration (S/C)

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.

Additional staffing will allow for a support period to be used to allow students more time to access the curriculum in Math I and Math II. This additional time will help support students acquiring more knowledge to fill holes in their mathematics progression. The additional staff comes out of our district FTE. Summer planning will be implemented to look at development pacing.

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

Not many differences this year as we are hoping to see a lot of growth from students when we are fully back on campus.

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.

No changes this year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

1. College/Career Indicator Percent Prepared for Students with Disabilities will increase the baseline of 6.7 (Red) from 2019 by a total of 2 or more (to reach Orange) with a stretch goal of 9 or more (to reach Yellow) to end at 8.7 or higher by the end of the 2021-2022 school year.
2. College/Career Indicator Percent Prepared for All Students will increase the baseline of 36.6 (Green) from 2019 by a total of 27.4 or more (to reach Blue) to end at 64 or higher by the end of the 2021-2022 school year.

Identified Need

Improve English and Math Achievement for SPED students by 2%.

Increase SPED students proficiency in progressing through CTE courses.

Additional 30% counselor to support student in meeting college and career indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Dashboard SPED	6.7% Prepared	8.7% Prepared
College and Career Dashboard ALL	36.6% Prepared	50% Prepared is the goal however, our stretch goals is 64% Prepared

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

Coordinate strategic collaboration with department to plan curriculum development together to support students understanding of the curriculum.

1.0 additional FTE (Funded by Central Office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of Mathematics for all 9th grade students.

Implementation of summer program where mathematics will work to create common lesson and pacing.

Double-block period schedule (daily instruction with embedded intervention) for Integrated Math 1, 2, and 3 if possible.

Professional Development with Carnegie Learning to support lesson planning and student engagement within the lesson.

Students will receive additional support through these methods to increase their understanding of mathematical concepts.

Offer additional AP Courses for all students.

Enroll more students in PCC courses on campus, through our Early College Magnet program.

Supplemental time for teachers to develop appropriate curriculum for teaching ELD standards within the Workshop Model.

Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.

Provide after school intervention for students with the English and History Departments.

Teachers will collaborate to create Early College Units to use with students.

Offer additional help to support SPED students passing their CTE course

Additional 30% counselor to support student.

Additional support to help SPED students meet requirements for graduation.

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)

42500

LCFF - Supplemental and Concentration (S/C)

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.

School wide, both the English and Mathematics department will use strategies to support student understanding of the concepts being taught.

Discuss with PCC ways to get more support for SPED students in those classes

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

None for this year.

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.

None

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Goal #4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 4

Increase parent participation within parent organizations on campus

Identified Need

Increase the number of parents participating in parent organizations on campus.

Increase the number of parents attending parents workshops and meetings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents who sign in, on the attendance sheets, at events.	Currently 6 Parents regular attendance ELAC and 10 PTSA Parent Workshops 12 Average	Want to increase the number of parent interactions by 10%
Number of Parent Activity/Booster Groups on Campus	Currently 4	6

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 Parents

Strategy/Activity

Community Liaison will work to support monthly parent/community nights featuring light dinner and featured presentation, followed by breakout sessions for various parent groups. Funded totally out of Title I.

Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.

More communication via social media to engage parents.

Creating additional opportunities for parents to come to the school.

Have more parent engagement activities for parents to participate in.

Updated October 2020: Replace Computer for staff to support English Learners and Foster Students.

Provide additional hourly personnel to support parent/guardians access to the school and school programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20100	LCFF - Supplemental and Concentration (S/C)
34135.32	Title I

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.

Trying to be creative with PTSA, the staff, the community and the Community Liaison to create more engagement opportunities on and off campus for parents

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

This year the Magnet Grant is covering a portion of the Community Assistant salary. The position is still needed and activities from the position will still occur.

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.

Activities are not changing this year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 5

1. Suspension Rate for Students with Disabilities will decrease the baseline of 23.4 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 23.1 or lower by the end of the 2021-2022 school year.

