

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Muir Elementary	01-61143-6105316	May 10, 2022	June 1, 2022

## Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to describe how John Muir Elementary is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

John Muir Elementary School, through the School Site Council (SSC), has surveyed parents and staff. These surveys aim to solicit input on academic and enrichment priorities for the school community. We had 90 families respond to the John Muir Family Survey which represents 33% of our student population. Sixteen staff members responded to the Staff Survey, which represents approximately 40% of the staff. The results of these surveys have been used to inform the funding, curricular, and academic priorities in this site plan.

The Family Survey shows support for continued funded by the SSC for the following:

- A Literacy Coach to provide targeted literacy instruction to students and coaching support for teachers.
- A Counselor to provide one-on-one and small group counseling services.
- An RTI (Response to Instruction and Intervention) Coordinator to provide targeted literacy and math intervention for struggling students.

The Family Survey also reflected the desire to continue supporting intervention classes for struggling students before and after school. An area of improvement was identified around providing academic enrichment to extend student learning.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Principal observes classrooms to monitor the academic programs, classroom climate, and facility safety. Teachers regularly provide input on the need for additional support for struggling students. This input informs additional targeted observations and interventions through the school's Response to Instruction and Intervention (RTI) and Positive Behavior Intervention Support (PBIS) teams.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

## Use of state and local assessments to modify instruction and improve student achievement (ESEA)

1. Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

John Muir teachers use State Board adopted curricula in all subject areas. TCRWP is the BUSD's Language Arts adoption and A Story Of Units is BUSD's Math adoption as of 2013. John Muir teachers were provided training in the Teacher College Reading and Writing Project (TCRWP) in the summer of 2010 and continued professional development during the 2019-2020 school year. Teaching staff meets weekly in grade level and full staff meetings to plan lessons, examine best practices, review student work, participate in staff-initiated professional development or analysis of student data. The school has adopted a formative assessment system that is aligned with Common Core State standards. Teachers assess students in reading skills using TCRWP every 6 - 8 weeks. Staff analyze student performance data frequently and form decisions indicated by that data in terms of resource allocation, instructional focus, targeted interventions and teacher collaboration. Three times a year, teachers re-assess students in reading and math to determine current academic status using district-wide assessments. Our RTI team assists teachers in assessing and monitoring student progress at their weekly RTI Team meetings. All entering students are assessed again by teachers on site and data from previous schools is considered as a reference. Assessment data guides not only instruction, but also placement and decisions about professional development.

For 2019-2020, students continued to receive Science instruction in all grades 1st - 5th by a Science Release Teacher. All students K - 2nd receive Dance instruction each week. Currently PTA supports the school community by providing after school classes for the students in areas such as: ceramics, soccer, dance, foreign language and cooking. Teachers will continue to integrate visual arts and movement education and use these to support language arts, science, and math when appropriate. All students receive at least 90 minutes a week of physical education activities from a credentialed PE teacher. All K - 5 grade students receive gardening instruction for 45 minutes every other week.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Through the support of the BUSD BREA Office of Research, Evaluation and Assessment, John Muir School has regular access to data that shows how students are progressing in Language Arts and Math.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All staff meet NCLB requirements for highly qualified staff.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of John Muir teachers have appropriate multiple subject credentials. All special education staff has appropriate credentialing to support students with mild to severe disabilities. Where indicated, staff has access to appropriate professional development e.g. AB 472.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is 100% aligned to content

### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 2010-2011 school year, a group of Muir teachers attended professional development conference on "Teaching With A Cultural Eye" reflecting the work of providing instruction to diverse school communities. During the 2011-2012 school year, two teachers on the Leadership Team and the Principal attended the "Leading for Equity" institute given by the National Equity Project. And in 2012-2013 two teachers on the Leadership Team and the Principal attending the "Coaching for Equity" institute. For the last three years (2011-2014) the staff has worked with a National Equity Project Coach to incorporate an equity lens into our teaching practices and school wide systems and practices. In 2021-2022, the Leadership Team and the Equity Teacher Leaders continued to incorporate professional development around equity in education and culturally responsive teaching practices into the monthly staff meetings.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

By contract, teachers are allocated a significant amount of time for teacher collaboration. Teachers work in grade levels on a weekly basis to collaborate.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. We intervene early with our Reading Recovery (RR) and Leveled Literacy Instruction (LLI) programs and our extended day/year programs. We assess student performance with both state and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. We will continue to use the Toolbox social/emotional learning curriculum to support student self-understanding and self-regulation, and to insure that we have a common language within our community. Our curriculum is standards based, and our staff development program is aligned with the District goals and with Common Core State Standards. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The entire John Muir community believes strongly in supporting the whole child and thus is doing many things to provide a strong health and nutrition program. All students participate in gardening classes every other week. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master schedule is designed to ensure that push in and pull out services are available to students that receive special ed and intervention. Literacy coaches and math teacher leaders assess and evaluate the efficacy of pacing schedule via coaching cycles.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Students have access to standards-based materials in all academic areas. Teachers often adapt and enhance their lessons with additional supportive materials. The gardening program, for example, is integrated into core academic areas to support students in acquiring stronger reading and math skills. In the area of reading, teachers use a variety of supplemental materials to help students more effectively access content standards. Using all available resources, the school continues to develop a differentiated curriculum for all students with special needs: Title I, ELD, and Special Education.

