San José Unified School District

John Muir Middle

School Year: 2024-25

Title 1 Status	Schoolwide Title I Program
State Dashboard Status	Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts 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.

About this School:

Grades Served:		6th-8th	
Total Students:		726	
Ethnic Breakdown:	White	21%	
	Hispanic	58%	
	Black	4%	
	Other	16%	
Free lunch		40%	294
Reduced lunch		6%	42
Total FRPL		46%	336
EL		25%	178
EO		52%	381
Foster Youth		0%	2
Special Education		17%	126

Contact:	Celeste Bates
Position:	Principal
CDS Code	43-69666-6060115
Telephone:	408-535-6281
Email:	cbates@sjusd.org
Address:	1260 Branham Ln., San Jose, CA 95118

Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffees. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

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

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals
LANGUAGE ARTS:
This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
MATHEMATICS:
This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
ENGLISH LANGUAGE LEARNERS:
40% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

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Site Based Resource Inequities
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.
Based on current data, English Learner and students with disabilities at John Muir are achieving significantly below expectation as compared to the school as a whole in ELA. In math, the following groups of students are also performing below standard: English learners, socioeconomically disadvantaged students, students with disabilities and our hispanic students. Targeted supports to address these gaps will include: Academic Language Development Courses to address this gap for our English Learners, smaller classes sizes for students receiving Designated English Languages supports, and the addition of Math Intervention courses at each grade level. We are also reviewing possible planning or additional supports for our students not meeting standard including but not limited to: tutoring, supplemental resources, and professional development for access and engagement in all subject areas.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
At this time we have not seen significant improvement in any area. The 2023 dashboard increased 6.8 points but is still 14.4 points below standard for ELA. The 2023 dashboard decreased 12 points and is 70.9 points below standard for Math. The 2023 dashboard data decreased 7.5 percentage points with 32.7% of our English learners making progress towards English language proficiency. The 2023 dashboard for chronic absenteeism increased 2.5 percentage points to 32.3%.

Prop 28 School Site Plan
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24. **"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.** **LESs with more than 500 pupils must extend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.** **Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.**

Funds	Expand and support our current arts program with supplies and materials.
FTE	Expand and support our current arts program with 0.9 FTE for course FTE in music and arts.

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan
If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.
Comprehensive Support and Improvement (CSI) Low Performance
Describe the consultation with educational partners and the impact the feedback had on the plan.

We hold collaborative meetings with the administration team, classified staff, and certificated staff. We also have regular meetings with the following stakeholders: SSC, PTSA, SELAC and ASB.

Goal #	Identify the specific **research-based** action	Identify the metric that will be affected by this action
#1	Providing teachers with substitutes to implement classroom walks and teacher release time to facilitate EL and classroom management support.	English Learner Progress Data (CAASPP and ELPAC)
#2	After school targeted intervention for students in math and ELA.	Math and English Language Arts CAASPP Data
#3	Extra duty for teachers to receive professional development and collaboration time to target instruction for students.	English Language Arts and Math - CAASPP Data- EL, SED, SWD, HI Subgroups
#4	Utilize school personnel to make phone calls and home visits to build positive relationships with students and families. We will hold monthly Neighborhood Attendance Meetings (NAM) for our students in the 11% to 50% range. We will hold a NAM meeting in August for students with chronic absenteeism in the 23-24 school year. We will conduct home visits for students in the >50% range.	Chronic Attendance Data
#5	We will relaunch PBIS through PD, incentives, and revisiting alignment of classroom and office behavioral policies to increase positive school climate and culture.	Suspension Data
#6	ELOP provider (outside providers) will help all our targeted groups by increasing positive school climate and culture.	Suspension Data

Title I Needs Assessment

Describe the effectiveness of those strategies and any adjustments planned for the current school year to improve student outcomes.

