

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MUIRLANDS MIDDLE** SCHOOL

2022-23

37-68338-6059687
CDS Code

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

Principal: Luna, Jeffrey

Contact Person: Luna, Jeffrey

Position: Principal

Telephone Number: 858/459-4211;

Address: 1056 Nautilus St, Muirlands Middle, La Jolla, CA, 92037-6241,

E-mail Address: jluna@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: January 24, 2023

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Murderlands Middle PHONE: 858-302-3150 FAX: 858-459-8075
SITE CONTACT PERSON: Jeff Luna E-MAIL ADDRESS: jluna@sandh.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- ☐ Title I Schoolwide Programs (SWP) ☐ CSI School ☐ ATSI School

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

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

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

- ☐ English Learner Advisory Committee (ELAC) Date of presentation: 10/6/22
☐ Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
☐ Site Governance Team (SGT) Date of presentation: 10/6/22
☐ Other (list): _____ Date of presentation: _____

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/06/22

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

Jeff Luna
Type/Print Name of School Principal

[Signature] 10/4/22
Signature of School Principal / Date

Crystal Trull
Type/Print Name of SSC Chairperson

[Signature] 10/6/22
Signature of SSC Chairperson / Date

MALVINA QUEBRADO
Type/Print Name of ELAC Representative

[Signature]
Signature of ELAC Representative / Date

Mitch Merino
Type/Print Name of Area Superintendent

[Signature] 10/7/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a comprehensive middle school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS

In the first part of 2021, the SSC met to review and approve the budget for the 2022-2023 school year based on their review of LCFF Expenditures in the 2020-2021 school year. On Wednesday, October 5th, the plan, and goals were shared at our staff meeting for feedback. On Thursday, October 6, 2022, our SSC Committee met, reviewed, and approved the SPSA for 2022-23 SY.

- September 21, 2022--our CARE committee met to review and update the SPSA.
- October 5, 2022--the SPSA plan and goals were shared with Muirlands staff. An SPSA input survey was provided for staff on September 27th, 2021.
- February 25, 2021--the SSC met to review and approve the budget for the 2021-22 school year based on their review of LCFF expenditures in the 2020-21 school year.
- September 21, 2022 -- Muirlands ELAC Meeting included SPSA review/feedback on the agenda.
- October 6, 2022 - SSC approved 2022-23 SPSA

RESOURCE INEQUITIES

Muirlands has a relatively small amount of funds above the regular district allocations. We do not receive Title One dollars. Our Discretionary budget for SY 2022-23 is \$63,901.00 Our LCFF budget is \$24,635.00. We utilize the majority of our LCFF budget and a portion of our discretionary budget to address needs and inequities in Math by employing a math assistant to support students struggling in math. The Math assistant is assigned to EL classrooms. In addition, we offer a sixth-grade wheel class that supports our sixth-grade students that data shows they struggle in math and need additional support. The remainder of our LCFF budget supports our counselor and attendance clerk, who lead our CARE Team. We also use these budgets to support our after-school tutoring lab. The lab is a support service we use to assist struggling students. Muirlands has begun our Wellness Wednesdays Parent Workshops to assist our parent community in supporting their students with, anxiety, executive function, screen time, and internet safety.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jeff Luna	Principal
Megan Bujewski	Classroom Teacher
Regina Taylor	Classroom Teacher
John Donnell	Classroom Teacher
Deborah Duncan	Other School Representative
Myra Lopez	Parent
Lisa Milley	Parent
Michelle Grandin	Parent
Crystal Trull	Parent
Claire Roberts	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We utilized a consultant for the production of our LJ Radio schoolwide bulletin. Due to budget and cost constraints, we went from a weekly to biweekly production of our bulletin. The biweekly bulletin included a segment of our Project Wisdom curriculum. The bulletin was shown campus-wide and supported our SEL program. In addition, the school video bulletin and weekly lessons in all PE classes supported the project wisdom curriculum. Our goal in utilizing the Project Wisdom curriculum is to establish connections with our students, support positive decisions, and establish a welcoming environment for our students with the expectation of decreasing absenteeism and suspensions, and increasing active student participation. Our suspension rate decreased last year. We went from a 6.3% suspension rate to 3.5%. This surpassed our target percentage of 5%. Our chronic absenteeism rate decreased as well. We went from a schoolwide chronic absenteeism rate of 15% to 14.5%. However, we did not reach our target of 10%. We are implementing programs and actions to support a campus climate that is more inclusive by actively supporting all students and groups on our campus. We purchased and implemented the (R)Evolve "Agents of Change" Curriculum. The "Agents of Change" curriculum was presented to our students as part of their STEAM Exploratory Wheel class. We collected SEL data through a survey given to our students twice last year. Our students answered the survey in the Fall and again in the Spring. The data collected was shared with our ILT Team and the staff. Based on data, observations, and conditions resulting from the COVID pandemic, we decided to focus on connecting with our students and establishing a welcoming culture on campus. The data results continue to be discussed at our staff meetings. Our CARE Team, made up of our Administrators, Counselors, Nurse, School psychologists, and Attendance Clerk, continue to meet monthly to discuss students with attendance, academic, and social concerns. We have begun the SART process for those students with the most severe attendance issues as needed. The time with the CARE Team members has been critical in identifying our students needing the most support.

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

This plan is working as intended.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We have stopped our partnership with Outside The Lens and the production of the LJ bulletin. It is our hope that we will replace the Bulletin with a scaled-down presentation that will provide similar information. Muirlands staff was able to customize the Agents of Change curriculum and we will continue to utilize the Agents of Change curriculum this year.

*Identified Need

Absenteeism, engagement, and positive social interaction are critical factors of school culture and the opportunity to learn. Many of our students outside the sphere of success have high absenteeism and low participation rates in the classroom, which leads to fewer opportunities for positive academic and social engagement. Observations show these students to be less engaged with their learning. We believe if we continue to support our students by establishing a connection with the school, encouraging and monitoring student participation, and building relationships with our students, we will positively affect engagement, social interaction, and attendance.

According to the 2019 CA Dashboard, our site is at the Green Performance Level for the Academic Engagement: Chronic Absenteeism indicator. We also have two student groups in the Orange Performance Level: Hispanic and Socioeconomically Disadvantaged.

In the Conditions & Climate subgroup: The suspension rate indicator indicates that the site is at the Orange Performance Level for All Students in the Conditions & Climate subgroup. We also have two student groups at the Red Performance Level (Hispanic and Socioeconomically Disadvantaged) and two student groups in the Orange (Asian and White).

In support of district-wide initiatives, we also include AMOs for Students with Disabilities and Black Youth (African American). SWD are in the Yellow Performance Level for Chronic Absenteeism and Suspension Rate. Our African American student group does not have a performance color on the 2019 CA Dashboard for Suspension Rate or Chronic Absenteeism.