The Berkeley Schools Enrichment Project and the Berkeley Public Schools Fund provide funds for instructional materials that cannot be purchased with State and Federal money. In addition, individual teachers have received support through the PTA for additional materials to support standards-based instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

John Muir uses a variety of state and local assessments to modify instruction, along with local QRI/DRA for reading, Teacher College Reading and Writing, FastTrack, Star 360, A Story of Units assessments, and the District writing assessments. At this point, teachers assess students in phonemic awareness, letter sound correspondence, words in isolation, comprehension, and high frequency words. Students are also tested as a whole group in the areas of spelling, reading comprehension and writing. Math assessment occurs under three areas: skills, concepts, and problem solving with assessments determined at the site rather than at the district level. These assessments are administered three or more times a year and provide formative data to teachers so they may more effectively plan and deliver instruction to students in their zone of development. During weekly team meetings and special monthly staff meetings, teachers examine the results of local assessment data to plan and/or modify instruction.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. In addition, the school, in conjunction with other elementary schools, needs to provide more opportunities within the school day for struggling students to access the curriculum at their level.

Using student achievement data, school staff and faculty identify students needing additional assistance and intervention. Teachers meet every week with the RTI team to discuss struggling students so that members of the team can provide push-in groups, peer tutoring and cross-age tutoring, and guided reading. The Literacy Program relies on Reading Recovery methods to support students 1:1 and Leveled Literacy Instruction for small groups in the acquisition of reading skills. In grade level teams, teachers use RTI Tier 1 strategies to further support under-performing students. Parent tutors also work with students in reading, writing and math. Two after school programs support students in meeting academic goals. Each of these after-school programs connects with the regular day instruction so that students receive coherent, aligned instruction. Student study teams meet with teachers and families to provide follow-up monitoring of progress and support. Our BUILD tutors provide intervention services to under-performing students after school each day.

Equity Meetings will focus on progress monitoring of our focal students. The RTI Coordinator will coordinate COST and RTI meetings to monitor the coordination for services for and progress of all students. At grade level collaboration, school staff will collaborate with Sped staff to determine, discuss, coordinate and track physical, mental, and emotional support for students in need in grade spans. All 5th grade students attend our 4-day, three night Outdoor School every year. The John Muir PTA provides scholarships to ensure every student can attend. All teachers are CLAD certified and use GLAD strategies to support English Language Learners.

Teachers will participate in district wide training and site based coaches will provide ongoing support and thought partnership to personnel during staff meetings, model lessons in classes and one on one meetings.

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a badge, and all personnel monitor this policy. The school employees four noon supervisors to provide optimal adult supervision during recess and lunch. John Muir's PE teacher provides structured noon-time games to mitigate the tensions that arise in the absence of structure. Noon staff is trained to supervise games, help students resolve conflicts, and teach younger students to play together cooperatively. Staff and teachers use the Welcoming Schools, Toolbox and PBIS curriculum to teach students how to interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of T charts in the classrooms and recognize these behaviors by handing out Golden Paw awards daily. School meetings additionally give the opportunity to build community and highlight positive student behavior. John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. Current statistics show a monthly average attendance of about 94%.

## Evidence-based educational practices to raise student achievement

Here are a few of the initiatives and projects now underway that are aimed at putting kids and learning first:

1. BUILD is an established targeted tutoring programs for students to help them meet academic proficiency targets
2. We have the SAGE mentoring group which will bring college mentors to our students K through 5.
3. K-5 teachers have implemented the Teachers College Reading and Writing program which has been shown to improve student reading, spelling and writing.
4. First grade students will continue to receive powerful reading instruction through the Reading Recovery and Leveled Literacy Instruction program
5. Students will continue to work in flexible skill groups at the 4/5 level so that math instruction can be tuned to the appropriate level.
6. Teachers will continue to receive math coaching so that they can teach the A Story of Units curriculum with fidelity.
7. We will continue to integrate academics into every part of the school day from gardening to PE.
8. Response to Instruction and Intervention (RTI) is implemented school-wide to ensure students are receiving instructions and targeted interventions to ensure academic success.
9. School-wide implementation of the Toolbox project will continue with explicit teaching of one tool per month and incorporation of tools daily in school-wide positive behavior programs.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Research supports the premise that the best assistance for students who require additional support occurs during the regular school day. With this premise in mind, faculty and parents have moved toward increasing the school's intervention capacity within their regular classrooms. This intervention staff works with teachers to create groupings within classrooms. These same staff members also allow teachers to observe their peers in action.

Three after-school programs provide enrichment and academic support. One is provided through the school's PTA. A second, Kids In Motion, is private. The third, BEARS, is paid for through BUSD and State funds. These three programs have strong enrichment components as well as academic support. John Muir has a dedicated RTI and Student Success Team (SST) coordinator to facilitate meetings. School site psychologists, Literacy Coach, Counselor, Family Engagement Site Coordinator, Speech, and Resource teachers along with the Principal, all attend to offer input irrespective of whether the student is enrolled in a specific program. This process now is linked to the district's integrated services program so that parents and students can have access to coordinated support both within and beyond the school's walls.

- Our RTI Coordinate facilitates the weekly RTI program which is a multi- teacher approach to increasing reading and math skills and closing the opportunity/achievement gap. Direct support to teachers, participation in the RTI Team, and overall support of data analysis are among the coordinator's responsibilities.
- After-school intervention and enrichment classes – BEARS coordinates with classroom teachers
- Field Trips and Assemblies
- Berkeley Library visits schools, some classes visit BPL to acquire library cards
- On-site mental health support for students through a BUSD Counselor

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC are involved in the SPSA process. Room parents are activated to support reading instruction. UC Berkeley partnered with the site to develop social studies curriculum.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Extended school day is in place to support unduplicated students with targeted math and ela support.