2. Suspension Rate for All Students will decrease the baseline of 9.6 (Orange) from 2019 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -3.9 or more (to reach Green) to end at 9.3 or lower by the end of the 2021-2022 school year.

Identified Need

Improving the integration of all students into the Muir Student Culture to therefore decrease student suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate reported from the CDE SPED	23.4%	23.1%
Suspension rate reported from the CDE ALL	9.6%	9.3%

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

Assignment of teacher as RTI Coach to support implementation of Capturing Kids' Hearts, Restorative Justice, Positive Behavior Intervention and Supports, and Review 360 interventions. Provided through the Early College Magnet Grant

Academies will incorporate student forums once a month in their academy meetings to meet with students or parents if needed.

Include more opportunities for students to participate in activities and clubs on campus that gets students connected to the school

Have teachers stand by their doors and greet students and they walk through the hallways during passing period.

Updated October 2020: Replace Computer for staff to support English Learners and Foster 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)

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.

All adults will commit to working with students to support their individual needs. Rtl coach will work with all staff to support student engagement and classroom management strategies

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

No change

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.

No change. Hoping to see changes as everyone comes back onto campus.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 6

By June of 2022, attendance rate will improve by 3%. Currently the attendance rate is 93%.

Identified Need

Improve Attendance within all student groups

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Reported by district	Rate is 93%	By June of 2022 our attendance rate will be 96%

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

Provide incentives for students to come to school, as well as, arrive to school on time.
Recognizing students more in public for perfect attendance
Provide opportunities for teachers to understand how connections with their students makes students want to attend school more.
Make sure that students are enjoying class and school, so that they want to attend.
Provide Birthday card and snack on students Birthdays
Camera system available to control entrance of students into campus.

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)

Unrestricted

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.

Students have enjoyed having birthday cards this school year. Will continue to provide this small token of getting students to school on their birthday. We will continue to work with Dr. Niki Eliot to discuss "Healing Informed Care" as a staff.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

1. Graduation Rate for Students with Disabilities will increase the baseline of 63 (Red) from 2019 by a total of 5 or more (to reach Orange) with a stretch goal of 6 or more (to reach Yellow) to end at 68 or higher by the end of the 2021-2022 school year.
2. Graduation Rate for All Students will increase the baseline of 87.6 (Orange) from 2019 by a total of 1 or more (to reach Yellow) with a stretch goal of 1 or more (to reach Green) to end at 88.6 or higher by the end of the 2021-2022 school year.

Identified Need

Increase the graduation rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate from CDE SPED	63%	68%
Graduation Rate from CDE ALL	86.7	88.6

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

Coordinate strategic collaboration with department to plan curriculum development together to support students understanding of the curriculum.

1.0 additional FTE (Funded by Central Office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of Mathematics for all 9th grade students.

Implementation of summer program where mathematics will work to create common lesson and pacing.
 Double-block period schedule (daily instruction with embedded intervention) for Integrated Math 1, 2, and 3 if possible.
 Professional Development with Carnegie Learning to support lesson planning and student engagement within the lesson.
 Students will receive additional support through these methods to increase their understanding of mathematical concepts.
 Offer additional AP Courses for all students.
 Enroll more students in PCC courses on campus, through our Early College Magnet program.
 Supplemental time for teachers to develop appropriate curriculum for teaching ELD standards within the Workshop Model.
 Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.
 Provide after school intervention for students with the English and History Departments.
 Teachers will collaborate to create Early College Units to use with students.
 Updated October 2020: Offer additional help to support SPED students passing their CTE course

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)
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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.

These strategies and activities are supporting student growth, however, the graduation rate was computing differently last year as students who were special education were counted positively who received a certificate of completion compared to the past year, were they were not counted as graduates

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

None

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.