Identify the use of Title I funds in the 2023-2024 school year		**Impact these funds had on student achievement**	**Keep, Abandon, Adjust for 2024-2025 school year.**
Professional Development	Yes	23-24 began professional development on school climate and summative assessments to drive instruction. Identified areas of greatest needs from staff to create a PD plan.	Adjust
Positive Climate	Yes	More progress is needed for students and staff; we will relaunch PBIS.	Adjust
Extended Day or Year Intervention	Yes	We had Homework Center and test prep for ELPAC but need to continue to support students. We will expand to targeted groups of students identified by local data.	Adjust
Purchase supplemental resources	Yes	We purchased supplemental resources to support students. We will continue to focus on supplemental resources that support targeted student groups.	Keep
Release for SST, Data Chats, PD	Yes	Completed analysis during staff meetings and/or extended school time. We will provide release days for staff for SST, Data Chats and professional development.	Adjust
Additional Learning Experiences	Yes	In-house assemblies and field trips held. We will expand in-house opportunities as well as field trips for larger groups of students.	Adjust
Parent/ Community Engagement	Yes	Parent engagement opportunities were provided. We will increase the number and variety of opportunities to increase engagement.	Adjust

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Directions

Goal: The goal should be based on 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.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the **previous school year.** Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. *Based on interim assessments and updated in the fall when the state dashboard is released.*

The 2023 dashboard increased 6.8 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

For the 24-25 school year, we will continue to work towards our SMART goal. We will monitor improvement with both the SBAC and local data. We will focus our PDs on site needs based on student data and teacher reflection data.

	Action Steps for the Current School Year	Owner	Timeline
#1	Weekly staff meetings will review data for students' growth with formal agenda and minutes/notes.	Admin/Teachers	
#2	Monthly walk-throughs by site administration with goal specific feedback to teachers and departments.	Admin	

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard decreased 12 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended. We had planned to offer extended day support classes for our students. Due to the inability to obtain a qualified instructor, we were unable to offer those classes. We also had to retrofit a previous accounting error which limited funds in Site Flex.

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.

For the 24-25 school year, we will continue to work towards the SMART goal. We will monitor improvement with both the SBAC results and local data 3 times a year. We will focus our PD on site needs based on student data and teacher reflection data.

	Action Steps for the Current School Year	Owner	Timeline
#1	Weekly staff meetings will review data for students' growth with formal agendas and minutes/notes.	Teachers/Admin	
#2	Monthly walk-throughs by site administration with goal specific feedback to teachers and departments.	Admin	

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	40% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.
The 2023 dashboard decreased by 7.5 percentage points from the 2022 dashboard, with 32.7% of students making progress. Currently on track to implement 2023-24 SPSA as intended.
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.
For the 2024-25 school year, we will continue to work toward the SMART goal. We will monitor improvement with the SBAC, ELPAC, and local data. The focus for PD will be based on site needs as determined by student data and teacher reflection data.

	Action Steps for the Current School Year	Owner	Timeline
#1	Weekly staff meetings will review data for students' growth with formal agendas and minutes/notes.	Teachers/Admin	
#2	Monthly walk-throughs by site administration with goal specific feedback to teachers and departments.	Admin	

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL	
CLIMATE: Strategic Plan Alignment & Content Goals	
SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.
According to the 2023 dashboard, chronic absenteeism increased by 2.5 percentage points from the 2022 dashboard, and suspensions decreased by 4.9 percentage points. We are currently on track to implement 2023-24 SPSA as intended.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
We will continue with this SMART goal. To address chronic absenteeism among students with disabilities, the site will implement the case manager approach. More professional development is needed to support staff with classroom strategies, which will coincide with a relaunch of the PBIS strategies targeted to impact Tier 1 and Tier II behaviors and improve school engagement.