Fiscal support (EPC)

PTA funded additional fte to enhance access for students ELD, PE and dance program.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The Principal intentionally recruits parents/guardians of color to ensure a diverse SSC that reflects the diversity of John Muir's student population. The SSC met monthly throughout the 2021-2022 school year to review student data, site budget and 2021-2022 Site Plan to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. The SSC also witnessed presentations from various staff members that were funded by last year's Site Plan, e.g., Literacy Coach, RTI Teacher, PE Teacher, etc. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process.

## Resource Inequities

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

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support.

Time continues to be a challenge. There are students who need multiple layers of support and it is difficult to find time within the school day to provide support

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in intervention programs and/or in-class supports. The school day is not of sufficient length to provide invention support for below grade level students, and many of these students are unable to participate in after school programs.

Key Barriers:

Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students

behavioral, emotional, and social issues which impact student engagement or student achievement

lack of access to sufficient instructional coaching in Common Core State Standards and student engagement strategies

lack of adequate instructional minutes to provide interventions for students below grade level

inadequate resources or strategies to encourage active participation of all parents



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	42	63	36
Grade 1	60	42	60
Grade 2	42	57	38
Grade3	58	43	53
Grade 4	50	56	51
Grade 5	53	55	53
Total Enrollment	305	316	291

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	27	29	19	8.9%	9.2%	6.5%
Fluent English Proficient (FEP)	15	22	21	4.9%	7.0%	7.2%
Reclassified Fluent English Proficient (RFEP)	0	6	3	0.0%	22.2%	10.3%

### Conclusions based on this data:

1. The percentage of students that are ell have decreased over three years.
2. The percentage of Fluent English speaking students have increased.
3. The percentage of reclassified students have decreased over a two year period.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	58	45	38	58	0	38	58	0	92.7	100	0.0
Grade 4	53	47	35	53	43	0	53	43	0	100	91.5	0.0
Grade 5	41	53	42	40	51	0	40	51	0	97.6	96.2	0.0
All Grades	135	158	122	131	152	0	131	152	0	97	96.2	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2453.	2466.		39.47	44.83		13.16	24.14		28.95	17.24		18.42	13.79	
Grade 4	2481.	2503.		43.40	41.86		9.43	25.58		15.09	11.63		32.08	20.93	
Grade 5	2517.	2515.		30.00	35.29		30.00	19.61		15.00	15.69		25.00	29.41	
All Grades	N/A	N/A	N/A	38.17	40.79		16.79	23.03		19.08	15.13		25.95	21.05	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.11	39.66		31.58	48.28		26.32	12.07	
Grade 4	35.85	41.86		37.74	34.88		26.42	23.26	
Grade 5	40.00	39.22		32.50	29.41		27.50	31.37	
All Grades	38.93	40.13		34.35	38.16		26.72	21.71	

### 2019-20 Data:

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	26.32	36.21		55.26	50.00		18.42	13.79	
<b>Grade 4</b>	32.08	27.91		35.85	55.81		32.08	16.28	
<b>Grade 5</b>	32.50	27.45		32.50	47.06		35.00	25.49	
<b>All Grades</b>	30.53	30.92		40.46	50.66		29.01	18.42	

2019-20 Data:

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	28.95	29.31		55.26	62.07		15.79	8.62	
<b>Grade 4</b>	33.96	37.21		47.17	53.49		18.87	9.30	
<b>Grade 5</b>	25.00	27.45		55.00	49.02		20.00	23.53	
<b>All Grades</b>	29.77	30.92		51.91	55.26		18.32	13.82	

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	39.47	32.76		47.37	53.45		13.16	13.79	
<b>Grade 4</b>	30.19	32.56		39.62	44.19		30.19	23.26	
<b>Grade 5</b>	32.50	37.25		45.00	33.33		22.50	29.41	
<b>All Grades</b>	33.59	34.21		43.51	44.08		22.90	21.71	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of all students increased 6%

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	58	45	39	58	0	38	58	0	95.1	100	0.0
Grade 4	53	47	35	53	44	0	53	44	0	100	93.6	0.0
Grade 5	41	53	42	40	51	0	40	51	0	97.6	96.2	0.0
All Grades	135	158	122	132	153	0	131	153	0	97.8	96.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2468.	2474.		39.47	34.48		26.32	39.66		15.79	15.52		18.42	10.34	
Grade 4	2489.	2519.		28.30	36.36		26.42	27.27		20.75	25.00		24.53	11.36	
Grade 5	2511.	2505.		22.50	27.45		20.00	17.65		25.00	17.65		32.50	37.25	
All Grades	N/A	N/A	N/A	29.77	32.68		24.43	28.76		20.61	18.95		25.19	19.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.74	55.17		28.95	31.03		26.32	13.79	
Grade 4	35.85	50.00		30.19	34.09		33.96	15.91	
Grade 5	32.50	37.25		25.00	19.61		42.50	43.14	
All Grades	37.40	47.71		28.24	28.10		34.35	24.18	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	52.63	48.28		28.95	44.83		18.42	6.90	
<b>Grade 4</b>	30.19	38.64		50.94	50.00		18.87	11.36	
<b>Grade 5</b>	20.00	25.49		45.00	45.10		35.00	29.41	
<b>All Grades</b>	33.59	37.91		42.75	46.41		23.66	15.69	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	47.37	37.93		34.21	46.55		18.42	15.52	
<b>Grade 4</b>	39.62	43.18		35.85	38.64		24.53	18.18	
<b>Grade 5</b>	22.50	31.37		42.50	31.37		35.00	37.25	
<b>All Grades</b>	36.64	37.25		37.40	39.22		25.95	23.53	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The overall achievement of all students increased 4%