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective		Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	decrease suspension rate		3.5%	2.0%	Suspension	Annually
June 2023	6-8	CHKS - Students feel connected to an adult on campus		68%	75%	Other (Describe in Objective)	Annually
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Students with Disabilities	Decrease chronic absenteeism	16.8%	12%	Chronic Absenteeism	Annually
June 2023	6-8	English Learner	Decrease chronic absenteeism	36.4%	15%	Chronic Absenteeism	Annually
June 2023	6-8	Hispanic or Latino	Maintain suspension rate	8%	6%	Suspension	Annually
June 2023	6-8	Socioeconomically Disadvantaged	Decrease suspension rate	5.4%	3%	Suspension	Annually
June 2023	6-8	Asian	Decrease suspension rate	1.5%	1%	Suspension	Annually
June 2023	6-8	White	Decrease suspension rate	2.2%	2.0%	Suspension	Annually
June 2023	6-8	Black or African American	Decrease suspension rate	0%	0%	Suspension	Annually
Supporting Black Youth - Additional Goals							
<p>✓ 1. Muirland’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>✓ 2. The staff diversity goal at Muirlands is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Muirland’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)</p> <p>✓ 3. In the 2022-23 school year, Muirlands will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.</p> <p>✓ 4. Muirlands will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.</p> <p>✓ 5. Muirland’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.</p>							

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- ✓ 6. Muirland's will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Muirlands will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

SEL and Monitoring Strategies

*Students to be served by this Strategy/Activity

All students, especially unduplicated students.

*Strategy/Activity - Description

To accomplish this goal, school counselors, the attendance clerk, site administration, the nurse, and our school psychologist will meet regularly (CARE Meeting) to identify and provide interventions and support for students with high absenteeism, academic struggles, and SEL concerns. We will maintain a log and agenda with parent contact information, intervention supports, and notes. We will identify our EL, SWD, and Black Youth from the list. With input from the "Team," we will develop targeted steps to support these struggling youth. We believe that these steps will have a positive impact on campus climate, engagement, and attendance. We will distribute and collect student and parent surveys to our learning community utilizing Google Forms or other survey tools. We will implement "Wellness Wednesdays" and offer parent workshops focusing on topics such as executive function, online safety, youth anxiety, and screen time monitoring. Muirlands administration team and our 6th-grade health teacher have agreed to continue our partnership with (R)EVOLVE Consulting and implement the Agents of Change curriculum. The "Agents of Change" curriculum will be administered to our sixth-grade students as part of the Health component of our STEAM Exploratory wheel class. We will continue to include Restorative Justice Practice in-services as a part of our staff meeting time.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03179J	Clerical OTBS Hrly		\$500.00	\$685.05	0317-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		The attendance clerk prepares and monitors attendance data. The attendance clerk provides oral interpretation for Spanish-speaking parents.
N03179K	Counselor Hrly		\$2,000.00	\$2,476.20	0317-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		The counselor will facilitate CARE meetings, monitoring students' academic, emotional, and behavioral concerns. Students' support is assigned based on data and feedback.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Teachers met monthly in department PLC teams to analyze our assessment data, establish best practices, and develop systems to support our students. Our Math Department, English Department, and Science Department all invited district resource teachers to join us at our department meetings. The resource staff assisted with the interpretation of data answered curriculum questions and provided general guidance on best practices. We offered our students access to an afterschool tutoring lab, open three days a week. However, as our participation numbers increased, we scheduled additional staffing to support our students. In the second half of the year, we staffed the tutoring center with a science teacher, a math teacher, and one to three Para support staff. Through the efforts of our counseling department and our CARE Team, we identified struggling students and encouraged lab attendance. Often, this included working with the parents to ensure their students attended this tutoring opportunity. By targeting our students who need support to attend the tutoring lab, we positively impacted their academics and further made connections between students and the school. Our site staff established and published office hours for each teacher. The office hours list allows students and families access to teacher support outside their classroom hours.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

I began the process of tracking data on our EL, SWD, and Black youth with weekly debriefing and action plan meetings with our math assistant.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The decisions made by our ILT have driven major changes in our site work. The ILT has approved a plan to focus on making connections with our students, building relationships with our students, establishing a positive culture in our classrooms and on our campus, ensuring active participation in our classrooms by all students, and culturally responsive teaching. This work will be a focus at ILT, Grade Level, Staff, and Department meetings. We are committed to collecting data and addressing academic and social concerns through the work of our CARE Team and the "Triage" students at Grade Level Meetings.

*Identified Need - English Language Arts

Based on results from 18-19 CAASPP, school-wide, 80% of students met or exceeded standards in ELA. For students with disabilities, 40% of SWD met or exceeded the standard in ELA. For Hispanic students, 60% met or exceeded the standard in ELA.

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According to the 2019 CA Dashboard, our site is at the Blue Performance Level for English Language Arts. We do not have groups in the Red or Orange Performance Level. However, have one student group at the Yellow Performance Level (Students with Disabilities) and two groups at the Green Performance Level (English Learners and Hispanic).

We also include an AMO for Black Youth (African American) in support of district-wide initiatives. Black Youth does not have a performance color on the 2019 CA Dashboard for English Language Arts. However, they are 15.9 points above the standard, an increase of 49.2 points from 2018.

Our 2021-22 CAASSP ELA scores were below our baseline (2018-19 SBAC ELA score) of 80% meet/exceed proficiency. Our 2021-22 FAST aReading scores of students at Adv/Low Risk was 80%. However, 0% of our English Learners met/exceeded proficiency on the ELA SBAC and only 4% scored at the Adv/Low-Risk level on the FAST aReading assessment.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Improvement on CAASPP ELA meet/exceed proficiency	74.9%	Goal 80%	CAASPP ELA	Annually
June 2023	6-8	Improve Proficiency on FAST aReading	Spring 2021-22 80%	the goal is 85% at ADV/Low Risk	FAST aReading	3 times per year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Students with Disabilities	Meet or Exceed	45%	50%	FAST aReading	3 times per year
June 2023	6-8	Hispanic or Latino	Meet or exceed	54%	60%	FAST aReading	3 times per year
June 2023	6-8	English Learner	Meet or exceed	4%	15%	FAST aReading	3 times per year
June 2023	6-8	Black or African American	Meet or exceed	100%	100%	FAST aReading	3 times per year

*Identified Need - Math

Based on results from 18-19 CAASP, School-wide, 72.3% of students met or exceeded standards in Math. For students with disabilities, 39.2% met or exceeded standards in ELA. For Hispanic students, 61.2% met or exceeded standards in ELA.

According to the 2019 CA Dashboard, our site is at the Blue Performance Level for Mathematics. We also have two student groups in the Yellow Performance Level: English Learners and Students with Disabilities. Our English Learners have increased by 11.6 points. Students with Disabilities have increased by 4.5 points.

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We also include an AMO for Black Youth (African American) in support of district-wide initiatives. Unfortunately, they do not have a performance color on the 2019 CA Dashboard for Mathematics. However, this subgroup has increased to 69.3% from 2018 and is at 35.9 points below the standard for 2019.

Our 2021-22 SBAC scores show that 61.9% of our students met or exceeded proficiency. Our site also administered the FAST Math assessment. 83% of our students scored at the Adv/Low-Risk levels.