None

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	\$215,820.32
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,820.32
Other State/Local Funds provided to the school	\$139,475.00

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 Funding Sources	Allocation (\$)
Title I	\$215,820.32

Subtotal of additional federal funds included for this school: \$215,820.32

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$139,475.00

Subtotal of state or local funds included for this school: \$139,475

Total of federal, state, and/or local funds available for this school: \$355,295.32

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	139,475.00	0.00
Title I	215,820.32	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	139,475.00
Title I	215,820.32

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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Nia Bailey	Parent or Community Member
Lawton Gray	Principal
Gretchen Pinto	Other School Staff
Antoinette Cobb	Parent or Community Member
Daniel Harris	Classroom Teacher
Erica Gutierrez	Parent or Community Member
Manuel Rustin	Classroom Teacher
Kimberly Suarez	Classroom Teacher
Goyahkla Robles	Secondary Student
Jade Williams	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



English Learner Advisory Committee

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 04/28/2021.

Attested:



Principal, Lawton Gray on 04/28/21



SSC Chairperson, Kimberly Suarez on 04/28/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,700,119.03:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: Muir

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,700,119.03	9651	\$176.16	772	\$135,995.52



PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

ELAC Recommendations to School Site Council

School: John Muir High School

Date: April 22, 2021

The following are recommendations from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC) for the 2021 -2022 Single Plan for Student Achievement:

<p><i>Data Examined:</i></p>	<p>1. ELPAC Results (2020) 2. Houghton-Mifflin Reading Inventory (HMRI) Data (2020)</p> <p>Other Data:</p> <ul style="list-style-type: none">● EL reclassifications data● Parent/Community involvement data● EL student attendance● Trimester/Semester and/or other informative assessment results) progress report/report cards
<p><i>Areas of Need/ Concern:</i></p>	<p>1. Tutoring is needed for ELs after school (at least 3 days a week). 2. A high percentage of EL students (90%) in 10th grade did not meet the standards according to the ELPAC summative assessment 3. Students are not reclassifying (in parts) because they are “below” or “far below” grade level in reading comprehension and writing (as evidenced by ELPAC and HMRI data). 4. Closer monitoring of students that have been reclassified. 5. English Language Acquisition - 37% of EL's including the ones who reclassified this year, progressed at least one level. 73% of EL's maintained their proficiency levels. 11% of EL's decreased at least one level. 6. Retain Instructional/EL Coach and Instructional/Clerk 7. Many LTEL's and the majority of students who reclassify often face challenges in academic content areas other than ELA classes. 8. Increase participation of EL parents in ELAC meetings</p>

PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment Development Department

<p align="center"><i>Funds/Resources Available:</i></p>	<p>Personnel (include hours available):</p> <ol style="list-style-type: none"> Instructional/EL Coach Instructional/Clerk 	<p>Funds:</p> <table border="1"> <tr> <td>LCFF</td> <td align="right">58,600</td> </tr> <tr> <td>Other Title I</td> <td align="right">68,100</td> </tr> <tr> <td align="right">Total</td> <td align="right">\$126,700</td> </tr> </table>	LCFF	58,600	Other Title I	68,100	Total	\$126,700
LCFF	58,600							
Other Title I	68,100							
Total	\$126,700							
<p align="center"><i>Recommendations for Single Plan:</i></p>	<ol style="list-style-type: none"> Provide tutoring for ELs after school (for at least 3 days a week). Fund field trips for ELs that will boost school engagement and motivation, including guest speakers, transportation, and food. Continue professional development for EL teachers and staff. Books for ELD libraries based upon students' interests, reading levels and teacher/student wish list, including monthly scholastic magazines, NEWSELA and online book subscriptions. Monthly EL Awards. Increase parent participation in ELAC meetings 							

We submit these recommendations to the SSC on behalf of the ELAC.