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*		*	*		*	*		*	5		
3	*	*		*	*		*	*		*	*		
4	*	*	*	*	*	*	*	*	*	*	*	4	
5	*	*	*	*	*	*	*	*	*	*	7	*	
All Grades											31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2		*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	35.48	21.74	18.18	*	30.43	63.64	*	30.43	18.18	*	17.39	0.00	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2		*		*	*		*	*		*	*		*	*	
3		*			*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	48.39	34.78	36.36	*	26.09	45.45	*	26.09	18.18	*	13.04	0.00	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*		*	*			*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	35.48	30.43	54.55	*	43.48	45.45	*	26.09	0.00	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
All Grades	41.94	43.48	27.27	38.71	39.13	72.73	*	17.39	0.00	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.06	30.43	36.36	*	52.17	63.64	*	17.39	0.00	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	4.35	18.18	54.84	60.87	81.82	*	34.78	0.00	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.48	8.70	0.00	38.71	73.91	90.91	*	17.39	9.09	31	23	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students that were at a level 4 in overall language decreased 17% points.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>291</b>	<b>29.9</b>	<b>6.5</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	6.5
Foster Youth		
Homeless	5	1.7
Socioeconomically Disadvantaged	87	29.9
Students with Disabilities	32	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	15.8
American Indian or Alaska Native	1	0.3
Asian	42	14.4
Filipino	4	1.4
Hispanic	36	12.4
Two or More Races	43	14.8
Native Hawaiian or Pacific Islander		
White	119	40.9

### Conclusions based on this data:

1. Socioeconomically disadvantaged population is 10% of the school.



# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 751 850 779">Orange</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1260 751 1317 779">Blue</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="297 951 370 978">Green</p>		

### Conclusions based on this data:

1. Chronic absenteeism is an area of growth for the school. This can be addressed with sart meetings and truancy interventions.

# School and Student Performance Data

## Academic Performance English Language Arts

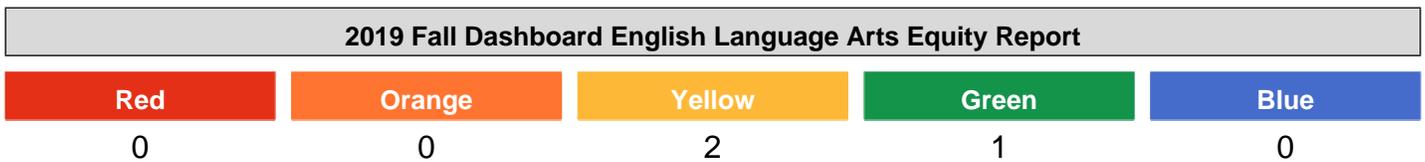
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>26.2 points above standard</p> <p>Increased ++12.7 points</p> <p>151</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>85.9 points below standard</p> <p>Declined -3.9 points</p> <p>16</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>20 points below standard</p> <p>Increased Significantly ++22.4 points</p> <p>56</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>49.8 points below standard</p> <p>Increased Significantly ++22.1 points</p> <p>25</p>

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

African American	American Indian	Asian	Filipino
 Yellow 42.6 points below standard Increased ++8.8 points 34	 No Performance Color 0 Students	 No Performance Color 19.9 points above standard Increased Significantly ++20.4 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 6.5 points above standard Increased Significantly ++22.4 points 27	 No Performance Color 69.4 points above standard 16	 No Performance Color 0 Students	 Green 70.1 points above standard Declined -9.2 points 55

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
82.6 points below standard Increased Significantly ++26 points 12	Less than 11 Students - Data Not Displayed for Privacy 4	39.3 points above standard Increased ++11.3 points 131

**Conclusions based on this data:**

- Black student achievement increased approximately 9%

# School and Student Performance Data

## Academic Performance Mathematics

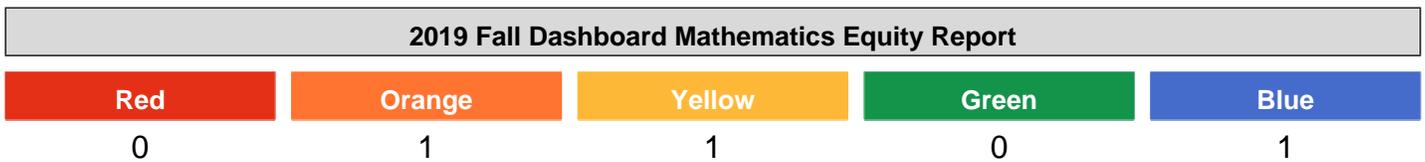
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>15 points above standard</p> <p>Increased ++10 points</p> <p>151</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>61.3 points below standard</p> <p>Increased ++9.2 points</p> <p>16</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>26.8 points below standard</p> <p>Increased ++12.6 points</p> <p>56</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>61.5 points below standard</p> <p>Increased Significantly ++21 points</p> <p>25</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 52.1 points below standard Maintained -1.3 points 34		 No Performance Color 31.5 points above standard Increased Significantly +20 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 26 points below standard Declined -9.9 points 27	 No Performance Color 62.9 points above standard 16		 Blue 58 points above standard Maintained ++0.9 points 55

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.2 points below standard Increased Significantly +22.2 points 12	Less than 11 Students - Data Not Displayed for Privacy 4	23.6 points above standard Increased ++8.4 points 131

#### Conclusions based on this data:

- Black student achievement in math decreased approximately 1%.