However, only 12% of our English Learners met/exceeded proficiency on the SBAC, and 21% of our English Learners were at the Adv/Low Risk on the FAST math assessment.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Improvement on CAASPP math meet/exceed proficiency	61.9%	70% at Meet/Exceeded	CAASPP Math	Annually
June 2023	6-8	Improvement on FAST aMath	Spring 2021-22 83%	88% at ADV/Low Risk	FAST aMath	3 times per year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	English Learner	meet or exceed low risk	21%	26% at Adv/Low-Risk	FAST aMath	3 times per year
June 2023	6-8	Students with Disabilities	meet or exceed low risk	57%	62% at Adv/Low-Risk	FAST aMath	3 times per year
June 2023	6-8	Black or African American	meet or exceed low risk	100%	100% at Adv/Low-Risk	FAST aMath	3 times per year

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*Identified Need - English Learners

Based on the 2019 CA Dashboard, the English Learner student group is in the Green Performance Level for Academic Performance: English Language Arts. They are 0.7 points below the standard, an increase of 7.7 points from 2018. The Reclassified English Learners were 8.5 points above standard, an increase of 9.8 points from 2018. The English Learner student group is in the Yellow Performance Level for Academic Performance: Mathematics. They are 33.5 points below the standard, an increase of 11.6 points from 2018. Our Reclassified ELs are 24.4 points below standard. This is an increase of 15.7 points from 2018. On the Dashboard's English Learner Progress Indicator, 50% of the English Learners at Muirlands are progressing toward English language proficiency. This is considered a Low-Performance Level. While we had 50% of our ELs progress at least one ELP Level, 25% maintained their levels, and 25% decreased at least one level.

Based on this data from 2019, we can see that our English Learners are making progress in both ELA and math, and we want to continue monitoring them to ensure continued academic success.

However, on our 2021-22 assessments, only 12% of our English Learners met/exceeded proficiency on the math portion of the SBAC, and 21% of our English Learners were at the Adv/Low Risk on the FAST math assessment. In addition, none of our English Learners met/exceeded proficiency on the ELA SBAC, and only 4% scored at the Adv/Low-Risk level on the FAST aReading assessment.

In the 2021-22 school year, our EL students had an 88% reclassified rate.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	English Learner	Reclassification	88%	85%	Reclassification Rates	annually

*Identified Need - Graduation/Promotion Rate

Middle Schools do not hold graduations. Middle schools do hold a promotion exercise. We will focus on ensuring all students receive the support they need to meet our promotion requirements of academics, attendance, and citizenship.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Decrease chronic absenteeism	14.5%	9%	Absenteeism	Bi-Annually
June 2023	6-8	ELA - Improvement in CAASPP Assessment meet/exceed proficiency	74.9% 2021-22 CAASSP	80% at Meet/Exceed Proficiency	Other (Describe in Objective)	Annually

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	6-8	Math - Improvement in CAASPP Assessment meet/exceed proficiency	61.9% 2021-22 CAASSP	70% at Meet/Exceed Proficiency	Other (Describe in Objective)	Annually
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*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Students with Disabilities	Improved attendance and higher percentages meeting/exceeding standard in math and ELA.	40%	100%	Graduation/Promotion	Annually
June 2023	6-8	English Learner	Improved attendance and higher percentages meeting/exceeding standard in math and ELA.	12%	100%	Graduation/Promotion	Annually
June 2023	6-8	Black or African American	Improved attendance and higher percentages meeting/exceeding standard in math and ELA.	67%	100%	Graduation/Promotion	Annually

English Department AMO Support

*Students to be served by this Strategy/Activity

Unduplicated students/all students

*Strategy/Activity - Description

The work of our staff during staff, department, and grade-level meetings is guided and supported by the work of our ILT and district initiatives. We continue to reflect on our curriculum and assessments to determine our next steps and how to give standards-based feedback to support All students effectively. In addition, we focus on making connections, building relationships with our students, and being intentional with culturally responsive teaching.

For the 2022-23 school year, our English Department has agreed to use the FAST aReading and the Commonly assessment pieces. We will continue to analyze these assessments' results to identify our areas of instructional focus and students needing additional support and enhanced curriculum. In addition, our English Department compares and analyzes curriculum and instructional practices to develop best practices.

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Grade-level teams work together to align instruction and assessments horizontally and vertically. Our grade-level teams spend most of their meeting time identifying students struggling academically, socially, or behaviorally. Then, we share successful practices and develop a support and monitoring plan for each identified student.

Our staff will focus their work on supporting students we have set clear goals for - Students with Disabilities, English Learners, and Black Youth. These students will receive specific support to help them connect with and understand the curriculum. In addition, teachers will offer "after-school" tutoring to students when needed, and the site will use LCFF funds to support this work. This intervention support is primarily for unduplicated students (though all will benefit) and will be supported, in part, by LCFF funds for additional instructional materials.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03172	Classroom Teacher Hrly		\$2,000.00	\$2,476.20	0317-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		To support the academic progress of our unduplicated students, teachers will provide tutoring after school.
N03174B	Supplies		\$1,749.44	\$1,749.44	0317-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		To support the English language acquisition by purchasing classroom sets of reading books and other instructional supplies such as notebooks, chart papers, etc. for EL classrooms.

Math Department AMO Support

*Students to be served by this Strategy/Activity

unduplicated students/all students

*Strategy/Activity - Description

The work of our staff during staff, department, and grade-level meetings is guided and supported by the work of our ILT and district initiatives. We continue to reflect on our curriculum and assessments to determine our next steps and how to give standards-based feedback to support All students effectively. In addition, we focus on making connections, building relationships with our students, and being intentional with culturally responsive teaching.

For the 2022-23 school year, our math department will continue to reflect on and analyze their instruction and assessment pieces. Our work includes course alike and vertical alignment, pacing, common units of instruction, and common assessments. The math department has established an assessment

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

plan for the 2022-23 school year. In addition to the FAST Track Math and DEMI assessments, our math teachers will utilize site-developed formative assessments to determine the impact of instructional practices on student learning.

Muirlands will continue with our commitment to participate in the GATES Foundation Analysis of Middle School Math Systems (AMS) Study. This is the second year of a two-year partnership. We intend to use the data gathered as discussion topics at department meetings and guide our department's work.

We have utilized our LCFF funds to support a Math Assistant position on campus. The Math Assistant will support our EL Math classrooms. The math assistant will offer additional support to EL students outside the sphere of success during their math classes and work with the team to identify students who could benefit from additional support outside of their class time. These students are offered small group time facilitated by the math assistant or other staff member to help them reach their academic goals.

Our staff will focus their work on supporting students we have set clear goals for - Students with Disabilities, English Learners, and Black Youth. These students will receive specific support to help them connect with and understand the curriculum. In addition, teachers will offer "after-school" tutoring to students when needed, and the site will use LCFF funds to support this work. This intervention support is primarily for unduplicated students (though all will benefit) and will be supported, in part, by LCFF funds for additional instructional materials.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F031724	Mathematics Asst -	0.25001	\$7,817.06	\$17,246.72	0317-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		The math assistant will offer additional support to EL students outside the sphere of success during their math classes and work with the team to identify students who could benefit from additional support outside of their class time.

Grade Level Teams AMO Support

*Students to be served by this Strategy/Activity

Unduplicated students who are English Learners

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Strategy/Activity - Description**

Grade-level teams work together to align instruction and assessments horizontally and vertically. Our grade-level teams spend most of their meeting time identifying students struggling academically, socially, or behaviorally. Then, we share successful practices and develop a support and monitoring plan for each identified student. As a result, our EL and SWD students are often identified as needing additional support.