	Action Steps for the 2024-2025 School Year	Owner	Timeline
#1	Relaunch of PBIS	Admin	8/8/24-5/30/25
#2	PD to address deescalation though Safety Care and/or other Tier I supports	Admin	8/8/24-5/30/25

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CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

Climate Survey Results: Students (Percentage of responses in the top two categories)			
	Fall 2023	**Fall 2024**	**Fall 2025**
I feel safe at school.	63%	54%	
How connected to you feel to the adults at your school?		17%	

Climate Survey Results: Parents (Percentage of responses in the top three categories)			
	Fall 2023	**Fall 2024**	**Fall 2025**
How often do you meet in person with teachers at your child's school?		18%	
How often do you visit the school?		56%	
** Parents take this survey for the youngest SJUSD student in the family*			

2023-24 SUSPENSIONS AND EXPULSIONS			
Grade Level	**6**	**7**	**8**
Suspension - Overall #	32	34	50
Suspension - Hispanic Students As # Overall	22	26	41
Expulsion - Overall #	0	0	0
Expulsion - Hispanic Students As # Overall	0	0	0

2023-24 Chronic Absenteeism			
Student Group	**6**	**7**	**8**
School Total	27%	31%	33%
Hispanic	38%	39%	39%
English Learners	33%	47%	45%
Special Education	44%	63%	57%
Socioeconomically Disadvantaged	43%	44%	47%
Foster	N/A	33%	0%
Homeless	N/A	N/A	N/A

John Muir Middle **School Plan for Student Achievement (SPSA)** Celeste Bates

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LANGUAGE ARTS DATA

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

2023-24 Language Arts: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall	36%	26%	26%	13%	682	39%	48%	43%
Grade 6	35%	26%	20%	18%	235	39%	38%	30%
Grade 7	43%	24%	28%	6%	228	33%	48%	51%
Grade 8	29%	27%	30%	14%	219	44%	59%	48%
Hispanic	49%	27%	19%	5%	411	24%	32%	25%
English Learners	79%	19%	2%	0%	149	2%	5%	6%
Special Education	74%	15%	6%	5%	95	12%	16%	15%
Socioeconomically Disadvantaged	48%	29%	19%	5%	364	23%	34%	26%
Foster	67%	0%	0%	33%	3	33%	33%	50%
Homeless	100%	0%	0%	0%	3	0%	17%	20%

**Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.*

Spring 2023-24 Language Arts: CSA

Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall					N/A	N/A
Grade 6					N/A	N/A
Grade 7					N/A	N/A
Grade 8					N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Foster	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A

**Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.*

2023-24 Writing Performance Assessments (WPAs)

Grade Level	6	7	8
2023-24 % Students At/Above Expectation: WPA 2	8%	0%	22%

MATHEMATICS DATA

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

2023-24 Mathematics: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall	45%	23%	16%	15%	674	32%	26%	29%
Grade 6	41%	24%	18%	17%	233	35%	19%	25%
Grade 7	44%	26%	18%	12%	225	30%	29%	33%

Grade 8	50%	20%	13%	16%	216	30%	30%	28%
Hispanic	59%	24%	12%	5%	404	17%	12%	13%
English Learners	86%	9%	5%	0%	149	5%	3%	2%
Special Education	79%	11%	5%	5%	95	11%	6%	6%
Socioeconomically Disadvantaged	60%	23%	13%	5%	360	18%	15%	15%
Foster	67%	0%	0%	33%	3	33%	33%	50%
Homeless	67%	33%	0%	0%	3	0%	8%	20%

*Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.

Winter 2023-24 Math NWEA			
Grade Level	6	7	8
2023-24 % Students Predicted to Score 3 or 4 on SBAC	29%	17%	13%

ENGLISH LANGUAGE LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learners			
Grade Level	6	7	8
Number (#) of EL students	50	62	49

2023-24 ELPAC Perfomance Levels by Grade			
Proficiency Level	6	7	8
Level 1	30%	31%	27%
Level 2	37%	48%	27%
Level 3	20%	10%	43%
Level 4	13%	10%	2%

Reclassification Rates			
2023-24			
Grade Level	6	7	8
% Students	8%	4%	7%

CELDT/ELPAC: 3 Year No Performance Level Growth			
Grade Level	6	7	8
Number of students	62	72	61
% of Students	16%	14%	20%

