

# 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 27, 2021 (awaiting approval)	April 29, 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

We will provide additional support 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 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. 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.

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 800 students in grades 9 through 12 for the 2019-2020 school year. The ethnic composition for the school is approximately 25% African American, .5% Asian, 1% Filipino, 68% Hispanic, 3% White, 1.5% Two or More Races, 1% Other. Approximately 82% 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0.11%	0.12%	2	1	1
African American	22.31%	25.26%	23.8%	199	222	193
Asian	0.45%	0.46%	0.49%	4	4	4
Filipino	1.23%	1.02%	0.86%	11	9	7
Hispanic/Latino	71.52%	69.17%	69.17%	638	608	561
Pacific Islander	%	0.11%	0.12%		1	1
White	1.79%	1.71%	2.96%	16	15	24
Multiple/No Response	0.67%	0.34%	0.25%	6	3	2
Total Enrollment				892	879	811

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	229	218	228
Grade 10	226	233	204
Grade 11	247	192	202
Grade 12	190	236	177
Total Enrollment	892	879	811

### 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.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	110	95	91	12.3%	10.8%	11.2%
Fluent English Proficient (FEP)	407	388	350	45.6%	44.1%	43.2%
Reclassified Fluent English Proficient (RFEP)	12	8	7	10.8%	7.3%	7.4%

### 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

# 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 this past year.
2. Listening and Research Inquiry were the areas that had the largest decline in student performance.

# 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 again.
2. We have implemented a new curriculum, we are hopeful that more experience with the curriculum will generate better scores.

3. Problem solving and modeling/data analysis continues to be an area where students have struggled each year compared to all the other sections.



# 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.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Red		
<b>College/Career</b>  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.

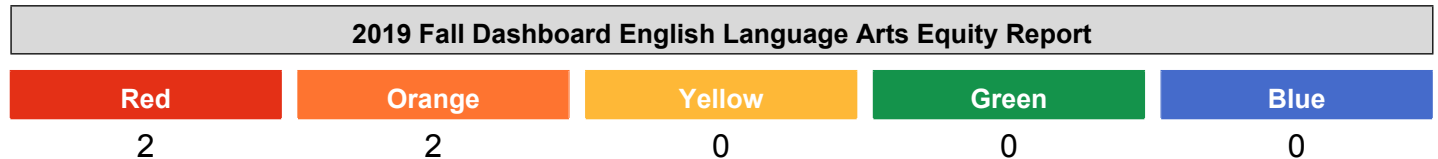
# School and Student Performance Data

## 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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 43.5 points below standard Declined Significantly -22.1 points 164	 No Performance Color 151.6 points below standard Declined Significantly -35.8 points 23	 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 10	 Orange 38.2 points below standard Declined -9.1 points 128	 Red 133.7 points below standard Declined Significantly -19.2 points 34

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

<b>Current English Learner</b> 185 points below standard Declined Significantly -27.1 points 17	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 6	<b>English Only</b> 37.7 points below standard Declined Significantly -20.2 points 72
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#### Conclusions based on this data:

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

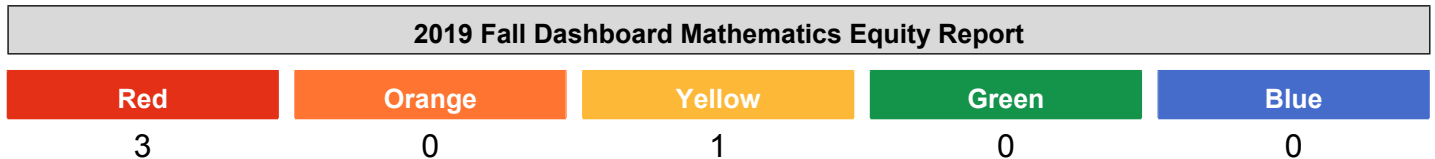
# School and Student Performance Data

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



## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Red 136.1 points below standard Maintained ++2 points 45	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Red 118.1 points below standard Maintained ++1.4 points 108	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>	<b>White</b>  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
<p>254.4 points below standard</p> <p>Declined Significantly -39.3 points</p> <p>16</p>	<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>127.4 points below standard</p> <p>Maintained -1.5 points</p> <p>71</p>

### Conclusions based on this data:

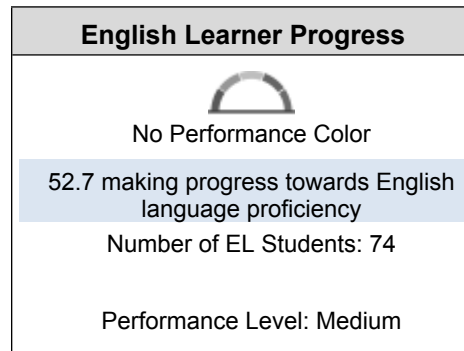
1. Similar to the English section, EL students were the furthest below standard
2. Socioeconomically Disadvantaged students had the highest increase.
3. There is a need to find more ways to support students in Mathematics courses

# 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

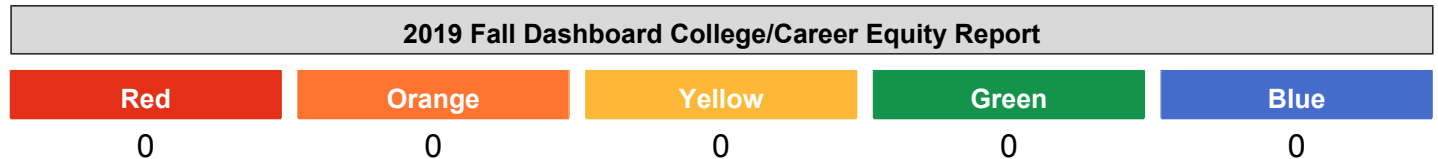
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 36.6 Increased +3.9 232	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

### 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, which should support all of our students.

# 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
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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		
All Students	English Learners	Foster Youth
 Orange 87.6 Declined Significantly -7 234	 No Performance Color 63 Declined -28.3 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 94.4 Increased +10.2 18	 Orange 86.9 Declined Significantly -7.4 214	 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.

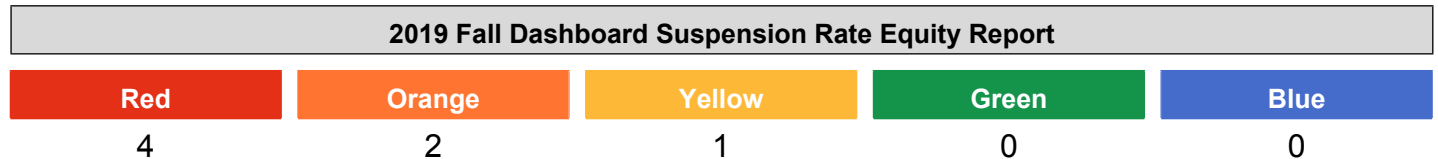
# School and Student Performance Data

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



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

# 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 2020-2021 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 2021, 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)

194000	Title I
90502	LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

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.

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.

# 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 2020-2021 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 2020-2021 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 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)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

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

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

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.