Our grade-level teams will focus their work on supporting students that we have set clear goals for - Students with Disabilities, English Learners, and Black Youth. These students will receive specific support to help them connect with and understand the curriculum. In addition, teachers will offer "after-school" tutoring to students when needed. This intervention support is primarily for unduplicated students (though all will benefit) and will be supported, in part, by LCFF funds for additional instructional materials. Our staff will participate in EL-specific and site-led PD to address the following areas: Culturally Responsive Teaching, EL SDAIE instructional strategies, scaffolding options for teachers of ELL, and best practices for teaching ELL. In addition, the administrative team will calendar targeted walkthroughs focusing on EL student engagement, attendance, and progress. Analysis of our current data provides targeted interventions and instruction to promote language acquisition and a positive connection to campus.

The grade-level staff will share feedback and develop the "next steps" to support these students. This will include support from subject-specific teachers outside the school day during individual tutoring or as part of our school-wide tutoring program.

Our EL classrooms will have high priority for any additional resources we can acquire daily.

Integrated Team for Intervention and Support

***Students to be served by this Strategy/Activity**

unduplicated students who are also identified as Students with Disabilities

***Strategy/Activity - Description**

A team of teachers, education specialists, other service providers, and para-educators at our site will work closely to ensure all of our students with IEPs have the technology they need to access online education. In addition, we will work together to support students with disabilities with their academic achievement and social-emotional well-being. The education specialists will attend district-provided professional learning as needed. Based on data collected during student monitoring and IEP team decisions, students can be placed in co-taught classrooms. In these co-taught classrooms, students will receive the specific supports that are identified in their IEP. When applicable, students who are struggling will be identified for additional support. The additional intervention support will be determined by the classroom teacher or the IEP team to help individual students meet their goals.

Resource teachers in co-taught classrooms are provided time and resources to develop a curriculum with the general education teacher.

Administrators will calendar walkthroughs into targeted co-taught classrooms. The walkthroughs will focus on the participation, engagement, and progress of our students with disabilities toward their goals.

Black Youth AMO Support

***Students to be served by this Strategy/Activity**

The students to benefit from this goal and support will be our Black Youth.

***Strategy/Activity - Description**

A team composed of teachers, administrators, and counselors at our site will work closely together to ensure all Black Youth have the technology they need to access the school curriculum and their education. We will work together to support Black Youth with their academic achievement and social-emotional well-being. Our campus has begun a site-wide focus on cultural awareness on our campus. We will monitor our Black Youth for attendance, behavior, and grades. When applicable, students who are struggling will be identified for additional support. The additional interventions and supports will be determined in collaboration with the student and their family.

The 2.0 GPA promotion requirement will regularly be referenced and discussed via school assemblies, parent emails, student planners, esplash announcements, parent phone calls, and on each report card.

Administrators will calendar walkthroughs into targeted designated classrooms. The walkthroughs will focus on the participation, engagement, and progress of our Black Youth.

The math assistant will offer additional support to our Black Youth during their math classes and will work with the team to identify students who could benefit from additional support outside of their classroom learning.

Students with Disabilities AMO Support

***Students to be served by this Strategy/Activity**

Students with Disabilities, English Learners, and Black Youth will benefit.

***Strategy/Activity - Description**

Students with disabilities will be intentionally scheduled to ensure enrollment in academic core classes with appropriate special education support. In addition, general and special education staff will provide instruction directly aligned with the student's needs and the interventions to enhance learning. We believe these strategies will increase proficiencies among all students. We also believe that identifying and monitoring these students' progress will increase proficiencies within our identified subgroups, SWD and Hispanic Students.

Muirlands 2.0 GPA promotion requirement will regularly be referenced and discussed via school assemblies, parent emails, the student planner, e-splash announcements, and phone calls.

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our CARE Team will meet monthly to monitor attendance issues. We will work collaboratively with the household to improve school attendance. In addition, we will schedule SART meetings and utilize our newly assigned Family Engagement resource person to monitor and support student attendance.

The math assistant will offer additional support to our identified students during their math classes and work with the team to identify students who could benefit from additional support outside their classroom learning. These students will be offered extra help after school.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Muirlands' goal is to engage parents on many levels. The classroom level with teacher communications and progress reports. At the community level, our Foundation published E-Splash newsletters, our principal's Sunday Notes, information on our website, and our LJ radio bulletin. We provided engagement opportunities with an online orientation and an online Back to School Night. In addition, hosted Foundation, SSC, SGT, and ELAC meetings via Zoom.

Our goals for the 2021-22 school year were to increase parent engagement in decisions regarding the school (as measured by the CAL-SCHLS CSPPS), increase attendance at Principal Chat Meetings and DAC meetings, form an ELAC, and continue with our weekly principal communications.

In 2021-22, Principal chats were held monthly via Zoom. Although we did not reach our goal for parent participation, they were regularly attended by ~ten people. The Sunday Notes went out weekly to our school community. These weekly messages have been very popular with the school community.

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Muirlands held a virtual 6th-grade orientation and schoolwide Back to School Night. We were successful in administering our SEL surveys to our students.

We established an ELAC on-site. As a non-Title One school, we are not required to attend DAC meetings, and unfortunately, we were not able to send a school representative.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Parent engagement was instrumental in moving to a Healthy Start time and the establishment of our Sixth Grade STEAM Exploratory Wheel. Having the community back on campus in a limited capacity has had a positive impact on reconnecting our school to the community.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to engage and seek information through parent surveys and through Google Forms. We are currently inviting our parent volunteers back on campus. We have moved all meetings back to in-person.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	To increase parent perception to feel welcome to participate at this school. Utilizing the CHKS.	54% on 2022 CHKS	65%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Monthly representation at the DAC meetings	0%	75%	Committee Attendance
June 2023	ELAC	Monthly attendance at DELAC Meeting	50%	100%	Committee Attendance

Muirlands Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Other (Describe in Objective)	Increase parent attendance at the Monthly "Principal Chat"	10 people	20%	Meeting Attendance
June 2023	Other (Describe in Objective)	Weekly update communication from the Principal to the school community on the status of the school	100%	100%	Other - Describe in Objective

School/Home Communication

*Families to be served by this Strategy/Activity

All Families

*Strategy/Activity - Description

To promote home and school connections to families, the school will host monthly "Principal Chats" meetings. We will attempt to host these meetings in person. In addition, the principal will send weekly phone and email messages (Sunday Notes) to all families. This message will share critical information and update the community on important school events. Finally, we will continue with our weekly eSplash school newsletter.

To support school and community connections, we will go back to hosting as many events as possible live and on campus. We will host an in-person "New Student Orientation" in August. In addition, we will invite our community back on campus for the first Back to School night in three years. We have moved our Muirlands Foundation and La Jolla Cluster meetings back to an in-person meeting format. In addition, Muirlands has volunteered to host the LJ Cluster meeting on the Muirlands campus.

We have surveyed our students and parents several times to collect data on their online experience.

ELAC and DELAC Representation

*Families to be served by this Strategy/Activity

All Families with a focus on EL parent engagement.

*Strategy/Activity - Description

Muirlands will develop a functioning ELAC. Representative(s) of the ELAC will attend the DELAC, beginning in Fall 2022.