# School and Student Performance Data

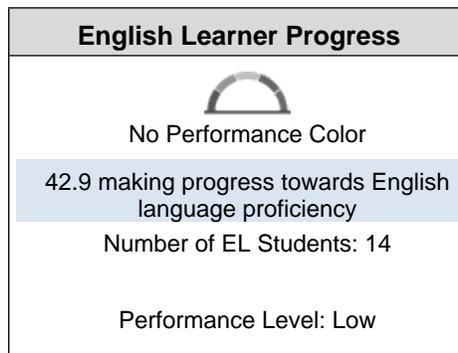
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.5	28.5	7.1	35.7

#### Conclusions based on this data:

- 43% of ELL students are making progress towards their ELL proficiency.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. n/a

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	1	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Orange 15.5 Maintained 0 317	Orange 18.2 Increased +8.2 33	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 54.5 Increased +23.8 11	Red 24.3 Increased +1.8 111	Red 27.9 Increased +5.7 43

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

African American	American Indian	Asian	Filipino
 Red 25.9 Increased +7.2 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 15.6 Increased +8.2 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.3 Increased +1.7 47	 Yellow 16.7 Declined -2.4 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 7.1 Declined -2.7 127

**Conclusions based on this data:**

- Chronic absenteeism for black students increased 7.2 points.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

**Conclusions based on this data:**

1. n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate

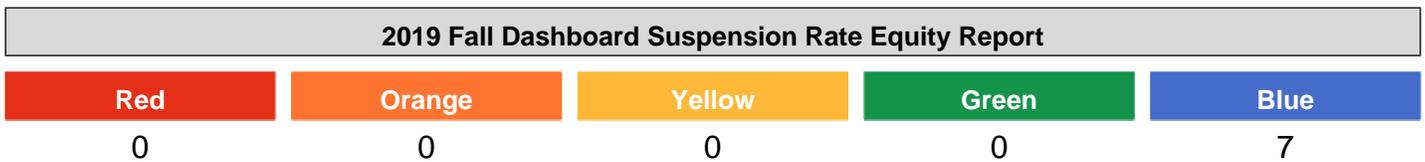
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>325</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>38</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>11</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>114</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>

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

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 60	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 33	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 50	 Blue 0 Maintained 0 48	 Blue 0 Maintained 0 129	 Blue 0 Maintained 0 129

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

1. Zero suspension in 3 years.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

## Goal 1

Increase the TCRWP Reading and ASOU math scores for all students K - 5 to ensure students are at or above grade level.

## Identified Need

TCRWP Reading and ASOU Math

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Trimester Reading Assessments	According to 2021- 2022 TCRWP, Trimester 2 assessment data shows an average of K-5 students scored 80% proficient in reading. This is up from 71.5% at the end of T1. on T2 Assessment.	Increase K-5 TCRWP reading proficiency by 5% in 2022-2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

### Strategy/Activity

#### ACTIVITY #1: ENGLISH LANGUAGE ARTS (ELA):

- John Muir teachers and staff will ensure implementation of a high quality, balanced English Language Arts instruction using district adopted practices within a dedicated literacy block.

\* Teachers will implement the Teacher's College Reading and Writing program (TCRWP), FastTrack Phonics program in grades K - 2, and spelling lessons with the support of the Literacy Coach.

- \* Teachers will participate in district wide training and the coach will provide ongoing training to personnel during staff meetings and through model lessons in classes.
- \* Teachers will be released (using hourly and full day substitutes) to observe other teachers and to plan curriculum and instruction.
- \* Teachers will use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children including differentiating for high achieving and struggling students
- \* Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy.
- \* Teachers will devote collaboration time to analysis of student writing samples based on agree upon standards and rubric to discuss strengths and revise lessons/instruction as needed.
- \* Provide all necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and other instructional materials shall be purchased as needed. Once available, BSEP carryover funds may be allocated for the purchase of additional materials and supplies.
- \* Meet as a Leadership Team (LT) monthly to discuss and monitor progress towards meeting goals within our School Site Plan based on student achievement data and to structure appropriate professional development for this purpose.

Literacy Coach job description:

Provide coaching to teachers in TCRWP and FastTrack-classroom demonstrations and collaborations

- teaching staff workshops designed to help teachers implement TCRWP and FastTrack
- implementation of project school wide

Provide direct services for students performing below grade level

- Reading Recovery
- Leveled Literacy Intervention (LLI)
- FastTrack
- small group work in the classroom
- After School Intervention by certificated staff

Provide support for grade level collaboration through weekly assessments wall reviews

- maintenance and use of literacy assessment walls to improve instruction

Provide professional development at a site and district level.

- ELA PD for teachers linked to site and district data.

Literacy Coach  
27,900 -BSEP

Teacher Professional Development

6,000 -BSEP Carryover

Materials & Supplies  
4,021 -BSEP Carryover

Teacher Subs for Peer Observation  
3,000 -BSEP Carryover

Teacher Hourly  
2,000 -BSEP Carryover

Unallocated Reserve for Personnel Variance  
3,428 -BSEP

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,900	BSEP
6,000	BSEP Carryover
4,021	BSEP Carryover
3,000	BSEP Carryover
2,000	BSEP Carryover
3,428	BSEP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

##### ACTIVITY #2: MATHEMATICS:

- All teachers will attend mathematics professional development sessions provided by BUSD
- All teachers and staff will ensure implementation of high quality mathematics instruction using the district adopted mathematics program, A Story of Units (ASOU) and create a balanced mathematics program as outlined in the State mathematics framework, and administer district required assessments.
- Teachers will collaboratively plan lessons and assessments based on the District Mathematics Pacing Guide.
- All teachers will use mathematics manipulatives as required by the mathematics program to provide access to key concepts and build conceptual understanding

- At least once a month, collaboration time will be devoted to analysis of students' math assessments included in the program to discuss strengths and revise lessons/instruction as needed

\* Principal will provide teachers with extended meeting time for the purpose of math planning. Teachers will review state math standards, and math scope and sequence in order to coordinate additional instruction and practice in key areas.

- All necessary materials, such as mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed.

\* Using LCAP After School Tutoring funds, 2 to 4 teachers will provide math tutoring three days a week for students who are below grade level in math.