# 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 2020-2021 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 2020-2021 school year.

## Identified Need

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

Increase SPED students proficiency in progressing through CTE courses.

## 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.

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 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

### 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: 2019-20

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

## ANALYSIS

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

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.

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.

# 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.

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)
3296	Title I Part A: Parent Involvement
58335	Title I

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

### **ANALYSIS**

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

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.

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.

# 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 2020-2021 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 2020-2021 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: 2019-20**

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

## **ANALYSIS**

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

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.

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.

# 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 2020, attendance rate will improve by 4%. 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 2021 our attendance rate will be 97%

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)
10000	LCFF - Base

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

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.

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.



# 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 2020-2021 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 2020-2021 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.  
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 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)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

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.

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.

# 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	\$231,845.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$357,362.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$
Title I Part A: Parent Involvement	\$

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

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$

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

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



# 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 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- 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 3 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 2020-21 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	\$1,941,915.00	9651	\$201.21	772	\$155,334.12

# 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 April 27, 2021 (awaiting approval).

Attested:



Principal, Lawton Gray on 10/27/20



SSC Chairperson, Kimberly Suarez on 10/27/20

# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Lawton Gray III, Principal

Principal, John Muir High

#### About Our School

As principal of John Muir High School Early College Magnet, I am so proud of the work that the students, staff, alumni, and community have done to ensure so many positive outcomes for our students. As an alumnus of this fine institution, and a product of the Pasadena Unified School District, I understand how providing quality instruction, coupled with additional support, and extra-curricular activities help students receive a well-rounded education.

In addition to supporting students educationally, it is equally important to develop students' character, cultivate their passions, and help them to explore the world outside of their classroom. We at John Muir High School Early College Magnet, are committed to ensuring that the students' needs and interests are met. Whether students are participating in engaging classroom activities, competing in athletic events and academic competitions, or performing on stage, we want to partner with you to continue to create these opportunities, as well as foster an environment where students can thrive and succeed.

There has been such great collaboration between students, parents, staff, alumni, and the community. Everyone is committed to working with all stakeholders to ensure that John Muir High School Early College Magnet is the best school, not only in Pasadena, but in the state as well. Muir has rich traditions, a history of success, as well as, a strong sense of pride and enthusiasm from the alumni and community, and I am excited for the opportunity to build upon these characteristics everyday as your principal.

If you have any questions, concerns, or ideas, please do not hesitate to call or email me.

Go Mustangs!

#### Contact

John Muir High  
1905 North Lincoln Ave.  
Pasadena, CA 91103-1315

Phone: 626-396-5600  
Email: [grayiii.lawton@pusd.us](mailto:grayiii.lawton@pusd.us)



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Pasadena Unified
<b>Phone Number</b>	(626) 396-3600
<b>Superintendent</b>	Brian McDonald
<b>Email Address</b>	<a href="mailto:mcdonald.brian@pusd.us">mcdonald.brian@pusd.us</a>
<b>Website</b>	<a href="http://www.pusd.us">www.pusd.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	John Muir High
<b>Street</b>	1905 North Lincoln Ave.
<b>City, State, Zip</b>	Pasadena, Ca, 91103-1315
<b>Phone Number</b>	626-396-5600
<b>Principal</b>	Lawton Gray III, Principal
<b>Email Address</b>	<a href="mailto:grayiii.lawton@pusd.us">grayiii.lawton@pusd.us</a>
<b>Website</b>	<a href="http://muir.pusd.us">http://muir.pusd.us</a>
<b>County-District-School (CDS) Code</b>	19648811936103

*Last updated: 12/31/2019*

### School Description and Mission Statement (School Year 2019—20)

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.

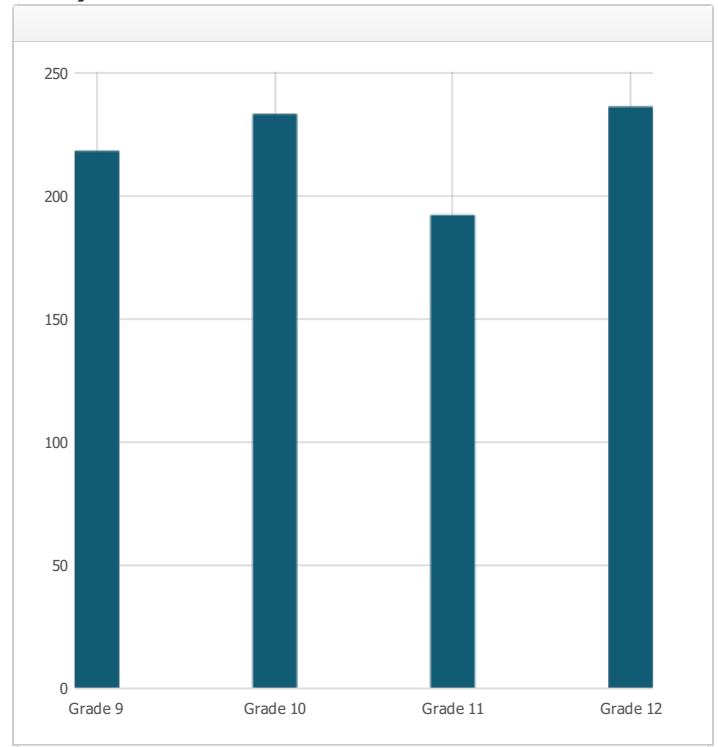
We offer three linked learning academies on campus with special areas for each program. Our Arts, Entertainment and Media Academy has a state of the art production studio. Our Business and Entrepreneurship Academy has a Credit Union on campus, where our students are the tellers as well as a print shop and embroidery room. And our Engineering and Environmental Science Academy has a lab space where students are able to build a solar boat from scratch as well as print parts for different projects from the 3D printer. We are also now an Early College Magnet school as well.

**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.

*Last updated: 1/8/2020*

## Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	218
Grade 10	233
Grade 11	192
Grade 12	236
Total Enrollment	879



*Last updated: 12/31/2019*

## Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	25.30 %
American Indian or Alaska Native	0.10 %
Asian	0.50 %
Filipino	1.00 %
Hispanic or Latino	69.20 %
Native Hawaiian or Pacific Islander	0.10 %
White	1.70 %
Two or More Races	1.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.80 %
English Learners	10.80 %
Students with Disabilities	19.10 %
Foster Youth	4.70 %
Homeless	3.20 %