APPENDICES

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

APPENDIX A**BUDGET SUMMARY**

Muirlands Middle Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 24,634

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 0
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$ 0

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 24,634
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 24,634

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 24,634

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Muirlands Middle	09800 LCFF Intervention Support	Mathematics Asst	2101 Classroom PARAS	Classroom PARAS	0.25	\$7,817.06
Muirlands Middle			3000 Benefits		0	\$9,429.66
Muirlands Middle		Mathematics Asst Total			0.25	\$17,246.72
Muirlands Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,000.00
Muirlands Middle			1260 Counselor Hrly	Counselor Hrly	0	\$2,000.00
Muirlands Middle			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$500.00
Muirlands Middle			3000 Benefits		0	\$1,137.45
Muirlands Middle			4301 Supplies	Supplies	0	\$1,749.44
Muirlands Middle		(blank) Total			0	\$7,386.89
Muirlands Middle	09800 LCFF Intervention Support Total				0.25	\$24,633.61

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Muirlands Middle School

Parent and Family Engagement Policy 2022-23

Muirlands Middle School has developed a written parent and family engagement policy with input from parents through the School Site Council.

This policy is updated annually after review of the SPSA and election of SSC members. The policy is distributed to parents through School Messenger in two languages.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

- During parent meetings, opportunities will be offered for parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC/SGT/ELAC review/action will be placed on the appropriate agenda by the school administration for the next regularly scheduled meeting.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- Muirlands Middle School will provide a flexible number of meetings and/or conferences to allow for parent involvement. These meetings will be scheduled by the school in a variety of languages (as available). Meeting times may change based on community needs. These meetings may be held virtually during online learning.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- Monthly School Site Council Meetings.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

- The principal sends a weekly phone call to all families with an update on current events and future offerings for students and parents.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

Type examples or add bullets here.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Provided at Back to School Night and through course syllabus provided by staff.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Regular Chat with the Principal meetings will be held in the Library or virtually. This is an opportunity for parents to raise questions regarding their child's school experience. Parents can access information discussed at these meetings and through weekly call outs on the school website.

The school engages parents in meaningful interactions with the school. The Compact 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 state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Annual Parent Meeting (may be virtual)
- School Tours (may be virtual)
- ELAC, SSC, SGT, Foundation, and LJ Cluster meetings (may be virtual)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Discussing current student assessment data and student progress.
- Destination College including A-G requirements.
- Providing information about school and district resources for student academic improvement.
- Providing training programs to help parents support and work with their children at home and at school.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- ELAC, SSC, SGT, Foundation, and LJ Cluster meetings (may be virtual)

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- ELAC, SSC, SGT, Foundation, and LJ Cluster meetings (may be virtual)

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Translation is provided for meetings and documents in a variety of languages and means.

The school provides support for parental involvement activities requested by parents.

- Improving communication between the school and home as well as family communication.
- Discussing current student assessment data and student progress.
- Destination College including A-G requirements.
- Providing information about school and district resources for student academic improvement.

Providing training programs to help parents support and work with their children at home and at school..

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Muirlands Middle School on October 6, 2022 and will be in effect for the period of the 2022-23 school year.

The school will distribute the policy to all parents of students on, or before: November 7, 2022

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

MUIRLANDS MIDDLE SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year: 2022 - 2023

Muirlands Middle School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

This Compact was developed and approved by the School Site Council (SSC) on March 7, 2019. The SSC is a formal committee with half the constituency being parents/guardians of current Muirlands students. The Non-Title I Parent Involvement Policy will be reviewed in the annual review of the Single Plan for Student Achievement (SPSA). The policy will be updated as needed to reflect and meet the changing needs of parents/guardians and the school.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

The school provides parents/guardians with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Each teacher presents to parents/guardians, at the annual Back to School Night in the Fall, this critical information. Progress Report Cards are available online every six (6) weeks and Semester Report Cards are available online in February and June. All teachers are expected to maintain and post their electronic Gradebook which is accessible to all parents (and students) via the Parent Portal in PowerSchool. There are many additional Parent Resources posted on the school's website and on individual teacher webpages.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

Throughout the year, the Principal meets with parents/guardians to provide training and offer best practices that will allow them to work with their children towards maximizing student achievement. This includes monitoring assignments and grades online via PowerSchool, with confidential logins and job aides provided by the school.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

The school administration and counseling department engages teachers in ongoing dialogue about best practices for working with parents/guardians and valuing their contributions. Communication expectations are detailed in the Staff Handbook that is reviewed at the beginning of each school year and as needed thereafter. Parents/Guardians are encouraged to communicate with the school and their children's teachers. To support this goal, the staff directory is easily accessible on the school's website, with direct links to all teacher webpages and contact information. During parent/guardian meetings, opportunities will be given for the formulation of suggestions. Responses to these suggestions will be made in a timely fashion, if possible, immediately or by the next scheduled meeting. Topics that are appropriate for School Site Council (SSC) or Site Governance Team (SGT) discussion/action will be placed on the agenda for the next regularly scheduled meeting by the Principal or Chairperson.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school coordinates and integrates the Non-Title I Parental Involvement Policy with other programs, and conducts other activities to encourage and support parents/guardians in more fully participating in the education of their children. The Associated Student Body (ASB), the Muirlands Foundation, and the La Jolla Cluster Association also provides many opportunities for parents/guardians to be involved in the education of their children, regularly communicating activities and events that involve our students and parents both on and off campus.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

The school distributes information related to school and parent/guardian programs, meetings, and other activities to parents/guardians in a format and language that the parents understand. Such information is typically provided in English via the school's website, weekly e-blasts, SchoolMessenger phone and email messages, most of which have a translate option. A bilingual School Clerk in the office provides translation in Spanish as needed or requested.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

If necessary, such requests are discussed by the School Site Council (SSC) or the Site Governance Team (SGT) with advisory and recommendations made to the SSC or Principal. In addition, the Muirlands Foundation provides ongoing support for parental/guardian involvement activities needed at school or as requested by parents, guardians, staff or community.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

Parents/Guardians have access to PowerSchool, which includes assignments and grades, to the school and teacher webpages which contains a calendar of events, posted homework, and to staff who monitor and work directly with English Learners. All staff is expected to respond to parents/guardians in a timely manner. Email and telephone communications are typically expected to be responded to within two (2) days if not sooner. Any parent/guardian may schedule an appointment to meet with any staff member and this will be scheduled in a reasonable amount of time. Office staff is available to respond to questions or concerns from 8:00 a.m. – 4:00 p.m. Monday-Friday. A bilingual School Clerk in the office provides translation and support in Spanish as needed or requested. Our School newsletter and electronic communications have a translation feature built into the program.

This Compact was adopted by the Muirlands Middle School SSC on September 30, 2021. and will be in effect for the period of 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: September 30, 2022.