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.	Supplies - including office, student, and technology items.	All		Site Flex	Books and Supplies	$ 30,766.10
		Renew software licenses.	All		Site Flex	Software Licenses	$ 12,000.00
		Supervision before / after school and during brunch and lunch.	All		Site Flex	Certificated Extra Duty	$ 1,000.00
		Teacher extra duty for curriculum support. Substitutes for site release.	All		Site Flex	Certificated Extra Duty	$ 2,000.00
2	Professional Development	Provide PD to teachers and staff to support achievement of students.	All	All	Title 1 CSI	Books and Supplies	$ 6,000.00
		Provide PD to teachers and staff to support achievement of students.	All	All	Title 1 CSI	Certificated Subs	$ 2,000.00
		Provide PD to teachers and staff to support achievement of students.	All	All	Title 1 CSI	Certificated Extra Duty	$ 1,500.00
		Provide PD to teachers and staff to support achievement of students.	All	All	Title 1 CSI	Classified Extra Duty	
		Provide PD to teachers and staff to support achievement of students.	All	All	Title 1 CSI	Service Agreements	
		Provide PD to teachers and staff to support achievement of students.	All	All	Title 1 CSI	Travel and Confs	$ 10,650.00
3	Purchase books and other instructional materials	Provide hands on materials to support access to content (Visual Performing Arts; Math and Science Labs).	All		Supplemental	Books and Supplies	$ 53,307.12
		Provide supplemental materials, including reference materials and classroom book sets for ELD classes.	English Language Development		Title 1 CSI	Books and Supplies	$ 10,000.00
		Provide hands on materials to support access to content (science, labs, math, ELA, manipulatives).	All		Title 1 CSI	Books and Supplies	$ 103,151.41
		Provide instructional materials and Technology items for students that are supplemental to the core.	All	All	Title I Instruction	Books and Supplies	$ 45,000.00
4	Provide release days or days outside of the work calendar/schedule for staff to participate in collaboration and professional learning.	Provide collaboration for teachers with other sites and departments including off site trainings/conferences. This will support the achievement of disadvantaged students focusing on language supports for ELs.	English Language Development		Title I Instruction	Certificated Subs	
		Extra duty and substitutes for English Language Learner teachers to receive professional development by attending workshops and conferences.	English Language Development		Title I Instruction	Certificated Extra Duty	
		Provide substitutes (sub code) for professional development opportunities.	All		Title 1 CSI	Certificated Subs	$ 7,000.00
		Extra duty for summer or extra duty planning for professional development, curriculum and school planning.	All		Title 1 CSI	Classified Extra Duty	$ 2,182.28
		Extra duty for staff for after school and lunchtime tutoring targeting our neediest groups including but not limited to Homework Center, student behavior such as note taking, organization, study skills or mindfulness.	All		Supplemental	Certificated Extra Duty	$ 10,000.00