Mario De Alba (Parent)

ELAC President (Print Name)

Signature/Date

Lawton Gray

ELAC Representative to SSC (Print Name)

Signature/Date

4/22/21

PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment Development Department

Recomendaciones del ELAC al SSC

Escuela: John Muir High School

Fecha: 22 de abril de 2021

Las siguientes recomendaciones del Comité Asesor de Aprendices de Inglés (ELAC) al Concilio Escolar (SSC) son para el Plan Único de Aprovechamiento de Estudiantes del año 2021-2022:

<i>Datos Examinados:</i>	<ol style="list-style-type: none"> 1. Resultados de ELPAC (2020) 2. Inventario de Lectura de Houghton-Mifflin (HMRI) datos (2020) <p>Otros Datos:</p> <ul style="list-style-type: none"> ● Datos de reclasificaciones de EL ● Datos de participación de los padres/comunidad ● Asistencia de los estudiantes EL ● Trimestre/Semestre y/u otros resultados de la evaluación informativa) informe de progreso/notas de calificaciones
<i>Área de Preocupación o Necesidad::</i>	<ol style="list-style-type: none"> 1. Se necesita tutoría para los estudiantes EL para después de la escuela (al menos de 3 días a la semana). 2. Un alto porcentaje de estudiantes de EL, (90%) en el decimo grado no cumplieron con los estándares de acuerdo con los exámenes sumativa de ELPAC. 3. Los estudiantes no están reclasificando (en partes) porque están “por debajo” o “muy por debajo” del nivel de grado en comprensión de lectura y escritura (como lo demuestran los datos de ELPAC y HMRI). 4. Monitoreo más cercano de los estudiantes que han sido reclasificados. 5. Adquisición del idioma de inglés - el 37% de los ELs, incluidos los que se reclasificaron este año, progresaron al menos un nivel. El 73% de los ELs mantuvieron sus niveles de competencia. El 11% de los ELs disminuyó al menos un nivel. 6. Retener la maestra de Instrucción/EL y la Instrucción/Secretaria 7. Muchos LTELs y la mayoría de los estudiantes que se reclasifican se enfrentan a desafíos en áreas de contenido académico distintas de las clases de ELA. 8. Aumentar la participación de los padres de EL en las reuniones de ELAC.

PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment Development Department


<i>Fondos/Recursos Disponibles:</i>	Personal (incluyendo horas disponibles): 1. Maestra de Instrucción/EL 2. Instrucción /Secretaria	Fondos:						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">LCFF</td> <td style="width: 50%; text-align: center;">58,600</td> </tr> <tr> <td>Otro T. + I</td> <td style="text-align: center;">68,100</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;">\$ 126,700</td> </tr> </table>	LCFF	58,600	Otro T. + I	68,100	Total	\$ 126,700
LCFF	58,600							
Otro T. + I	68,100							
Total	\$ 126,700							
<i>Recomendaciones para el Plan Único:</i>	<ol style="list-style-type: none"> 1. Proveer tutoría para los ELs después de la escuela (al menos de 3 días a la semana). 2. Fondos para excursiones de los estudiantes de EL, que impulsarán la participación y la motivación de la escuela, incluyendo oradores invitados, transportación y comida. 3. Continuar con el desarrollo profesional para los maestros y el personal de los EL. 4. Libros para las bibliotecas de ELD según los interés de los estudiantes, los niveles de lectura y la lista de deseos de maestros/estudiantes, incluyendo las revistas mensuales escolares, NEWSELA y suscripciones a libros en línea. 5. Premios mensuales para los estudiantes EL. 6. Aumentar las participaciones de padres en las reuniones de ELAC. 							

Presentamos estas recomendaciones al Consejo Escolar de parte de ELAC.

Mario DeAlba (Parent)
 Presidente del ELAC (Nombre en letra de molde)


 Firma/Fecha

Lauren Gray
 Representante del ELAC al SSC

 4/22/24
 Firma/Fecha

JOHN MUIR HIGH SCHOOL **SCHOOL - PARENT COMPACT**

2021-2022

John Muir High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2021-2022

School Responsibilities

John Muir High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that is safe and secure and enables the participating children to meet the State's student academic achievement standards as follows:**

John Muir High School will provide a rigorous, college-ready curricular and instructional program to prepare students for the Common Core Standards as well as the expected content standards. All students at John Muir will have opportunities for intervention and enrichment in order to be successful for college and career, meet reclassification guidelines for ELs, meet graduation requirements, and excel in an academic setting.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement to comply with A-G requirements.** Specifically, those conferences will be held:

<i>Back to School Night:</i>	<i>August 25, 2021</i>
<i>Open House:</i>	<i>April 27, 2022</i>
<i>Parent-Teacher Conferences</i>	<i>Upon request.</i>

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

- Report cards every Five Weeks with Final Grades at the 20 Week mark for each semester.*
- Calls and/or emails home from teachers, counselors, and staff members for attendance, behavior, and course performance.*
- Communication and letters regarding school events, meetings, SSTs, SARTs, and conferences.*

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - *Parents will be able to make appointments with teachers, counselors, and administrators through the Parent Representatives and the Main Office.*
 - *PTSA meetings with the Principal will be held once a month.*
 - *Provide translation when possible*

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
 - *Parents can sign up to volunteer through the Welcome Center.*
 - *Parents may also make arrangements to observe their child's class through communication with the counselors and teachers-as needed.*
 - *Parents should participate in seminars and classes through the Welcome Center on an ongoing basis.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Support compliance with the attendance codes.*
- *Making sure that homework and projects are completed.*
- *Monitoring amount of television, internet and cell phone use.*
- *Volunteering in my child's classroom and at the school.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *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 or by mail and responding, as appropriate.*
- *Attending conferences and meeting requests from counselors, teachers, and SSTs.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Site Council, the District Advisory Council, the Student Success Team or other school advisory or policy groups.*
- *Support the cultural exposure of your child to museums, musical performances, and the arts in general.*


Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Get to school on time and be prepared to learn.*
- *Do my homework every day and ask for help when I need to.*
- *Follow all school rules including appropriate attire for school.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

John Muir High School will:

1. *Involve parents in the planning, review, and improvement of the school's parental Involvement policy, in an organized, ongoing, and timely way.*
2. *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
3. *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.*
4. *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
5. *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
6. *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
7. *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
8. *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

_____ Student Name	_____ Student Signature	_____ Date	_____ Date of Birth
_____ Parent/Guardian Name	_____ Parent/Guardian Signature	_____ Date	
Lawton Gray		4/23/21	
_____ John Muir Representative	_____ Signature of JMHS Representative	_____ Date	

John Muir High School School Parental Involvement Policy 2021-2022

John Muir High School has developed a written Parental Involvement Policy with input from parents. In spring of 2021, parent representatives from School Site Council, Parent-Teacher-Student Association, English Learner Advisory Committee, parents of Special Education, and staff provided input into the development of the parental involvement policy. The School Site Council approved the policy in May.

- Parents, including PTSA, ELAC and parents of Special Education participate in the periodic updates of the policy to meet the changing needs of parents and school. The SSC reviews the updates and approves the policy.
- The Parental Involvement Policy is available to parents on Muir’s website. Copies of the Policy are also available at the school’s Welcome Center, during Back-to-School Night and the main office.

Involvement of parents in the Title I Program

- John Muir High School convenes Back-to-School Night to inform parents of Title I requirements, their right to be involved in the Title I program, and parents’ rights and responsibilities. Parents are invited to attend the Back-to-School Night through phone blasts, meeting notices posted at the school’s main office and Welcome Center, and through the Weekly Bulletin.
- John Muir High School recommends that parent meetings be scheduled in consultation with school’s master calendar to avoid potential conflicts and provide parents with two weeks advance notice, when feasible. Flexible meetings are offered by scheduling parent meetings during the day and in the evenings, to accommodate working families.
- PTSA, ELAC and Special Education parents will have the opportunity to annually review and offer input in the school’s Single Plan for Student Achievement (SPSA) and periodic updates of the school’s parental involvement policy.
 - Parent representatives from ELAC and SSC participate in District English Learner Advisory Committee (DELAC) and District Advisory Council (DAC) monthly meetings to share concerns, be informed, and bring back information to Muir parents.
 - School Principal or his designee regularly reports to PTSA, ELAC, and SSC meetings on Title I programs.
- John Muir High School provides parents with timely information about Title I program and overall academic achievement at the school.
 - During the annual Back-to-School Night.