Jeff Luna

September 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes

from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muirlands
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	1055	72.0	1024	76.7	975	81.0	892	80.0	706	74.9	2.9	-5.1	1056	64.7	1026	64.1	975	67.3	891	72.3	713	61.9	-2.8	-10.4
Female	496	77.0	481	80.0	464	84.5	421	84.3	322	78.9	1.9	-5.4	497	64.0	482	61.0	464	65.3	419	72.8	324	62.0	-2.0	-10.8
Male	559	67.6	543	73.7	511	77.9	471	76.2	383	71.5	3.9	-4.7	559	65.3	544	66.9	511	69.1	472	71.8	388	61.6	-3.7	-10.2
African American	14	64.3	14	50.0	11	45.5	15	53.3	3	-	-	-	14	28.6	14	7.1	11	18.2	15	40.0	3	-	-	-
Asian	55	92.7	53	92.5	55	90.9	54	98.1	55	90.9	-1.8	-7.2	56	91.1	53	86.8	55	89.1	54	96.3	59	79.7	-11.4	-16.6
Filipino	7	-	7	-	5	-	10	90.0	3	-	-	-	7	-	7	-	5	-	10	80.0	3	-	-	-
Hispanic	311	46.0	268	49.6	229	60.3	196	61.2	159	56.0	10.0	-5.2	311	35.7	269	34.6	229	36.7	195	48.2	162	37.0	1.3	-11.2
Native American	0	-	0	-	1	-	2	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Pacific Islander	0	-	2	-	3	-	2	-	0	-	-	-	0	-	2	-	3	-	2	-	0	-	-	-
White	568	82.0	578	85.5	565	86.7	513	84.0	419	79.5	-2.5	-4.5	568	75.7	579	73.9	565	75.8	513	76.0	419	67.3	-8.4	-8.7
Multiracial	89	84.3	94	90.4	102	92.2	100	90.0	65	80.0	-4.3	-10.0	89	78.7	94	80.9	102	78.4	100	91.0	65	73.8	-4.9	-17.2
English Learner	47	8.5	37	2.7	21	33.3	12	25.0	31	19.4	10.9	-5.6	48	6.3	39	10.3	21	28.6	12	8.3	38	15.8	9.5	7.5
English-Speaking	1008	75.0	987	79.4	954	82.1	880	80.8	675	77.5	2.5	-3.3	1008	67.5	987	66.3	954	68.1	879	73.2	675	64.4	-3.1	-8.8
Reclassified†	194	55.2	183	57.4	155	59.4	137	62.0	82	64.6	9.4	2.6	194	43.3	183	39.3	155	39.4	136	52.2	82	56.1	12.8	3.9
Initially Eng. Speaking	814	79.7	804	84.5	799	86.5	743	84.3	593	79.3	-0.4	-5.0	814	73.2	804	72.4	799	73.7	743	77.0	593	65.6	-7.6	-11.4
Econ. Disadv.*	293	46.1	260	50.8	214	57.9	186	61.3	167	58.1	12.0	-3.2	293	34.8	261	36.4	214	39.3	186	48.9	171	43.3	8.5	-5.6
Non-Econ. Disadv.	762	82.0	764	85.5	761	87.5	706	85.0	539	80.1	-1.9	-4.9	763	76.1	765	73.6	761	75.2	705	78.4	542	67.7	-8.4	-10.7
Gifted	519	89.2	512	91.0	417	94.5	439	94.8	246	91.9	2.7	-2.9	519	86.3	512	86.1	417	88.2	438	92.5	246	89.8	3.5	-2.7
Not Gifted	536	55.4	512	62.3	558	71.0	453	65.8	460	65.9	10.5	0.1	537	43.8	514	42.2	558	51.6	453	52.8	467	47.1	3.3	-5.7
With Disabilities	95	32.6	105	41.9	111	45.9	102	39.2	96	37.5	4.9	-1.7	95	23.2	105	28.6	111	28.8	101	26.7	96	28.1	4.9	1.4
WO Disabilities	960	75.9	919	80.6	864	85.5	790	85.3	610	80.8	4.9	-4.5	961	68.8	921	68.2	864	72.2	790	78.1	617	67.1	-1.7	-11.0
Homeless	6	-	9	-	7	-	6	-	9	-	-	-	6	-	9	-	7	-	6	-	4	-	-	-
Foster	0	-	0	-	0	-	1	-	0	-	-	-	2	-	0	-	0	-	1	-	0	-	-	-
Military	16	62.5	11	45.5	11	72.7	15	86.7	11	72.7	10.2	-14.0	16	43.8	11	36.4	11	72.7	15	86.7	8	-	-	-