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
5	Provide extended day intervention and support for students	Provide enrichment activities during lunch, brunch, and after school to provide high-interest activities to support social-emotional learning.	All	None	Title I Instruction	Certificated Extra Duty	
		Provide extended small group instruction and support for ELL students after school one or two times a week.	English Language Development		Title I Instruction	Certificated Extra Duty	
		Provide enrichment activities during lunch, brunch, and after school, including high-interest activities to support social-emotional learning.	School Climate		Title 1 CSI	Service Agreements	$ 76,320.00
6	Additional learning experiences	Provide educational enrichment programs which will include assemblies and guest speakers	All		Title 1 CSI	Service Agreements	$ 18,370.00
		Provide student field trips with educational objectives. Includes transportation and entrance fees.	All		Title 1 CSI	Other	$ 15,393.90
7	Parent and community engagement	Provide parent presentations on topics such as helping students with academic success, cyber security, college opportunities, etc.	School Climate		Title I Parent Education	Service Agreements	$ 1,915.76
		Clerical and custodial extra duty to support ESY and parent involvement, including light refreshments for non-mandated parent meetings.	All		Title I Instruction	Classified Extra Duty	
8	Positive school climate	Provide incentives and rewards for students showing mastery in EL class, such as certificates, plaques, ribbons, trophies, pens, pencils, etc.	English Language Development		Title I Instruction	Books and Supplies	$ 1,000.00
		Provide incentives and rewards for positive behavior (PBIS).	All		Title I Instruction	Books and Supplies	$ 1,893.90
			All				
			All				
9	Prop 28 Arts and Music in Schools	Provide instructional materials, including art supplies, sheet music, instruments and woodworking supplies.	School Climate	None	Arts and Music	Books and Supplies	$ 20,000.00
		Repairs for technology (digital music, digital photography) and musical instruments.	School Climate	None	Arts and Music	Rentals, Leases, & Repair	$ 1,723.04
		Certificated FTE - 80% of the school site AMS Allocation will be used to fund FTE.	All	None	Arts and Music	Certificated Personnel (FTE)	$ 97,005.96

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount

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School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A middle school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Shannon Nascimento	Chair
Vanessa Harrison	Vice-Chair
Andrea Golloher	Secretary

Classroom Teachers
Cynthia Huang
Christina Willson
Evette Allen
Other School Personnel
Dawn Heinzmann

Principal
Celeste Bates
Parents/Community Members
Shannon Nascimento
Vannessa Harrison
Andrea Golloher
Shane Lewis
Student- Brooklyn Quinn

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Ellie Braun-Truman
Other School Personnel
Judy Amarante

Principal
Celeste Bates
Parents/Community Members
Pending

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	

The SELAC has voted to give governance to the SSC on this date:	NA
The name of the parent SELAC representative to the SSC is:	NA

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

• This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This plan was adopted by the School Site Council at a public meeting on:

School Principal Name	Signature of School Principal	Date
Celeste Bates		

SSC Chairperson Name	Signature of SSC Chairperson	Date
Shannon Nascimento		

SELAC Chairperson Name	Signature of SELAC Chairperson	Date

John Muir Middle
School Year: 2024-25

Single Plan for Student Achievement (SPSA)

Celeste Bates

AVAILABLE BUDGET

The dollar amounts below are the resources available to be allocated at your school site

John Muir Middle

Resource Name	Resource #	Program #	Budget	Planned For	Available
Site Flex	0002	100	$ 45,766.10	$ 45,766.10	$ -
Supplemental	9110	100	$ 63,307.12	$ 63,307.12	$ -
Title I Instruction	3010	100	$ 47,893.90	$ 47,893.90	$ -
Title I Parent Education	3010	025	$ 1,915.76	$ 1,915.76	$ -
Arts and Music	6770	100	$ 118,729.00	$ 118,729.00	$ -
Title 1 CSI	3182	100	$ 252,567.59	$ 252,567.59	$ -