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

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

Amount(s)	Source(s)
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### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

##### **ACTIVITY #3: ENGLISH LANGUAGE LEARNERS:**

To insure that English Language Learners have access to and are able to perform at proficiency levels on all assessments staff and faculty will:

- ELD Coach will conduct and correct annual State required CELDT assessment of English Language Learners' ability to speak, listen, read, and write in English.
- Staff will provide at least 30 minutes per day of instruction aligned with their CELDT and the English Language Development standards
- Use CELDT data to assign students to flexible learning groups based on their levels.

\* ELD Coach will provide professional development for classroom teachers to insure implementation of the ELD curriculum

\* Students will be pulled in leveled groups for ELD instruction using newly adopted ELD adoption by ELD Coach. Teachers and support staff will track student progress on ELD blue cards and will report student progress to parents on a regular basis.

\* Staff will monitor the progress of every EL student in English to ensure that each student is

gaining at least one CELDT level a year and that students are reaching a proficient status.

- Coordinate with the District ELD specialist to provide practice based professional development for teachers and follow up with coaching and lesson demonstrations. This training will be coordinated with the English language arts professional development sessions in that some of the methods used for instruction overlap and can be enhanced with ELD best practices.
- Provide all supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased as needed.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

##### **ACTIVITY #4: DEAF and HARD OF HEARING PROGRAM:**

John Muir will continue delivery of the Deaf and Hard of Hearing Program. This program will have a language practice of total communication, using spoken and signed English at all times. Development of English skills for purposes of reading and writing will remain the primary focus. Students will also receive instruction in all other areas of the State standards-based core curriculum.

Students will receive individual and group services for speech, auditory, and language development skills by a credentialed teacher of the deaf and hard of hearing. The specialist will use both speech and sign, per the need of the student.

Students will mainstream in their grade level classes for appropriate subjects as determined by the IEP team. Students will be assisted in the mainstream class by fluent sign interpreters.

Students will participate in all school activities such as field trips, assemblies, and special school programs, assisted by the signing teachers and the sign interpreters.

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

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

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

### Strategy/Activity

#### ACTIVITY #5: RESPONSE TO INSTRUCTION AND INTERVENTION (RTI):

John Muir will fund .45 FTE to increase the FTE of the RTI Coordinator position to .85 FTE for the 2019-2020 school year. The RTI Coordinator will provide intervention instruction to below grade level general education students in reading, writing and math. In addition, the Coordinator will case manage the students receiving interventions and facilitate weekly RTI team meetings and COST meetings with classroom teachers and support staff.

Ensure that all at risk (under-performing, under-served, under-challenged and/or below grade level) students will:

- Under-performing or struggling students will be identified by reviewing performance data during weekly Coordination of Services Team (COST) meetings facilitated by the RTI Coordinator. The team will monitor student progress, identify target areas of intervention for particular groups of students and will formulate intervention goals and plans.
- During weekly team and staff meetings, Literacy Coaches will work with teachers to identify and track the progress of "focus students" throughout the school year. The progress of all students will be monitored during team, staff, COST and RTI meetings. Students receive support through the (RTI) Response to Intervention and Instruction model.
- Literacy coach, Resource and Full Inclusion teachers, classroom teachers, tutors, and volunteers will provide intervention instruction in reading, writing, spelling, and math during the school day. Intervention team and teachers will gather and review data on a 6 - 8 week cycle to analyze student progress and fidelity of services.
- RTI Coordinator will coordinate COST and RTI meetings to monitor the coordination of services for and progress of all intervention and special ed students. At RTI meetings, school staff will collaborate to determine, discuss, coordinate and track physical, mental, and emotional supports for students in need.
- Select teachers will provide targeted After School Intervention to students who are below grade level in math. Additional tutors will be provided through the BUILD program to provide tutoring in reading, which will be coordinated by selected teachers.

\* Provide a Summer Intervention program for incoming 4th and 5th graders that targets students who were below grade level in 3rd and 4th grade to minimize summer learning loss. This would be two weeks of summer literacy instruction for about 20 students. Any carryover funds would be applied to this program.

.85 FTE RTI Coordinator RTI Coach

.40 from LCAP  
 .20 from BSEP. Cost- 26,075 -BSEP  
 .25 from Title 1. Cost- 32,593 -Title 1

.80 FTE ELD TSA  
 .40 from LCAP  
 .30 from PTA. Cost- 33,940  
 .10 from Title 1. Cost- 11,313

Reserve for Personnel Variance \$2105 from Title 1

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
26,075	BSEP
32,593	Title I A - Basic Funding
33,940	PTA
11,313	Title I A - Basic Funding
2105	Title I A - Basic Funding

**Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

ACTIVITY #6: ENRICHMENT:  
 \* Provide Physical Education to Kindergarten, 4th and 5th grade students.  
 \* Provide Dance classes the three Kindergarten classes and facilitate art integration with the K-5 classroom teachers to ensure art is incorporated into the curriculum.  
 1) Dance Enrichment for K: \$14,586 from BSEP  
 2) VAPA Grant: \$8,000 from VAPA  
 3) PE \$29,102 - Paid for by PTA  
 Reserved for Personnel Variance - Paid for by PTA - \$3,152

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
14,586	BSEP
8000	District Allocation

29,102	PTA
3,152	PTA

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Budget allocated support student re-entry and addressed unfinished learning

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

There were no major differences between budget expenditures and implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be a reduction in FTE to PE due to losing a classroom.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

## Goal 2

Improve school-wide attendance rates particularly for students of color in order to end racial predictability of academic achievement.