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

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muirlands
Grade 6

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	350	78.3	308	79.2	330	81.5	0	-	220	69.1	-9.2	-	350	72.0	308	71.8	330	71.5	267	76.0	222	67.6	-4.4	-8.4
Female	162	80.9	138	82.6	169	83.4	0	-	101	78.2	-2.7	-	162	69.8	138	69.6	169	71.0	124	79.0	102	71.6	1.8	-7.4
Male	188	76.1	170	76.5	161	79.5	0	-	119	61.3	-14.8	-	188	73.9	170	73.5	161	72.0	143	73.4	120	64.2	-9.7	-9.2
African American	2	-	6	-	6	-	0	-	0	-	-	-	2	-	6	-	6	-	4	-	0	-	-	-
Asian	19	94.7	17	88.2	24	91.7	0	-	17	82.4	-12.3	-	19	94.7	17	88.2	24	91.7	16	100.0	19	78.9	-15.8	-21.1
Filipino	3	-	2	-	1	-	0	-	0	-	-	-	3	-	2	-	1	-	6	-	0	-	-	-
Hispanic	89	52.8	74	55.4	73	61.6	0	-	47	48.9	-3.9	-	89	43.8	74	37.8	73	39.7	49	53.1	47	42.6	-1.2	-10.5
Native American	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	1	-	2	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
White	203	86.2	178	86.0	188	86.2	0	-	125	73.6	-12.6	-	203	81.8	178	82.0	188	77.7	155	77.4	125	72.0	-9.8	-5.4
Multiracial	32	87.5	29	93.1	34	97.1	0	-	29	79.3	-8.2	-	32	71.9	29	93.1	34	97.1	36	88.9	29	82.8	10.9	-6.1
English Learner	18	16.7	13	7.7	5	-	0	-	12	8.3	-8.4	-	18	5.6	13	23.1	5	-	5	-	14	21.4	15.8	-
English-Speaking	332	81.6	295	82.4	325	81.5	0	-	208	72.6	-9.0	-	332	75.6	295	73.9	325	72.0	262	77.5	208	70.7	-4.9	-6.8
Reclassified†	52	65.4	41	61.0	56	57.1	0	-	33	60.6	-4.8	-	52	51.9	41	36.6	56	42.9	34	64.7	33	57.6	5.7	-7.1
Initially Eng. Speaking	280	84.6	254	85.8	269	86.6	0	-	175	74.9	-9.7	-	280	80.0	254	79.9	269	78.1	228	79.4	175	73.1	-6.9	-6.3
Econ. Disadv.*	81	53.1	71	56.3	75	58.7	0	-	48	45.8	-7.3	-	81	42.0	71	42.3	75	44.0	48	58.3	50	44.0	2.0	-14.3
Non-Econ. Disadv.	269	85.9	237	86.1	255	88.2	0	-	172	75.6	-10.3	-	269	81.0	237	80.6	255	79.6	219	79.9	172	74.4	-6.6	-5.5
Gifted	168	94.6	160	93.1	106	96.2	0	-	69	92.8	-1.8	-	168	92.3	160	88.8	106	92.5	127	94.5	69	94.2	1.9	-0.3
Not Gifted	182	63.2	148	64.2	224	74.6	0	-	151	58.3	-4.9	-	182	53.3	148	53.4	224	61.6	140	59.3	153	55.6	2.3	-3.7
With Disabilities	39	48.7	42	42.9	37	37.8	0	-	33	24.2	-24.5	-	39	35.9	42	31.0	37	27.0	37	35.1	33	27.3	-8.6	-7.8
WO Disabilities	311	82.0	266	85.0	293	87.0	0	-	187	77.0	-5.0	-	311	76.5	266	78.2	293	77.1	230	82.6	189	74.6	-1.9	-8.0
Homeless	6	-	3	-	4	-	0	-	4	-	-	-	2	-	3	-	4	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	5	-	0	-	4	-	-	-	4	-	4	-	5	-	3	-	3	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muirlands
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	369	75.1	357	78.4	301	76.7	0	-	243	78.6	3.5	-	369	68.0	357	64.4	301	67.1	325	75.4	245	61.6	-6.4	-13.8
Female	177	80.2	169	80.5	131	79.4	0	-	108	79.6	-0.6	-	177	68.9	169	58.6	131	64.1	166	75.3	108	61.1	-7.8	-14.2
Male	192	70.3	188	76.6	170	74.7	0	-	134	77.6	7.3	-	192	67.2	188	69.7	170	69.4	159	75.5	136	61.8	-5.4	-13.7
African American	7	-	1	-	5	-	0	-	2	-	-	-	7	-	1	-	5	-	6	-	2	-	-	-
Asian	24	91.7	17	88.2	15	86.7	0	-	18	100.0	8.3	-	24	91.7	17	82.4	15	100.0	26	92.3	18	83.3	-8.4	-9.0
Filipino	2	-	3	-	1	-	0	-	2	-	-	-	2	-	3	-	1	-	2	-	2	-	-	-
Hispanic	109	51.4	91	50.5	71	49.3	0	-	58	58.6	7.2	-	109	35.8	91	37.4	71	29.6	69	55.1	60	35.0	-0.8	-20.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	3	-	0	-	0	-	-	-	0	-	0	-	3	-	0	-	0	-	-	-
White	194	84.0	207	87.9	177	84.7	0	-	142	82.4	-1.6	-	194	81.4	207	72.9	177	78.0	185	77.8	142	66.2	-15.2	-11.6
Multiracial	28	92.9	36	88.9	29	89.7	0	-	21	90.5	-2.4	-	28	92.9	36	75.0	29	79.3	36	100.0	21	85.7	-7.2	-14.3
English Learner	16	6.3	13	0.0	9	-	0	-	11	27.3	21.0	-	16	6.3	13	7.7	9	-	2	-	13	0.0	-6.3	-
English-Speaking	353	78.2	344	81.4	292	78.8	0	-	232	81.0	2.8	-	353	70.8	344	66.6	292	68.2	323	75.5	232	65.1	-5.7	-10.4
Reclassified†	72	63.9	62	58.1	42	47.6	0	-	26	57.7	-6.2	-	72	47.2	62	38.7	42	31.0	59	52.5	26	46.2	-1.0	-6.3
Initially Eng. Speaking	281	81.9	282	86.5	250	84.0	0	-	206	84.0	2.1	-	281	76.9	282	72.7	250	74.4	264	80.7	206	67.5	-9.4	-13.2
Econ. Disadv.*	115	48.7	82	48.8	69	52.2	0	-	65	64.6	15.9	-	115	36.5	82	36.6	69	42.0	71	52.1	66	45.5	9.0	-6.6
Non-Econ. Disadv.	254	87.0	275	87.3	232	84.1	0	-	178	83.7	-3.3	-	254	82.3	275	72.7	232	74.6	254	81.9	179	67.6	-14.7	-14.3
Gifted	194	91.2	166	92.2	150	93.3	0	-	91	93.4	2.2	-	194	87.6	166	88.6	150	88.0	163	95.7	91	92.3	4.7	-3.4
Not Gifted	175	57.1	191	66.5	151	60.3	0	-	152	69.7	12.6	-	175	46.3	191	43.5	151	46.4	162	54.9	154	43.5	-2.8	-11.4
With Disabilities	30	30.0	37	51.4	38	42.1	0	-	30	40.0	10.0	-	30	26.7	37	32.4	38	28.9	31	19.4	30	30.0	3.3	10.6
WO Disabilities	339	79.1	320	81.6	263	81.7	0	-	213	84.0	4.9	-	339	71.7	320	68.1	263	72.6	294	81.3	215	66.0	-5.7	-15.3
Homeless	3	-	2	-	2	-	0	-	2	-	-	-	3	-	2	-	2	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	4	-	0	-	6	-	-	-	3	-	3	-	4	-	7	-	4	-	-	-

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

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muirlands
Grade 8

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	336	62.2	359	72.7	344	84.3	0	-	243	76.5	14.3	-	337	53.4	361	57.3	344	63.4	299	65.6	246	56.9	3.5	-8.7
Female	157	69.4	174	77.6	164	89.6	0	-	113	78.8	9.4	-	158	52.5	175	56.6	164	60.4	129	63.6	114	54.4	1.9	-9.2
Male	179	55.9	185	68.1	180	79.4	0	-	130	74.6	18.7	-	179	54.2	186	58.1	180	66.1	170	67.1	132	59.1	4.9	-8.0
African American	5	-	7	-	0	-	0	-	1	-	-	-	5	-	7	-	0	-	5	-	1	-	-	-
Asian	12	91.7	19	100.0	16	93.8	0	-	20	90.0	-1.7	-	13	84.6	19	89.5	16	75.0	12	100.0	22	77.3	-7.3	-22.7
Filipino	2	-	2	-	3	-	0	-	1	-	-	-	2	-	2	-	3	-	2	-	1	-	-	-
Hispanic	113	35.4	103	44.7	85	68.2	0	-	54	59.3	23.9	-	113	29.2	104	29.8	85	40.0	77	39.0	55	34.5	5.3	-4.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
White	171	74.9	193	82.4	200	89.0	0	-	152	81.6	6.7	-	171	62.0	194	67.5	200	72.0	173	72.8	152	64.5	2.5	-8.3
Multiracial	29	72.4	29	89.7	39	89.7	0	-	15	66.7	-5.7	-	29	72.4	29	75.9	39	61.5	28	82.1	15	40.0	-32.4	-42.1
English Learner	13	0.0	11	0.0	7	-	0	-	8	-	-	-	14	7.1	13	0.0	7	-	5	-	11	27.3	20.2	-
English-Speaking	323	64.7	348	75.0	337	85.5	0	-	235	78.3	13.6	-	323	55.4	348	59.5	337	64.4	294	66.7	235	58.3	2.9	-8.4
Reclassified†	70	38.6	80	55.0	57	70.2	0	-	23	78.3	39.7	-	70	32.9	80	41.3	57	42.1	43	41.9	23	65.2	32.3	23.3
Initially Eng. Speaking	253	71.9	268	81.0	280	88.6	0	-	212	78.3	6.4	-	253	61.7	268	64.9	280	68.9	251	70.9	212	57.5	-4.2	-13.4
Econ. Disadv.*	97	37.1	107	48.6	70	62.9	0	-	54	61.1	24.0	-	97	26.8	108	32.4	70	31.4	67	38.8	55	40.0	13.2	1.2
Non-Econ. Disadv.	239	72.4	252	82.9	274	89.8	0	-	189	81.0	8.6	-	240	64.2	253	68.0	274	71.5	232	73.3	191	61.8	-2.4	-11.5
Gifted	157	80.9	186	88.2	161	94.4	0	-	86	89.5	8.6	-	157	78.3	186	81.7	161	85.7	148	87.2	86	83.7	5.4	-3.5
Not Gifted	179	45.8	173	56.1	183	75.4	0	-	157	69.4	23.6	-	180	31.7	175	31.4	183	43.7	151	44.4	160	42.5	10.8	-1.9
With Disabilities	26	11.5	26	26.9	36	58.3	0	-	33	48.5	37.0	-	26	0.0	26	19.2	36	30.6	33	24.2	33	27.3	27.3	3.1
WO Disabilities	310	66.5	333	76.3	308	87.3	0	-	210	81.0	14.5	-	311	57.9	335	60.3	308	67.2	266	70.7	213	61.5	3.6	-9.2
Homeless	6	-	4	-	1	-	0	-	3	-	-	-	1	-	4	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	4	-	2	-	0	-	1	-	-	-	9	-	4	-	2	-	5	-	1	-	-	-