- School Principal or his designee regularly reports to PTSA, ELAC, and SSC meetings on the Title I program and overall academic achievement at the school.
 - Parent representatives from ELAC and SSC participate in District English Learner Advisory Committee (DELAC) and District Advisory Council (DAC) monthly meetings to share concerns, be informed, and bring back information to Muir parents.
 - Parents receive timely information about Title I and overall academic achievement at the school via flyers, phone blasts, school bulletin, etc.
- John Muir High School provides parents with the explanation of the curriculum, graduation requirements, A-G requirements, the assessments used to measure student progress, and proficiency levels students are expected to meet:
 - During Back to School Night.
 - PTSA meetings
 - ELAC meetings
 - Parent-teacher-counselor-student conferences
 - Parent workshops and pamphlets
 - SSC meetings
- If requested by parents, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children
 - ELAC meetings
 - PTSA Meetings
 - Student conferences with parents and the resource teacher for EL students
 - Parent-teacher-counselor-student conferences
 - SSC meetings

School-Parent Compact

John Muir High School distributes a School-Student-Parent Compact to parents and students, annually. The Compact, which has been developed with parents, outlines how parents, school staff and students will share the responsibility for improved student academic achievement.

- During ELAC, PTSA and SSC meetings, parents and staff have provided input and feedback on the development of the Compact, on how the school will provide high-quality curriculum and instruction, on how parents will support their children's learning, on the importance of ongoing communications between parents, students and school staff, and how parents can volunteer at school.
- The School-Student-Parent Compact is approved by the SSC, translated into Spanish and posted on the School's website.
- The Compact is discussed during parent and student meetings with guidance counselors and signed by staff, parents and students.

Building Capacity for Involvement

John Muir High School engages parents in meaningful interaction 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 parents with assistance in understanding the California academic content standards, assessments, and how to monitor a students' progress and work with educators to improve their achievement. Topics are discussed with parents at ELAC, SSC, and parent workshops; items include graduation requirements, A-G requirements and Common Core State Standards.
- The school provides parents with material and training to help them work with their children to improve their children's achievement. This is discussed with parents at ELAC, PTSA, SSC and parent workshops, including how to read a report card, using the Aeries Parent Portal, criteria for EL reclassification and ESL classes for parents, so that parents can better understand the educational needs of their children.
- With the assistance of parents and the district Family Resource Center, the school offers staff training opportunities on the value of parent contributions and how to work with parents as equal partners.
- The school coordinates and integrates parental involvement programs with other programs by providing parents with a weekly bulletin and phone blasts on all activities, including parent engagement activities. Meeting agendas are posted 72 hours, prior to meeting date, at the school's main office and the Welcome Center. The school has a full time Welcome Center that offers parents information and resources on parenting, navigating the education system, accessing community services to support their child's education and family needs, etc. The Center staff also connects parents with numerous partner organizations that offer tutoring and mentoring opportunities to students.
- Information related to school and parent programs, meetings and other activities are provided in English and Spanish through phone blasts, on school's website, notices sent home, agendas and minutes translated into Spanish, and Spanish translation offered during parent meetings, when needed.
- The School Community Assistants provides support to all parents meetings by offering Spanish translation, setting up meetings, making copies of the agenda, minutes, hand-outs, etc. She also manages the Welcome Center and offers parents one-on-one services to support them and their children's academic achievement.

Accessibility

John Muir High School provides opportunities for all parents to participate, including title I parents, parents with limited English proficiency and parents with disabilities by:

- Providing information related to school and parent programs, meetings and other activities in English and Spanish. Meeting notices, school reports, report cards, parent notifications, meeting agendas, minutes and hand-outs are provided in English and Spanish.
- Most parent meetings are in A-105, which is located on the first floor of the main school administration building. Elevators are available for parents to use during school visits and school is handicapped accessible.

Parent Information Resource Centers

John Muir High School collaborates with the district Family Resource Center to access services of the Parent Information Resource Centers. Additionally, the school's Community Assistant receives information and training from the Family Resource Center and the California Parent Center.