## Identified Need

Attendance rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) Attendance Rates 2) Referrals	In 21-22, average attendance rate by May of 2022 was 93.15%. In 2021-2022 Referrals 43% from 2019-2020 school year.	Increase Monthly Attendance by 5% Decrease Uh-Ohs by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

### Strategy/Activity

#### IMPROVE ATTENDANCE:

- \* Principal, Secretary and Family Engagement Site Coordinator will meet monthly to review attendance data. Secretary will monitor attendance weekly, contact parents regarding absenteeism and send out Truancy Letters monthly.
- \* The Family Engagement Site Coordinator will contact families to offer assistance with bus transportation, enrolling in child care programs, health-related issues, etc.
- \* The Principal and the school secretary will monitor student attendance and use the District mandated SART/SARB process for notifying parents of excessive student tardiness, absenteeism, and truancy.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Allocation

**Strategy/Activity 2**

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

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

**POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS).**  
  
The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences.  
  
Teachers will continue to teach Toolbox lessons monthly.  
  
Tools, 4 B's and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized.  
  
Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more serious student issues.  
  
PBIS team will coordinate activities and will meet twice a month to monitor progress and to review student data and identify problem areas. Data will be shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students.  
  
Golden Paws and attendance certificates will be awarded at monthly all school Assemblies.  
  
BEARS staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after school program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

**MENTAL HEALTH SUPPORT:**  
With a long-range goal of across-the-board mental health support to all students and families, a licensed counselor will work to meet the needs of the John Muir community. The counselor will meet individually with students for counseling, conduct social skills groups, specialty groups (grief, girl, boy, etc) and facilitate the Student Council.  
Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals.  
Counseling contract: \$17,021 from BSEP, \$18,979 from from BSEP Carryover, \$18,000 from other resources

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
17,021	BSEP
18,979	BSEP Carryover
18,000	Other

**Strategy/Activity 4**

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

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

**CULTURAL COMPETENCY:**  
All new teachers to John Muir will attend the BUSD Cultural Competency Workshops within their first year of employment.  
Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons.  
Culturally Responsive materials will be purchased to support instruction. Additional planning time and Professional Development will be provided if funding becomes available.  
All staff with incorporate the four BUSD Equity strategies in their teaching and interaction with students: Opt In, Multiple Perspectives, High Expectations/High Help and Including Student Lives.

Equity Staff Meetings, lead by the Equity Teacher Leader(s), will be held monthly to review Equity strategies and provide on-going professional development on cultural responsive teaching, equity and social justice.

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

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

Amount(s)	Source(s)
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### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

SUSPENSIONS:

For the last four years, there have been zero out-of-school suspensions. There were zero out of school suspensions in the 2021-2022 school year.

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

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

Amount(s)	Source(s)
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## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

We had a counselor work 5 days a week full time. This helped address SEL.

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

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

## Goal 3

Continue to create a more welcoming school by increasing the amount of Welcoming Schools lessons and providing more opportunities for parents to be included.

## Identified Need

Ensure Welcoming Schools curriculum is taught at least once a month.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Welcoming Schools Curriculum	Welcoming Schools lesson is taught once a month.	Welcoming Schools lessons are taught every other week for 45 minutes.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

### Strategy/Activity

The Principal will actively recruit teachers of color when hiring for vacant teacher positions.

Staff will solicit parent input through parent surveys and diverse parent guardian groups.

Conduct meetings with parents of color at the beginning of the year to solicit for membership to the SGC.

Based on parent interest and student need, staff will provide parent forums, educational events on topics identified as important through parent surveys and diverse parent guardian groups such as parent education nights on reading, math, writing, homework, etc.

Strategies to increase attendance at meetings will be brainstormed and implemented. Ideas include student performances, food, and door prizes. Translation will be provided, if needed.

Translation will be provided for newsletters and automated phone messages. Translation will be provided for parent-teacher conferences and meetings. State and Federal Carryover funds when available will be used for additional translation services.

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

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

Amount(s)	Source(s)
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### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

Organized parent groups will be trained and supported at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and wellbeing. School Site Council members including parents, classified staff, certificated staff, and Principal will attend district training sessions throughout the year.

The site will hold SSC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents.

1) Parent Involvement: \$687 from Title 1

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

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

Amount(s)	Source(s)
-----------	-----------

687

Title I A - Parent Involvement

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

John Muir staff, teachers, and parents will continue to hold school wide community events such as Back to School Night BBQ, Open House, Literacy Night, Books and Bagels, Science Night, Dance Party, monthly Assemblies, Winter and Spring Performances, and PTA sponsored events such as Walk-a-thon, Art Auction, May Fair, and Grizzlies Day. Translation and child care services will be provided for meetings as needed

The staff will continue to work with PTA Executive board to coordinate special presentations for monthly PTA meetings such as presentations on literacy, homework, disaster preparedness, SBA results, etc.

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

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

Amount(s)	Source(s)
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### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

John Muir School will have a BUSD provided Family Engagement Site Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.

The Site Coordinator will be onsite and will have a dedicated space from which to outreach and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families. Also the Site Coordinator will continue to facilitate the Food Pantry which serves John Muir families and staff.

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

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

Amount(s)	Source(s)
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0	District Allocation
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### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

Crisis and Emergency Response: John Muir School will sustain and practice both emergency and crisis-response systems and the training for those systems so that the school can make appropriate responses to changes and unsettling events within the greater school community.

Staff will participate in monthly safety drills (fire, earthquake and lockdown) and after school staff will practice drills 2 - 3x a year as well.

The emergency container, classrooms and office will continue to be stocked with safety supplies. Safety supplies can include items such as lanterns, batteries, flashlights, emergency food and first aid supplies.