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APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

Muirlands Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MUIRLANDS MIDDLE

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Math teachers continue to reflect on and analyze their instruction and assessment pieces. Our work includes grade level and vertical alignment, pacing, common units of instruction, and common assessments. The math department has established an assessment plan for the 2021-22 school year. In addition, we are analyzing student data, using the DEMI, the FAST aMATH, and site-developed formative assessments to determine the impact of instructional practices on student learning.

Our math teachers are committed to focusing on supporting the students identified through our district initiatives. These focus groups include students with disabilities, English learners, and black youth. When applicable, these students will receive specific supports and targeted instruction to help them connect with and understand the math curriculum. In addition, when needed, teachers will offer "after school" tutoring to support these students. The site will use LCFF funds to support this work. This intervention support primarily for unduplicated students (though all will benefit) is also supported in part by LCFF funds for additional instructional materials.

The work of the math department during staff, department, and grade level meetings is supported by the work of our ILT and district initiatives. The Math department has agreed to administer the FAST aMath assessment and the DEMI assessment. We will continue to analyze the results of these assessments to identify our instructional focus areas and the identification of students in need of additional support. Our math department will also compare and analyze curriculum and instructional practices to develop best practices.

Muirlands has agreed to participate in the GATES Foundation Analysis of Middle School Math Systems (AMS) Study. This will be a two-year partnership. We intend to use the data gathered as discussion topics at department meetings and guide our department's work.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on
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					(effective) and why? Include	(ineffective	

SPSA Evaluation of LCFF Funded Actions/Activities Revised 10/2/2022 1



Muirlands Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
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Mathematics Asst -	0.35000	\$23,105.05	09800-2101	Salary and Benefit for Math Assistant	We have established weekly progress monitoring system between Mr. Moreno and principal Luna. We are charting the students Mr. ***** is meeting with and the progress of all EL students. Mr. ***** is also meeting with several EL students outside of the classroom to provide tier 2 supports.	I would like to have the budget to have this position support our student's afterschool.	I would like to hire a similar position to support our EL students in ELA.

SPSA Evaluation of LCFF Funded Actions/Activities Revised 10/2/2022 2



Muirlands Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Based on data collected during student monitoring and assessments, students are placed in supported classrooms whose instructor has attended ELL specific PD to support ELL instruction, engagement, and relationship building. When applicable, students who are struggling are identified for additional support and interventions. The team will determine supports to help individual students meet their goals.

Our staff will participate in EL-specific and site-led PD to address the following areas: Culturally Responsive Teaching, EL SDAIE instructional strategies, scaffolding options for teachers of ELL, and best practices for teaching ELL. In addition, the administrative team will calendar targeted walkthroughs focusing on EL student engagement, attendance, and progress. Analysis of our current data provides targeted interventions and instruction to promote language acquisition and a positive connection to campus.

Our EL students outside the sphere of success are monitored at grade level meetings. The grade-level staff will share feedback and develop the “next steps” to support these students. This will include support from subject-specific teachers outside the school day during individual tutoring or as part of our school-wide tutoring program.

The math assistant will offer additional support to EL students outside the sphere of success during their math classes and work with the team to identify students who could benefit from additional support outside of their class time. These students are offered small group time facilitated by the math assistant or other staff member to help them reach their academic goals. In addition, we will purchase software/programs to assist our students with their reading and language skills.

Our EL classrooms will have high priority for any additional resources we can acquire daily.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observation s, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$300.00	09800-4301	Purchase of software/licenses to support reading comprehension	Our EL teachers have requested the purchase of software and supplies to support our EL students accusation of language.	Our EL students were our lowest performing group on campus. I will note that Muirlands received an increase of our EL population of approximately 50% with the arrival of our afgan refugee population that enrolled midway through the school year.	



Muirlands Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

2021-22 The strategies tied to this goal are intended to improve outcomes, promotion, and graduation for students outside the sphere of success. Students with disabilities will be intentionally scheduled to ensure academic core classes with appropriate special education support. In addition, general and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. We believe these strategies will increase proficiencies with all students. We also believe that identifying and monitoring these students' progress will increase proficiencies within our identified subgroups, SWD, and Hispanic Students.

Muirlands 2.0 GPA promotion requirement will regularly be referenced and discussed via school assemblies, parent emails, the student planner, e-splash announcements, and parent phone calls.

Our CARE Team will meet monthly to monitor attendance issues. We will work collaboratively with the household to improve school attendance. In addition, we will schedule SART meetings for those students needing additional support and monitoring.

The math assistant will offer additional support to our identified students during their math classes and work with the team to identify students who could benefit from additional support outside of their classroom learning. These students will be offered additional support after school.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.



Muirlands Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
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Classroom Teacher Hrly	--	--	09800-1157	Additional support to our students after-school tutoring	Our afterschool tutoring lab had a significant increase in attendance last year. We found it necessary to add additional staffing to support the increase in number of students. In addition to our credentialed staff, we were able to utilize our para staff in the tutoring lab.	At times we were not able to support the number of students that showed up for tutoring due to staffing.	I would like more funding to staff more teachers and paras

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*Strategy/Activity - Description

A team composed of teachers, administrators, and counselors at our site will work closely together to ensure all Black Youth have the technology they need to access the school curriculum and their education. We will work together to support Black Youth with their academic achievement and social emotional wellbeing. Our campus has begun a site-wide focus on cultural awareness on our campus. We will monitor our Black Youth for attendance, behavior, and grades. When applicable, students who are struggling will be identified for additional support. The additional interventions and supports will be determined in collaboration with the student and their family.

The 2.0 GPA promotion requirement will regularly be referenced and discussed via school assemblies, parent emails, student planners, splash announcements, parent phone calls, and on each report card.

Administrators will calendar walkthroughs into targeted designated classrooms. The walkthroughs will focus on the participation, engagement, and progress of our Black Youth.

The math assistant will offer additional support to our Black Youth during their math classes and will work with the team to identify students who could benefit from additional support outside of their classroom learning.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress	data (curriculum assessments,	
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Muirlands Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$599.05	09800-1157	Additional support is provided to our students during their math classes and will work with the team to identify students who could benefit from additional support outside of their classroom learning	The hourly pay will support the staffing of our tutoring lab and PD opportunities for staff to reflect on their teaching practices and develop curriculum and assessments for students.	I did not have as many staff agree to the PD release time as I had imagined. I believe many staff were overworked with resuming to full day and in person instruction.	I will work to encourage staff to utilize the release time provided.

What are my leadership strategies in service of the goals? To ensure funding is available. To monitor progress. To share results with my stakeholders.