Resource + Object Calculations							
Site Flex + Certificated Personnel (FTE)	$ -	Supplemental + Certificated Personnel (FTE)	$ -	Title 1 Instruction + Certificated Personnel (FTE)	$ -		
Site Flex + Certificated Extra Duty	$ 3,000.00	Supplemental + Certificated Extra Duty	$ 10,000.00	Title 1 Instruction + Certificated Extra Duty	$ -		
Site Flex + Certificated Subs	$ -	Supplemental + Certificated Subs	$ -	Title 1 Instruction + Certificated Subs	$ -		
Site Flex + Certificated NR Contract	$ -	Supplemental + Certificated NR Contract	$ -	Title 1 Instruction + Certificated NR Contract	$ -		
Site Flex + Classified Personnel (FTE)	$ -	Supplemental + Classified Personnel (FTE)	$ -	Title 1 Instruction + Classified Personnel (FTE)	$ -		
Site Flex + Classified Extra Duty	$ -	Supplemental + Classified Extra Duty	$ -	Title 1 Instruction + Classified Extra Duty	$ -		
Site Flex + Classified Subs	$ -	Supplemental + Classified Subs	$ -	Title 1 Instruction + Classified Subs	$ -		
Site Flex + Classified NR Contract	$ -	Supplemental + Classified NR Contract	$ -	Title 1 Instruction + Classified NR Contract	$ -		
Site Flex + Books and Supplies	$ 30,766.10	Supplemental + Books and Supplies	$ 53,307.12	Title 1 Instruction + Books and Supplies	$ 47,893.90		
Site Flex + Equipment	$ -	Supplemental + Equipment	$ -	Title 1 Instruction + Equipment	$ -		
Site Flex + Service Agreements	$ -	Supplemental + Service Agreements	$ -	Title 1 Instruction + Service Agreements	$ -		
Site Flex + Software Licenses	$ 12,000.00	Supplemental + Software Licenses	$ -	Title 1 Instruction + Software Licenses	$ -		
Site Flex + Travel and Confs	$ -	Supplemental + Travel and Confs	$ -	Title 1 Instruction + Travel and Confs	$ -		
Site Flex + Postage	$ -	Supplemental + Postage	$ -	Title 1 Instruction + Postage	$ -		
Site Flex + Bulk Mailing	$ -	Supplemental + Bulk Mailing	$ -	Title 1 Instruction + Bulk Mailing	$ -		
Site Flex + Rentals, Leases, & Repair	$ -	Supplemental + Rentals, Leases, & Repair	$ -	Title 1 Instruction + Rentals, Leases, & Repair	$ -		
Site Flex + Transportation	$ -	Supplemental + Transportation	$ -	Title 1 Instruction + Transportation	$ -		
Site Flex + Custodial Expense	$ -	Supplemental + Custodial Expense	$ -	Title 1 Instruction + Custodial Expense	$ -		
Site Flex + Transfer of Direct Costs	$ -	Supplemental + Transfer of Direct Costs	$ -	Title 1 Instruction + Transfer of Direct Costs	$ -		
Site Flex + Other	$ -	Supplemental + Other	$ -	Title 1 Instruction + Other	$ -		
Site Flex Total	$ 45,766.10	Supplemental Total	$ 63,307.12	Title I Instruction Total	$ 47,893.90		