## A. Conditions of Learning

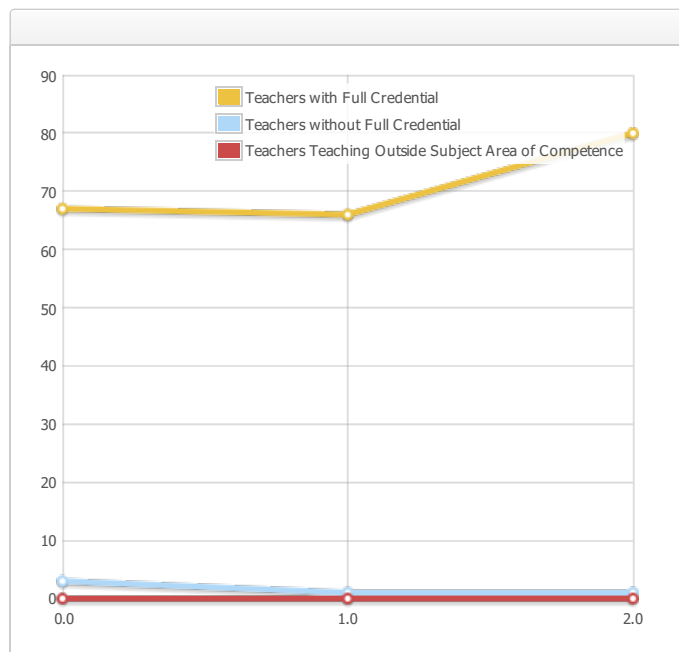
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

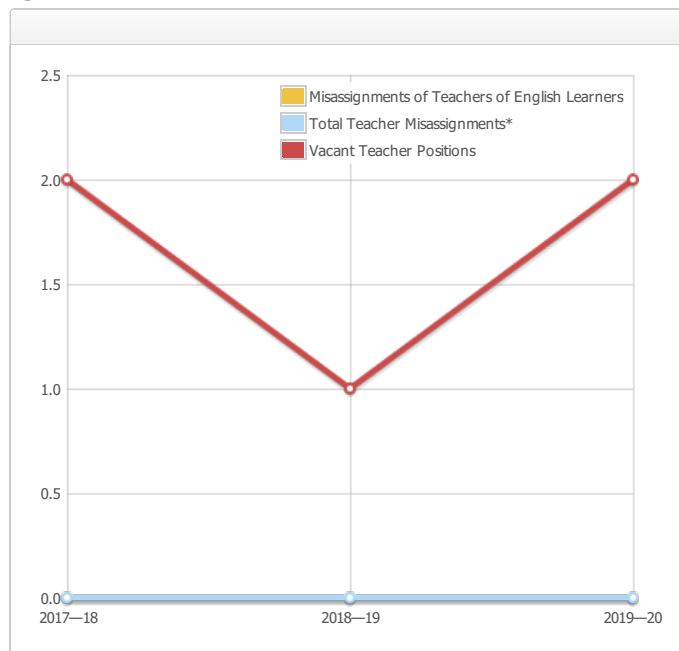
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	67	66	80	718
Without Full Credential	3	1	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/9/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020



# Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	10RLA 10, 11,12 Holt, Rinehart & Winston Holt Literature and Language Arts Fourth Course 2003  12RLA 12 Pearson Prose Reader 2009 12RLA 12 CSU Press 2nd edition ERWC/ booklet 2013  AP English 11, 12 Bedford/St. Martin Press The Bedford Reader High School Edition 2009 AP English 11, 12 Pearson 100 Great Essays, 4th ed 2011  ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Level A, B, C 2009  ELD 1 - 3 6-12 Houghton Mifflin/Scholastic English 3D ELD 1 - 3 6-12 Houghton Mifflin/Scholastic READ 180 Stage B, C 2012	Yes	0.00 %
Mathematics	MATH (1, 2, 3) 9-12 Carnegie Learning Integrated Math 1 2016 9th-12th Mathematics McDougal Littell 2008 Advanced Math 9-12 McDougal Littell PreCalculus With Limits 2007 AP Statistics 9-12 Prentice Hall Modeling the World 2007 Calculus 9-12 McDougal Littell Calculus 2008 Calculus (AB, BC) 9-12 Houghton Mifflin Calculus of a Single Variable 2006 AP Calculus 9-12 Houghton Mifflin Calculus of a Single Variable 2006 Calculus Fundamentals 9-12 Key Curriculum Press Calculus Concepts and Applications 2008 College Prep Math 12 Pearson Integrated Arithmetic & Basic Algebra 2013 Math Topics 9-12 Holt, Rinehart & Winston Holt California Geometry 2008 Statistics 9-12 Brase/Brase Understandable Statistics 2008	Yes	0.00 %
Science	AP Biology 9-12 McGraw-Hill High School Binding Biology 2005 AP Biology 9-12 Paradigm Biotechnology 2007 AP Physics 9-12 Pearson Prentice Hall Physics 2009 AP Physics 9-12 Pearson Physics: Principles with Application 2014 Biology 9-12 Holt, Rinehart & Winston Holt Biology© 2006 2005 Biotechnology 9-12 Paradigm Biotechnology 2000 Chemistry 9-12 Prentice Hall Chemistry© 2005 2005 Earth Science 9-12 McDougal Littell Earth Science 2005 IS Science 9-12 McDougal Littell Earth Science 2005 Physical Science 9-12 Prentice Hall Conceptual Physics© 2006 ELD Science 9-12 Great Source Access Science 2005 Integrated Science 9-12 Pearson Conceptual Integrated Science 2013	Yes	0.00 %
History-Social Science	9th-12th Social Science/History Holt, Rinehart & Winston 2006 9th-12th Social Science/History McDougal Littell 2007 AP Economics 9-12 Southwestern Publishing Principles of Economics 2007  AP European History 9-12 Wadsworth Cengage Learning History of Western Society 2009 AP Government 9-12 Cengage AP Edition American Government 2015 AP Government 9-12 Houghton Mifflin American Government Advanced 2006  AP US History 9-12 Cengage Learning American Pageant 2016 AP World History 9-12 Cengage Learning Voyages in World History 2017 Business Economics 12 Holt, Rinehart & Winston Holt Economics 2006 History-ELD 9-12 Great Source Ed Group/HMH American History 2005 Government 9-12 Prentice Hall Magruder's American Government 2006 Honors World History 10 Bedford/St. Martin Press Ways of the World: A Global History 2012 US History 9-12 McDougal Littell The Americans: Reconstruction to the 21st Century© 2007 World History 9-12 Prentice Hall World History The Modern World© 2007  AP World History 10 Longman Documents in World History 2003	Yes	0.00 %

ELD History 9-12 Great Source Education Group/HMH Access American History 2008 ELD History 9-12 Great Source Education Group/HMH Access World History 2008				
Foreign Language	AP Spanish 9-12 Vista Higher Learning Temas 2015 AP Spanish 9-12 Vista Higher Learning Spanish for Mastery 3 2015 Spanish 1 9-12 Houghton Mifflin Avancemos I 2013 Spanish 2 9-12 Houghton Mifflin Avancemos 2 2013 Spanish 3 6-12 Houghton Mifflin Avancemos 3 2013	Yes	0.00 %	
Health	Health 9-12 Pasadena Unified School District Course Outline AP Psychology 9-12 Myers Myers Psychology for AP 2nd edition 2014	Yes	0.00 %	
Visual and Performing Arts	Art History AP Art History 9-12 Cengage Learning Art Through the Ages 15th edition 2016 VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %	
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %	

Note: Cells with N/A values do not require data.