The Safety committee will meet monthly to coordinate drills, monitor the emergency container, and create the yearly Disaster and Safety plan.

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

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

Amount(s)	Source(s)
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### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

#### Strategy/Activity

Teachers will continue to teach the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet plan and then teach lessons from the three Welcoming Schools units focusing on anti-bullying, family diversity and gender stereotyping.

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

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

Amount(s)	Source(s)
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## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

## **ANALYSIS**

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

Tool box tools are discussed once per week by the school principal. Tool box tools are discussed monthly at school wide assembly. Teachers use welcoming schools curriculum at their community circle meetings.

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

Parent involvement budget was not used to support welcoming schools goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The stie will identify strategies to use the parent involvement budget for parent education opportunities.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$261,902.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
BSEP	\$89,010.00
BSEP Carryover	\$34,000.00
District Allocation	\$8,000.00
Other	\$18,000.00
PTA	\$66,194.00
Title I A - Basic Funding	\$46,011.00
Title I A - Parent Involvement	\$687.00

Subtotal of state or local funds included for this school: \$261,902.00

Total of federal, state, and/or local funds for this school: \$261,902.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 4 Parent or Community Members

Name of Members	Role
Andres Thomas	Classroom Teacher
Athina Larson	Classroom Teacher
Marco Taylor	Principal
Peter Butler	
Michael Wallman	Parent or Community Member
Samantha Brown Olivieri	
Colleen Kantner	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

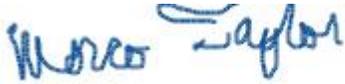
District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

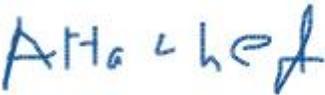
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2021.

Attested:



Principal, Marco Taylor on 5/10/22



SSC Chairperson, Andres Thomas on 5/10/22

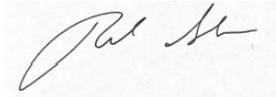
Kathy Fleming  
Director of Local Resources

*Kathy Fleming*      5-24-22

Signature

Date

Ruben Aurelio  
Associate Superintendent, Educational Services



Signature

5/25/22

Date

### Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

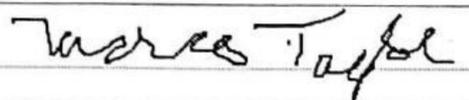
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

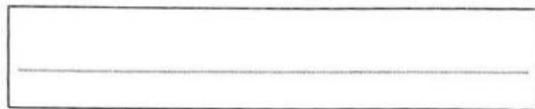
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

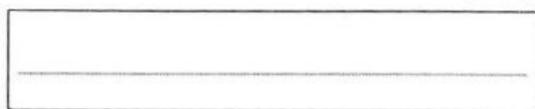
Committee or Advisory Group Name

Clear  


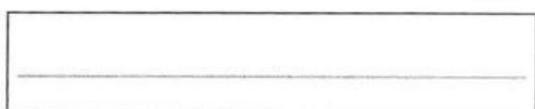
State Compensatory Education Advisory Committee

Clear  


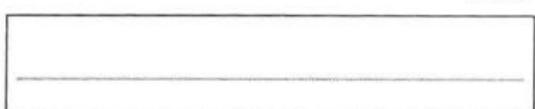
English Learner Advisory Committee

Clear  


Special Education Advisory Committee

Clear  


Gifted and Talented Education Program Advisory Committee

Clear  


District/School Liaison Team for schools in Program Improvement

Clear  


Compensatory Education Advisory Committee

Clear  


Departmental Advisory Committee

Clear  

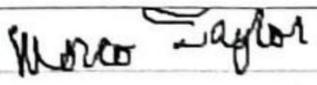

Other.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

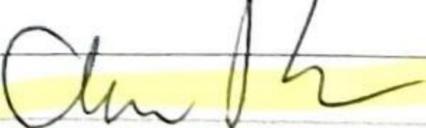
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2021

Attested:

Clear  


Principal, Marco Taylor on 5/10/22

Clear  


SSC Chairperson, Andres Thomas on 5/10/22

**Budget Summary 2022-23**

John Muir (128) 5/13/22	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	Res.	FTE	RES.	BGT	FTE	
Lit Coach	1/1	1102									0763	0.40				0.40
Lit Coach	1/1	1102	27,900	0.25							0741/0763	0.35				0.60
RtI Coordinator	1/5	1102	26,075	0.20	32,593	0.25		0.40								0.85
ELD TSA	1/5	1102			11,313	0.10		0.40	33,940	0.30						0.80
K Grade Dance	1/6	1102	14,586	0.12									0000	release	0.16	0.28
Arts Integration Coaching	1/6	1102									0753	0.07				0.07
Contract - Mental Health (BACR)	2/3	1202	17,021										Dist-wide	13,000		0.00
Contract - Mental Health (BACR)	2/3	1202											C.O.B.	5,000		0.00
PE Teacher	1/6								37,417	0.36			0000	release	0.48	0.84
Extended Day Intervention		1116											Title IV	2,051		
Parent Involvement	3/2	4380			687											
<b>Unallocated Reserve</b>	1/1, 1/5, 1/6		3,428		2,105				3,568							

**Total Expenditures** 89,010 0.57 46,698 0.35 0.80 74,925 0.66 0.82 20,051

**Revenue Allocation 2022-23**  
 89,010 46,698  
 (0) 0

**Carryover Priorities**

Contract - Mental Health (BACR)	2/3	18,979
Teacher Hourly (Intervention and PD/CD)	1/1	2,000
Teacher Subs for Peer Observation	1/1	3,000
Materials & Supplies	1/1	4,021
Professional Development	1/1	6,000
<b>Total Carryover Priorities</b>		<u>34,000</u>