Title I Parent Education + Certificated Personnel (FTE)	$ -	Arts and Music + Certificated Personnel (FTE)	$ 97,005.96	Title 1 CSI + Certificated Personnel (FTE)	$ -
Title I Parent Education + Certificated Extra Duty	$ -	Arts and Music + Certificated Extra Duty	$ -	Title 1 CSI + Certificated Extra Duty	$ 1,500.00
Title I Parent Education + Certificated Subs	$ -	Arts and Music + Certificated Subs	$ -	Title 1 CSI + Certificated Subs	$ 9,000.00
Title I Parent Education + Certificated NR Contract	$ -	Arts and Music + Certificated NR Contract	$ -	Title 1 CSI + Certificated NR Contract	$ -
Title I Parent Education + Classified Personnel (FTE)	$ -	Arts and Music + Classified Personnel (FTE)	$ -	Title 1 CSI + Classified Personnel (FTE)	$ -
Title I Parent Education + Classified Extra Duty	$ -	Arts and Music + Classified Extra Duty	$ -	Title 1 CSI + Classified Extra Duty	$ 2,182.28
Title I Parent Education + Classified Subs	$ -	Arts and Music + Classified Subs	$ -	Title 1 CSI + Classified Subs	$ -
Title I Parent Education + Classified NR Contract	$ -	Arts and Music + Classified NR Contract	$ -	Title 1 CSI + Classified NR Contract	$ -
Title I Parent Education + Books and Supplies	$ -	Arts and Music + Books and Supplies	$ 20,000.00	Title 1 CSI + Books and Supplies	$ 119,151.41
Title I Parent Education + Equipment	$ -	Arts and Music + Equipment	$ -	Title 1 CSI + Equipment	$ -
Title I Parent Education + Service Agreements	$ 1,915.76	Arts and Music + Service Agreements	$ -	Title 1 CSI + Service Agreements	$ 94,690.00
Title I Parent Education + Software Licenses	$ -	Arts and Music + Software Licenses	$ -	Title 1 CSI + Software Licenses	$ -
Title I Parent Education + Travel and Confs	$ -	Arts and Music + Travel and Confs	$ -	Title 1 CSI + Travel and Confs	$ 10,650.00
Title I Parent Education + Postage	$ -	Arts and Music + Postage	$ -	Title 1 CSI + Postage	$ -
Title I Parent Education + Bulk Mailing	$ -	Arts and Music + Bulk Mailing	$ -	Title 1 CSI + Bulk Mailing	$ -
Title I Parent Education + Rentals, Leases, & Repair	$ -	Arts and Music + Rentals, Leases, & Repair	$ 1,723.04	Title 1 CSI + Rentals, Leases, & Repair	$ -
Title I Parent Education + Transportation	$ -	Arts and Music + Transportation	$ -	Title 1 CSI + Transportation	$ -
Title I Parent Education + Custodial Expense	$ -	Arts and Music + Custodial Expense	$ -	Title 1 CSI + Custodial Expense	$ -
Title I Parent Education + Transfer of Direct Costs	$ -	Arts and Music + Transfer of Direct Costs	$ -	Title 1 CSI + Transfer of Direct Costs	$ -
Title I Parent Education + Other	$ -	Arts and Music + Other	$ -	Title 1 CSI + Other	$ 15,393.90
Title I Parent Education Total	$ 1,915.76	Arts and Music Total	$ 118,729.00	Title I CSI Total	$ 252,567.59

Equity Multiplier + Certificated Personnel (FTE)	$ -	Literacy Coach + Certificated Personnel (FTE)	$ -
Equity Multiplier + Certificated Extra Duty	$ -	Literacy Coach + Certificated Extra Duty	$ -
Equity Multiplier + Certificated Subs	$ -	Literacy Coach + Certificated Subs	$ -
Equity Multiplier + Certificated NR Contract	$ -	Literacy Coach + Certificated NR Contract	$ -
Equity Multiplier + Classified Personnel (FTE)	$ -	Literacy Coach + Classified Personnel (FTE)	$ -
Equity Multiplier + Classified Extra Duty	$ -	Literacy Coach + Classified Extra Duty	$ -
Equity Multiplier + Classified Subs	$ -	Literacy Coach + Classified Subs	$ -
Equity Multiplier + Classified NR Contract	$ -	Literacy Coach + Classified NR Contract	$ -
Equity Multiplier + Books and Supplies	$ -	Literacy Coach + Books and Supplies	$ -
Equity Multiplier + Equipment	$ -	Literacy Coach + Equipment	$ -
Equity Multiplier + Service Agreements	$ -	Literacy Coach + Service Agreements	$ -
Equity Multiplier + Software Licenses	$ -	Literacy Coach + Software Licenses	$ -
Equity Multiplier + Travel and Confs	$ -	Literacy Coach + Travel and Confs	$ -
Equity Multiplier + Postage	$ -	Literacy Coach + Postage	$ -
Equity Multiplier + Bulk Mailing	$ -	Literacy Coach + Bulk Mailing	$ -
Equity Multiplier + Rentals, Leases, & Repair	$ -	Literacy Coach + Rentals, Leases, & Repair	$ -
Equity Multiplier + Transportation	$ -	Literacy Coach + Transportation	$ -
Equity Multiplier + Custodial Expense	$ -	Literacy Coach + Custodial Expense	$ -
Equity Multiplier + Transfer of Direct Costs	$ -	Literacy Coach + Transfer of Direct Costs	$ -
Equity Multiplier + Other	$ -	Literacy Coach + Other	$ -
Equity Multiplier Total	$ -	Literacy Coach Total	$ -