*Last updated: 12/31/2019*

## School Facility Conditions and Planned Improvements

John Muir High was originally constructed in the 1920s and is currently comprised of 60 classrooms, a library, 5 computer labs, an auditorium, cafeteria, two gyms, a swimming pool, a football stadium, and a counseling center. Renovations funded by the district's Measure TT facilities bond have been completed and we have a beautifully remodeled auditorium, cafeteria, and small quad area. The Little Theater has also been transformed into a functioning television studio.

John Muir High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment. Maintenance & Repair A scheduled maintenance program is administered by John Muir High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. In the most recent Facility Inspection Tool Report John Muir scored 96.06%.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District.

*Last updated: 1/11/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
<b>Interior:</b> Interior Surfaces	Good	Work Orders have been or will be issued.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
<b>Electrical:</b> Electrical	Good	No Repair needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No Repair needed.
<b>Structural:</b> Structural Damage, Roofs	Good	Work Orders have been or will be issued.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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*Last updated: 1/11/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	35.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	15.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/31/2019*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	167	98.82%	1.18%	34.94%
Male	85	84	98.82%	1.18%	22.89%
Female	84	83	98.81%	1.19%	46.99%
Black or African American	48	48	100.00%	0.00%	33.33%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	111	109	98.20%	1.80%	34.26%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	130	128	98.46%	1.54%	36.22%
English Learners	23	23	100.00%	0.00%	9.09%
Students with Disabilities	32	32	100.00%	0.00%	6.25%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/31/2019*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	165	97.63%	2.37%	14.55%
Male	85	82	96.47%	3.53%	17.07%
Female	84	83	98.81%	1.19%	12.05%
Black or African American	48	47	97.92%	2.08%	12.77%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	111	108	97.30%	2.70%	12.96%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	130	126	96.92%	3.08%	15.08%
English Learners	23	22	95.65%	4.35%	4.55%
Students with Disabilities	32	32	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/31/2019*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 12/31/2019*

## Career Technical Education (CTE) Programs (School Year 2018—19)

We offer three Career Technical Education Academies here at John Muir High School. We have the Arts, Entertainment and Media Academy, the Business and Entrepreneurship Academy and the Engineering and Environmental Science Academy. All CTE courses are either articulated, dual-enrolled, or sequenced with post-secondary partners. Our courses and program adhere to the elements for high-quality CTE courses as outlined by the California Department of Education and prepare our students for growing industries in our region. Our CTE courses meet the College and Career Readiness Indicators set forth by the state of California. Our CTE courses offer hands-on experiences for students, this type of learning experience is the best practice for students with varying learning styles, and is open to all students. Each of our CTE programs is advised by a board of business partners from various industry sectors. Each advisory board is chaired by a representative from one of the business sectors and consists of partners from JPL, Pasadena Media, Armory Center for the Arts, Collaborate Pasadena, Pankow Builders, local entrepreneurs, and business owners. Students have to complete projects in each Academy and these projects are judged by our industry partners, who provide valuable feedback to the students.

• Students in PUSD are offered courses in the following CTE Industry Sectors:

Arts, Media, and Entertainment  
 Business and Finance  
 Engineering and Architecture  
 Health Science and Medical Technology  
 Hospitality, Tourism, and Recreation  
 Information and Communication Technologies  
 Public Service

• Course sequences are offered in all of the above Industry sectors by PUSD, these courses are directly aligned with high wage, high need jobs in our community and sequences with our local community college. Courses are sequenced in the following pathways:

Public and Community Health  
 Production and Management  
 Design, Visual & Media Arts  
 Business Management  
 Engineering Design  
 Food Service and Hospitality  
 Software & Systems Development  
 Graphic Productions Technology  
 Legal Practice  
 Patient Care

A complete list of Pasadena USD CTE courses can be found online: <https://www.pusd.us/CTECourseSequence>

• PUSD has a district-level advisory board that consists of the following participants:

Amy Foell, Pasadena Chamber of Commerce – Regional Workforce Representative  
 Mitch Aiken, CalTech – Post Secondary Representative  
 Andy Tien, Pasadena Service Federal Credit Union – Business and Finance Representative  
 Thom Coston, Light Bringer Project – Arts, Media, and Entertainment Representative  
 Lesly Ito, Armory Center for the Arts – Arts, Media, and Entertainment Representative  
 Dr. Donald Grant, Pacific Oaks College - Post Secondary Representative  
 Mary Jane Jonstone, Huntington Hospital – Health Science and Medical Technology Representative  
 Joel Robinson, (retired) Exxon -- Engineering and Architecture Representative  
 Bob Harris, Restaurant (Green Street) owner -- Hospitality, Tourism & Recreation Representative  
 Raymond Ealy, Tech company owner --Information and Communication Technology Representative  
 Lt. Tracy Ibarra, Pasadena Police Dept. --Legal Practice Representative

*Last updated: 1/10/2020*

## Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	758
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.60%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.89%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.14%



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	20.40%	14.40%	44.90%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by volunteering at school events, being part of a school-level group, participating in parent workshops. We have a thriving Parent Teacher Student Association. Parents also have the opportunity to serve on the School Site Council as well as support our athletic program as a team parent or volunteer. Through the district, our parents can also participate in Parent University workshops parent classes centered around parents gaining a better understanding of graduation requirements, trauma-informed care, state assessments as well as navigating financial aid and other opportunities to support parents. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the school's system, information on parent involvement and trainings and volunteering.

### State Priority: Pupil Engagement

*Last updated: 1/8/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

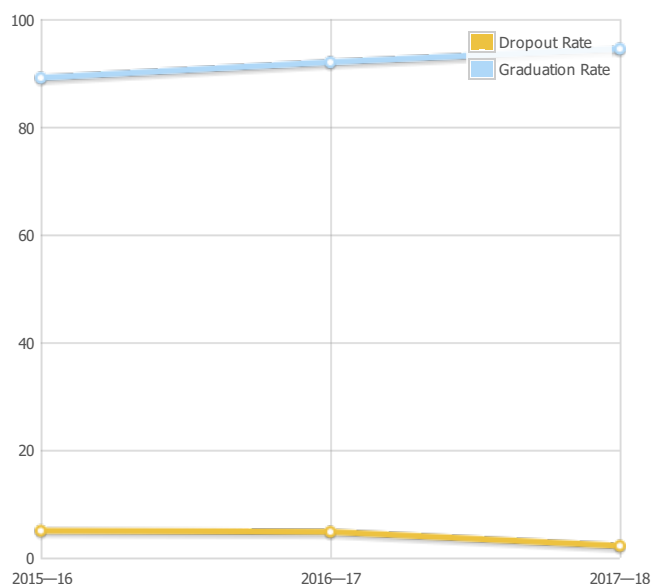
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	5.00%	10.00%	9.70%
Graduation Rate	89.10%	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	4.80%	2.20%	--	7.90%	9.10%	9.60%
Graduation Rate	92.00%	94.50%	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 12/31/2019*

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	10.70%	9.50%	9.60%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/31/2019*

## School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of John Muir High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school security, teachers, site administrators, and on-campus support providers. The School Site Council approves revisions to the Safe School Plan annually. The plan was most recently updated and reviewed with school staff in January of 2019. The key elements of the School Site Safety Plan focus on disaster preparedness, including the evacuation area, which is located away from buildings and power lines. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster, and shelter-in-place drills are conducted monthly on a rotating schedule throughout the school year. Staff also use the "Remind App" in case of emergencies to notify staff of any dangers or concerns.

*Last updated: 1/8/2020*

## **D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	27	17	13
Mathematics	28.00	8	16	18
Science	23.00	14	2	17
Social Science	20.00	17	12	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	25	22	12
Mathematics	22.00	26	21	15
Science	22.00	16	11	11
Social Science	22.00	13	9	9

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	29	21	9
Mathematics	22.00	27	19	13
Science	22.00	15	4	14
Social Science	21.00	17	9	6

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 12/31/2019*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

<b>Title</b>	<b>Ratio**</b>
Counselors*	283.50

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 12/31/2019*

**Student Support Services Staff (School Year 2018—19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	3.10
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/31/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9951.34	\$2971.33	\$6980.10	\$69710.11
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	15.70%	-4.22%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-7.01%	-15.02%

Note: Cells with N/A values do not require data.

*Last updated: 1/9/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

John Muir High School is at the forefront of two important high school reform initiatives that aim to prepare all students for college and career success in the 21st Century: Linked Learning and Puente. Linked Learning is a school reform model that blends access to college preparatory coursework, rigorous technical education, work-based learning, and supportive academy structure. Muir has been implementing Linked Learning as a schoolwide model since 2008-2009. All students are enrolled in one of three academies or pathways: Arts, Entertainment & Media (AEM); Business and Entrepreneurship (BE); and Engineering and Environmental Science (EES). Students in all three academies/pathways take the courses required for UC/CSU admission, have full access to Advanced Placement courses, and can also take advantage of other schoolwide programs. Each academy also offers students preparation for 21st Century careers through rigorous technical coursework such as Film & Video Production, Business Management & Entrepreneurship, and Engineering Design & Development. Students engage in a continuum of work-based learning opportunities that begins in their freshman year and culminates with internships and other practicum experiences. Teachers work as teams within each academy to develop a strong network of supportive relationships for their students and work across content areas to ensure students attain 21st Century learning outcomes. Puente is a model designed by the University of California to challenge students who are underrepresented in higher education to engage in rigorous college preparatory coursework and leadership development. Students take an honors-level English course in grades 9 and 10, "looping" with a Puente-trained teacher, and are encouraged and supported in taking Advanced Placement courses beginning in grade 11. Students benefit from the support of the same counselor for all four years and also engage in annual leadership development opportunities sponsored by the UC. Muir High School has dramatically expanded its Puente program over the last four years in order to offer students the rigor of this program within all three of its Linked Learning pathways. The development of Linked Learning and the expansion of Puente are beginning to have a positive effect on the percentage of students taking courses required for UC/CSU admission and Advanced Placement courses. The school is now focused on increasing the number of students who pass all UC/CSU prerequisites with a C or better and also the number of students who pass AP exams to earn college credit.

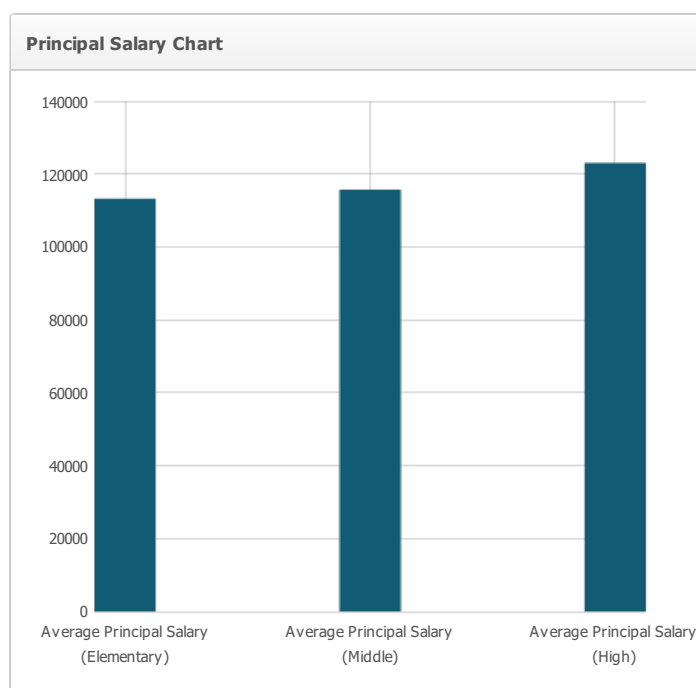
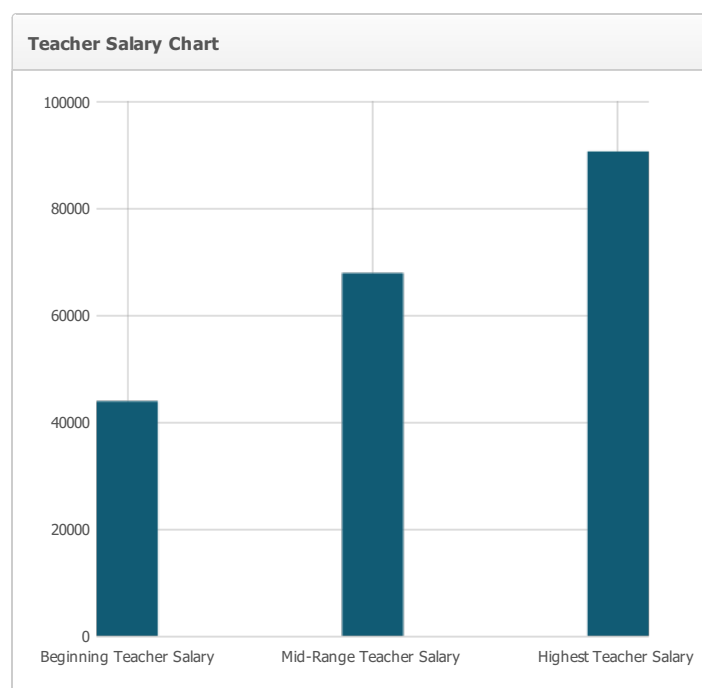
*Last updated: 1/8/2020*



## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/8/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	6	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	5	N/A
All Courses	19	25.40%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 12/31/2019*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19



# PASADENA UNIFIED SCHOOL DISTRICT

## Language Assessment Development Department

Director  
Juan A. Ruelas

### ELAC Recommendations to School Site Council

School: John Muir High School

Date: March 10, 2020

The following are recommendations from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC) for the 2020 -- 2021 Single Plan for Student Achievement:

<i>Data Examined:</i>	<ol style="list-style-type: none"><li>1. ELPAC Results (2018 - 2019)</li><li>2. Houghton-Mifflin Reading Inventory (HMRI) Data (2019-2020)</li><li>3. SBAC (Smarter Balanced State Assessment) ELA Data (2018-19)</li></ol> <p>Other data:</p> <ul style="list-style-type: none"><li>• EL reclassifications data</li><li>• Parent/Community Involvement data</li><li>• Student attendance – Truancy</li><li>• Student discipline – referrals, suspensions, expulsions, counseling</li><li>• Trimester/Semester and/or other formative assessment results (progress reports/report cards)</li></ul>
<i>Areas of Need/ Concern:</i>	<ol style="list-style-type: none"><li>1. Tutoring provided for ELs 3 times a week- Muir EL students have low, inconsistent attendance.</li><li>2. A high percentage of EL students (over 80%) in 11<sup>th</sup> grade did not meet standards according to the SBAC ELA summative assessment for 2018-19.</li><li>3. Students are not reclassifying (in part) because they are “below” or “far below” grade level in reading comprehension and writing (as evidenced by ELPAC, SBAC, and HMRI data).</li><li>4. English Language Acquisition- 51.3% of ELs progressed at least one level, 26.9% of ELs maintained their English Proficiency level, and 21.6% decreased at least one level. (CA Dashboard data, 2020)</li><li>5. Many LTEL’s and the majority of students who reclassify often face challenges in academic content areas (other than ELA), such as science and history classes.</li></ol>

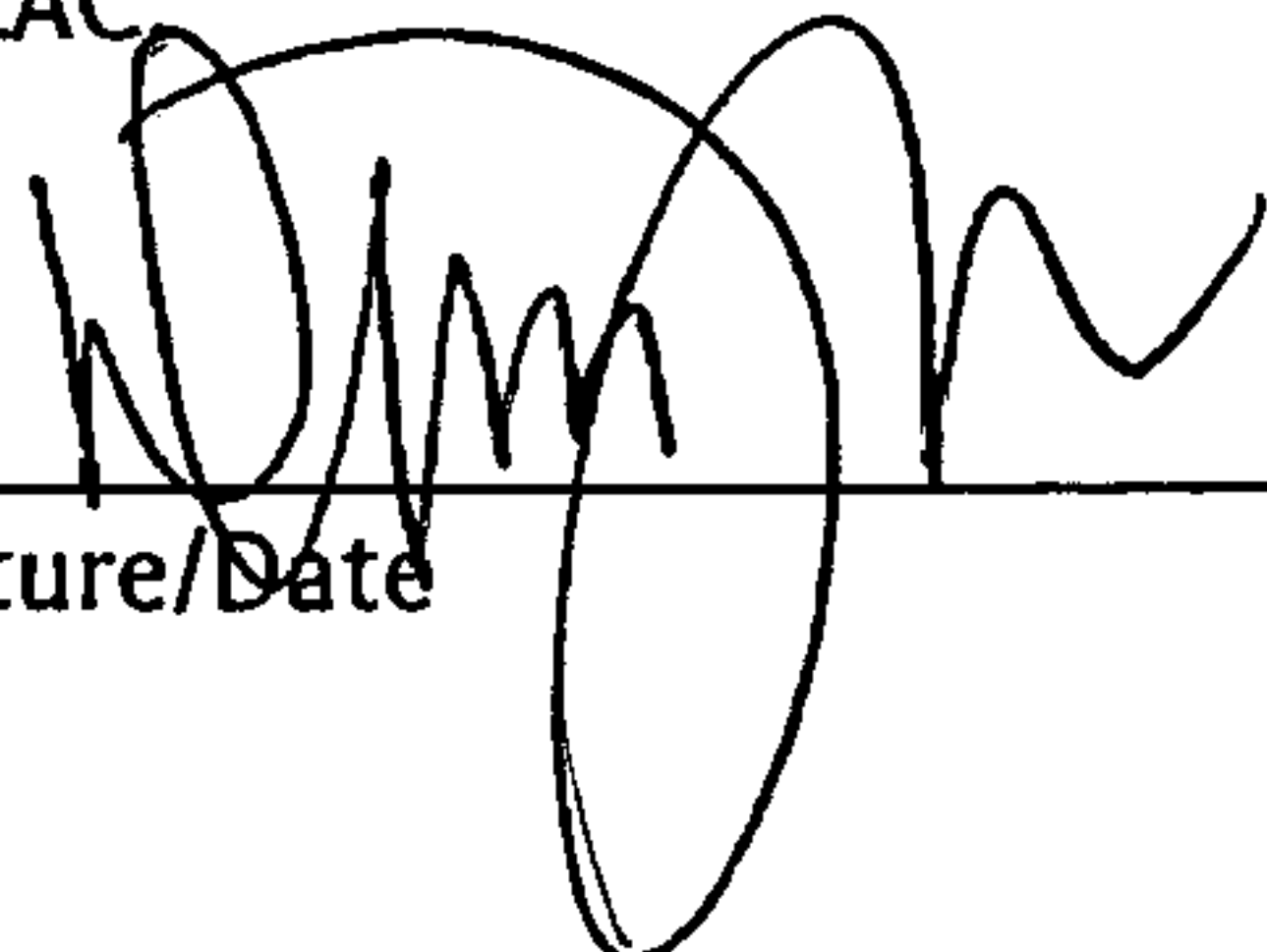
**PASADENA UNIFIED SCHOOL DISTRICT**  
**Language Assessment Development Department**

Director  
Juan A. Ruelas

<i>Funds/Resources Available:</i>	<b>Personnel (include hours available):</b>  1. EL Coach  2. Instructional Clerk	<b>Funds:</b> <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="width: 60%;">LCFF</td><td style="width: 40%;"></td></tr><tr><td>Other</td><td></td></tr><tr><td></td><td></td></tr><tr><td style="text-align: center;">Total</td><td></td></tr></table>	LCFF		Other				Total	
LCFF										
Other										
Total										
<i>Recommendations for Single Plan:</i>	<ol style="list-style-type: none"><li>1. Increase participation in tutoring program for ELs after school (for at least 3 days a week).</li><li>2. Fund field trips for ELs that will boost school engagement and motivation.</li><li>3. Continue professional development for EL teachers and staff.</li><li>4. Collect more books for ELD libraries based upon students' interests, reading levels, and teacher/student wish lists.</li><li>5. Ensure that the Muir library and librarian are available to EL students before, during, and after school hours to provide support to students when needed.</li><li>6. Provide EL parent community with training and information about how to support students with disabilities, mental challenges, and trauma. Young and Healthy organization is a resource.</li><li>7. Coordinate with the entire Sped dept., (teachers, aides, and case carriers) to develop a more detailed, year-long plan for EL/sped students as it pertains to ELPAC training, testing, accomodations, and classroom instruction.</li><li>8. Additional Security on campus especially in the gym area.</li></ol>									

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

DORA FLORES  
ELAC President (Print Name)

 05/06/2020  
Signature/Date

\_\_\_\_\_  
ELAC Representative to SSC (Print Name)

\_\_\_\_\_  
Signature/Date

**PASADENA UNIFIED SCHOOL DISTRICT**  
**Language Assessment Development Department**

**Director**  
**Juan A. Ruelas**

**Recomendaciones del ELAC al SSC**

Escuela: John Muir High School

Fecha: 10 de Marzo del 2020

Las siguientes recomendaciones del Comité Asesor de Aprendices de Ingles (ELAC) al Concilio Escolar (SSC) son para el Plan Único de Aprovechamiento de Estudiantes del año 2020 -- 2021:

<i>Datos Examinados:</i>	<ol style="list-style-type: none"><li>1. Resultados ELPAC (2018-19)</li><li>2.Houghton-Mifflin Inventario de Lectura (HMRI) Datos (2019 -- 2020)</li><li>3.SBAC (Evaluación del Estado Equilibrado más Inteligente) ELA Datos (2018-19)</li></ol> <p>Otros Datos:</p> <ul style="list-style-type: none"><li>• Datos de Reclasificación para Aprendices de Inglés (EL)</li><li>• Datos de Involucramiento de Padres/Comunidad</li><li>• Asistencia a la escuela - Absentismo escolar</li><li>• Disciplina Escolar -- referencias, suspensiones, expulsiones, consejería</li><li>• Trimestre/Semestre y/o otros resultados de evaluación formativa (informes de progreso / boletas de calificaciones)</li></ul>
<i>Área de Preocupación o Necesidad::</i>	<ol style="list-style-type: none"><li>1. Se brinda tutoría para EL 3 veces a la semana: los estudiantes de Muir EL tienen una asistencia baja e inconsistente.</li><li>2.Un alto porcentaje de estudiantes EL (más del 80%) en el 11 ° grado no cumplieron con las normas de acuerdo con la evaluación sumativa SBAC ELA para 2018-19.</li><li>3.Los estudiantes no están reclasificando (en parte) porque están "por debajo" o "muy por debajo" del nivel de grado en comprensión de lectura y escritura (como lo demuestran los datos ELPAC, SBAC y HMRI).</li><li>4.Adquisición del Idioma Inglés: el 51.3% de los EL progreso al menos en un nivel El 26.9% de los EL mantuvo su nivel de dominio del inglés y el 23.6% disminuyó al menos un nivel. (Datos del tablero de CA, 2020)</li><li>5. Muchos LTEL y la mayoría de los estudiantes que se reclasifican a menudo enfrentan desafíos en áreas de contenido académico (aparte de ELA), como las clases de ciencias e historia.</li></ol>

351 South Hudson Ave, #209, Pasadena, California 91109

Phone: 626-396-3600, ext. 88285 Fax: 626-683-0728

<https://www.pusd.us>



# PASADENA UNIFIED SCHOOL DISTRICT

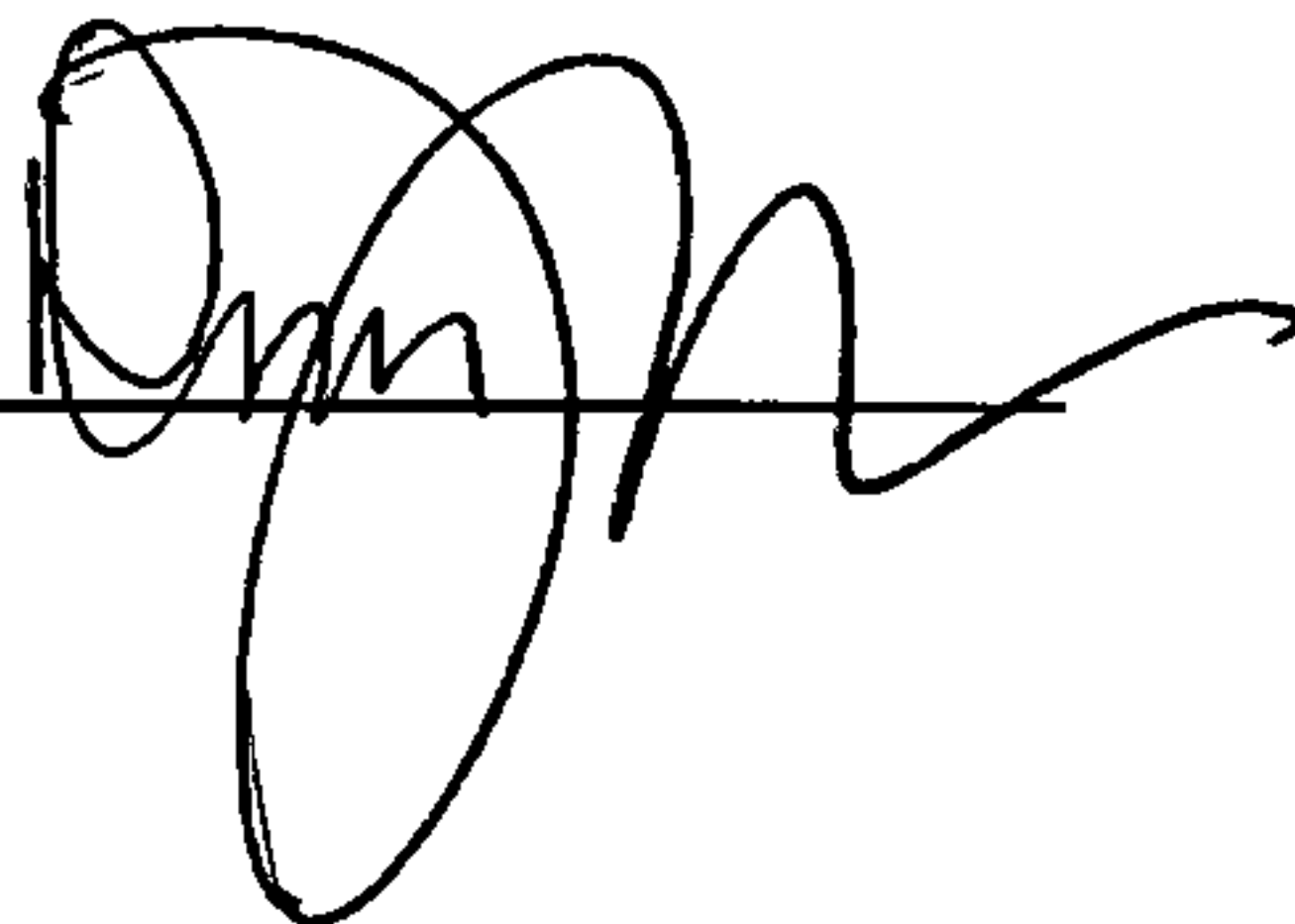
## Language Assessment Development Department

Director  
Juan A. Ruelas

<i>Fondos/Recursos Disponibles:</i>	Personal (incluyendo horas disponibles):	Fondos:	
	1. Entrenadora EL	LCFF	
	2. Secretaría de Instrucción	Otro	
		Total	
<i>Recomendaciones para el Plan Único:</i>	1. Aumentar la participación en el programa de tutoría para estudiantes EL después de la escuela (durante al menos 3 días a la semana).		
	2. Financiar paseos para estudiantes EL que aumentarán la participación y la motivación de la escuela.		
	3. Continuar el desarrollo profesional para maestros y personal EL.		
	4. Reunir más libros para las bibliotecas de ESL según los intereses de los estudiantes, los niveles de lectura y las listas de deseos de maestros/estudiantes.		
	5. Asegurar que la biblioteca y el bibliotecario de Muir estén disponibles para los estudiantes EL antes, durante y después del horario escolar para brindar apoyo a los estudiantes cuando sea necesario.		
	6. Brindar capacitación e información a la comunidad de padres EL sobre cómo apoyar a los estudiantes con discapacidades, desafíos mentales y trauma. La organización Joven y Saludable (Young & Healthy) es un recurso.		
	7. Coordinar con todo el Departamento de Educación Especial (maestros, ayudantes y coordinadora de casos) para desarrollar un plan más detallado durante todo el año para los estudiantes EL/sped en lo que respecta a la capacitación ELPAC, las pruebas, el alojamiento y la instrucción en la clase.		
	8. Aumentar seguridad en la Escuela especialmente en el área del gimnasio.		

Sometemos estas recomendaciones al Concilio Escolar de parte de ELAC.

DORA FLORES  
Presidente del ELAC



05/06/2020  
Fecha

Representante del ELAC al SSC

Fecha



# Pasadena Unified School District

## Instructional Services

### GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

<b>Rubric</b>			
1 = This is an established practice that has been in place since before the 2020-21 school year. 2 = This practice is being implemented for the first time during the 2020-21 school year. 3 = This practice is being developed now to be implemented during the 2020-21 b school year.			
<b>Section 1: Program Design</b>			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners. 1:3 The program is articulated with the general education programs.			
	<b>1</b>	<b>2</b>	<b>3</b>
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?			
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			
Are all parents informed of the GATE Parent Education Workshops offered by the District?			
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

<b>Section 2: Identification</b>			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	<b>1</b>	<b>2</b>	<b>3</b>
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?			
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			
Does the plan inform parents and teachers of the GATE referral window of August - September?			
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 <sup>nd</sup> grade teachers?			
<b>Section 3: Curriculum and Instruction</b>			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	<b>1</b>	<b>2</b>	<b>3</b>
<b><u>Elementary</u></b>			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			



	1	2	3
<b><u>Middle School</u></b>			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors class</li> <li>• Pre-AP classes</li> <li>• IB classes</li> <li>• Enrichment classes</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b><u>High School</u></b>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors classes</li> <li>• AP classes</li> <li>• IB classes</li> <li>• Career Pathways classes/Independent Study</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b><u>All Grades</u></b>			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?			
Does the School Site Council review and approve the GATE Principal's Checklist annually?			

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?			
<b>Section 4: Social and Emotional Development</b>			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	<b>1</b>	<b>2</b>	<b>3</b>
Do schools provide enrichment activities that foster social interaction among GATE students?			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			
<b>Section 5: Professional Development</b>			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	<b>1</b>	<b>2</b>	<b>3</b>
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• PUSD GATE Program Overview</li> <li>• GATE Identification Process</li> <li>• Characteristics of Gifted Learners from Diverse Populations</li> <li>• How to get or renew GATE Certification</li> <li>• How to create and use the Individual Learning Plan</li> </ul>			
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• Kaplan's Prompts of Depth and Complexity/Content Imperatives</li> <li>• Acceleration of content (Universal Themes and Big Ideas)</li> <li>• Differentiation of skill, product, process</li> <li>• Critical and Creative thinking</li> <li>• Independent Study/Developing an Interest</li> <li>• Characteristics of Giftedness</li> <li>• Scholarly Behaviors (Thinking like a Disciplinarian)</li> <li>• Interdisciplinary lesson development</li> </ul>			

**Section 6: Parent and Community Involvement**

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets <b>four</b> times per year?			
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			
Is the School GATE Plan shared with parents and the community effectively and systematically?			

**Section 7: Program Assessment**

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			

**Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:**

**Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):**

**School:****Date Approved By School Site Council:****Dates and times of calendared site GATE advisory meetings 2020-21:**

	date	topic		date	topic
<b>1st meeting</b>			<b>3rd meeting</b>		
<b>2nd meeting</b>			<b>4th meeting</b>		

Documents (Active   Archived)				
2019 School Safety Plan	2020-04-22	View	View	35

[Crisis Communication Chart](#)

[School Site Council Evaluation and Public Hearing Certification](#)

[Safety School Plans](#)

Save Data View Current Document View Section

Pasadena Unified School District

Unified School District

John Muir High School Early College Magnet

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2020 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by John Muir High School Early College Magnet and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on 02/16/2020 at approximately 4:00 p.m. Notice was provided by ParentLink phone and email notification.

John Muir High School Early College Magnet's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan for 2020 has been properly implemented and developed in accordance with California law and PUSD box


Amendments

N/A

School Site Council

Approved on 2/18/2020

Signatures of John Muir High School Early College Magnet's Site Council Members

	2/18/2020	Signature	Date
Helen Moser	2/18/20	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date

[Crisis Communication Chart](#)

[School Site Council Evaluation and Public Hearing Certification](#)

[Safety School Plans](#)

## **John Muir High School School Parental Involvement Policy 2020-2021**

John Muir High School has developed a written Parental Involvement Policy with input from parents. In spring of 2019, parent representatives from School Site Council, Parent-Teacher 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 April 2019.

- Parents, including PTA, 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 during Back-to-School Night.

### **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 the web page, 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 PTA, 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.

- o School Principal or his designee regularly reports to PTA, ELAC, and SSC meetings on the Title I program and overall academic achievement at the school.
  - o 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.
  - o 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:
  - o During Back to School Night.
  - o ELAC meetings
  - o Parent-teacher-counselor-student conferences
  - o Parent workshops and pamphlets
  - o 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
  - o ELAC meetings
  - o Student conferences with parents and the resource teacher for EL students
  - o Parent-teacher-counselor-student conferences
  - o 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 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, 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 adjacent to the Welcome Center, 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.



**JOHN MUIR HIGH SCHOOL**  
**SCHOOL - PARENT COMPACT**  
**2020-2021**

*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 2020-2021*

**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 26, 2020</i>
<i>Open House:</i>	<i>May 12, 2021</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**

\_\_\_\_\_  
John Muir Representative



\_\_\_\_\_  
Signature of JMHS Representative

**4/21/20**

\_\_\_\_\_  
Date

Action	Results	Goal
If we (your department or team) ...	Then students [or] teachers [or] staff will ...	So that we can ...
hire 1 additional full time teacher for ELD courses	Students will have more time in structured ELD environment by a trained English Teacher	Raise the % of students that are reclassified before their junior year
provide more ways for students to connect to the campus	students will have a better connection to the campus	Raise the average daily attendance to 97%
Provide more ways for students to connect to the campus	students will have a better connection to the campus	Decrease the suspension rate
Provide a full time community assistant	parents will have additional ways to communicate with school personnel	increase the number of parents present at ELAC Meetings
Provide additional assistance to students in the EL classroom	students will have additional support to help them in the classroom and better understands concepts	Raise the % of students that are reclassified before their junior year
Come up with a concrete plan to support students to understand the reasons for poor attendance	students will have the necessary support structures at their disposal	Raise the average daily attendance to 97%