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	April 20, 2023	June 7, 2023

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)

X Schoolwide Program
X Additional Targeted Support and Improvement

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. We have held 2 PTA meetings, 2 staff meetings, 3 leadership meetings and 3 SSC meetings to discuss the needs of our site. The following were things that were highlighted in this work.

- 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 discussions with PTA 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 curriculum and Shifting the balance literacy methodology in the 2022-23 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. The intervention staff took part in DIBELS training and the staff used DIBELS and STAR data to support math

For 2022-23 school year, 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)

The John Muir staff continues to be coached by our two literacy coaches and our RTI coach. Our Literacy coaches have led a 14 hour training in shifting the balance.

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. Our school has extensively used the DIBELS and STAR assessments this year.

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. All teachers also have been trained in shifting the balance literacy and the science of reading.
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 facilities 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.

Educational Partner 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 2022-2023 school year to review student data, site budget and 2022-2023 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**		
	20-21	**21-22**	**22-23**
Kindergarten	36	41	43
Grade 1	60	30	44
Grade 2	38	55	30
Grade3	53	36	60
Grade 4	51	47	37
Grade 5	53	49	49
Total Enrollment	291	258	263

Conclusions based on this data:

1. John Muir Enrollment is down somewhat from pre pandemic levels

2. Enrollment has remained steady over the past two years

3. Enrollment will be steady next. year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	19	13	21	6.50%	5.0%	8.0%
Fluent English Proficient (FEP)	21	29	29	7.20%	11.2%	11.0%
Reclassified Fluent English Proficient (RFEP)	3					

Conclusions based on this data:

1. The number of EL students has increased form last year to this year. (30% increase)

2. The percentage of Fluent English speaking students have increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	35		0	32		0	32		0.0	91.4	
Grade 4	35	46		0	45		0	45		0.0	97.8	
Grade 5	42	52		0	46		0	46		0.0	88.5	
All Grades	122	133		0	123		0	123		0.0	92.5	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.			34.38			15.63			21.88			28.13	
Grade 4		2520.			40.00			33.33			20.00			6.67	
Grade 5		2514.			23.91			21.74			34.78			19.57	
All Grades	N/A	N/A	N/A		32.52			24.39			26.02			17.07	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			59.38			15.63	
Grade 4		35.56			60.00			4.44	
Grade 5		23.91			63.04			13.04	
All Grades		28.46			60.98			10.57	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75			59.38			21.88	
Grade 4		33.33			60.00			6.67	
Grade 5		15.22			69.57			15.22	
All Grades		22.76			63.41			13.82	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		12.50			78.13			9.38	
Grade 4		13.33			77.78			8.89	
Grade 5		13.04			78.26			8.70	
All Grades		13.01			78.05			8.94	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		15.63			78.13			6.25	
Grade 4		28.89			66.67			4.44	
Grade 5		17.39			69.57			13.04	
All Grades		21.14			70.73			8.13	

Conclusions based on this data:

1. The percent of students that met benchmark in ELA is lower than the district average by 10%

2. Less than 50% of students met benchmark in ELA in the 3rd and the 5th grade.

3. Two areas that we need to focus on are writing and the research inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	35		0	32		0	32		0.0	91.4	
Grade 4	35	46		0	45		0	45		0.0	97.8	
Grade 5	42	52		0	45		0	45		0.0	86.5	
All Grades	122	133		0	122		0	122		0.0	91.7	

Table header: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.			15.63			43.75			28.13			12.50	
Grade 4		2516.			35.56			22.22			35.56			6.67	
Grade 5		2512.			26.67			11.11			42.22			20.00	
All Grades	N/A	N/A	N/A		27.05			23.77			36.07			13.11	

Table header: Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			62.50			12.50	
Grade 4		40.00			48.89			11.11	
Grade 5		22.22			60.00			17.78	
All Grades		29.51			56.56			13.93	

Table header: Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			59.38			15.63	
Grade 4		31.11			57.78			11.11	
Grade 5		26.67			51.11			22.22	
All Grades		27.87			55.74			16.39	

Table header: Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			68.75			6.25	
Grade 4		40.00			46.67			13.33	
Grade 5		13.33			68.89			17.78	
All Grades		26.23			60.66			13.11	

Conclusions based on this data:

1. John Muir was 15% below district average in math.

2. There are significantly more students below grade level in math than in ELA, this should be a focus of the school.

3. The graduating 5th grade class had a significantly lower number of students reaching benchmark other grade levels, this should be a focus.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	5	
1	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	9	
All Grades										11	22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	27.27		63.64	40.91		18.18	9.09		0.00	22.73		11	22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	40.91		45.45	22.73		18.18	18.18		0.00	18.18		11	22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	9.09		54.55	54.55		45.45	9.09		0.00	27.27		11	22	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	27.27	36.36		72.73	50.00		0.00	13.64		11	22	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	36.36	36.36		63.64	40.91		0.00	22.73		11	22	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	18.18	13.64		81.82	59.09		0.00	27.27		11	22	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	40.91		90.91	40.91		9.09	18.18		11	22	

Conclusions based on this data:

1. The percentage of students that are at level 3 and 4 decreased from 20/21 to 21/22

2. The percent of students that were "well developed" in writing increased from 20/21 to 21/22

3. The overall percent of students that are well developed in reading is fairly low (15%) both reading and writing are focus areas.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
258	**32.9**	**5.0**	**0.8**
Total Number of Students enrolled in John Muir Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	5.0
Foster Youth	2	0.8
Homeless	2	0.8
Socioeconomically Disadvantaged	85	32.9
Students with Disabilities	29	11.2

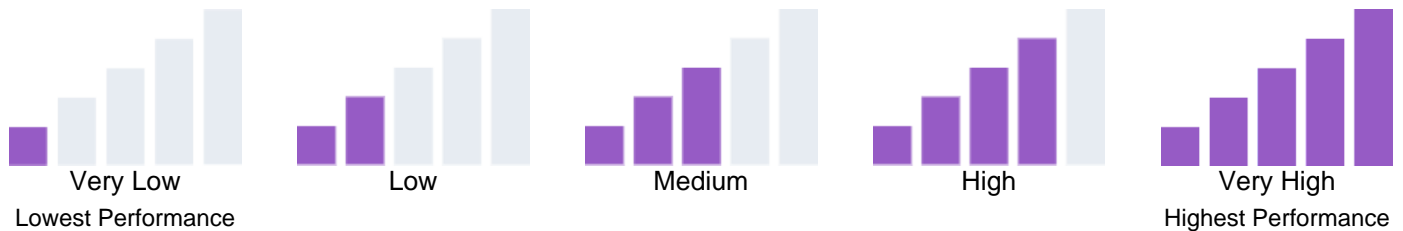| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	12.0
American Indian	1	0.4
Asian	28	10.9
Filipino	1	0.4
Hispanic	32	12.4
Two or More Races	43	16.7
Pacific Islander		
White	122	47.3

Conclusions based on this data:

1. Socioeconomically disadvantaged population is 32% of the school.

2. The school is very diverse

3. The Socioeconomically disadvantaged population is growing.
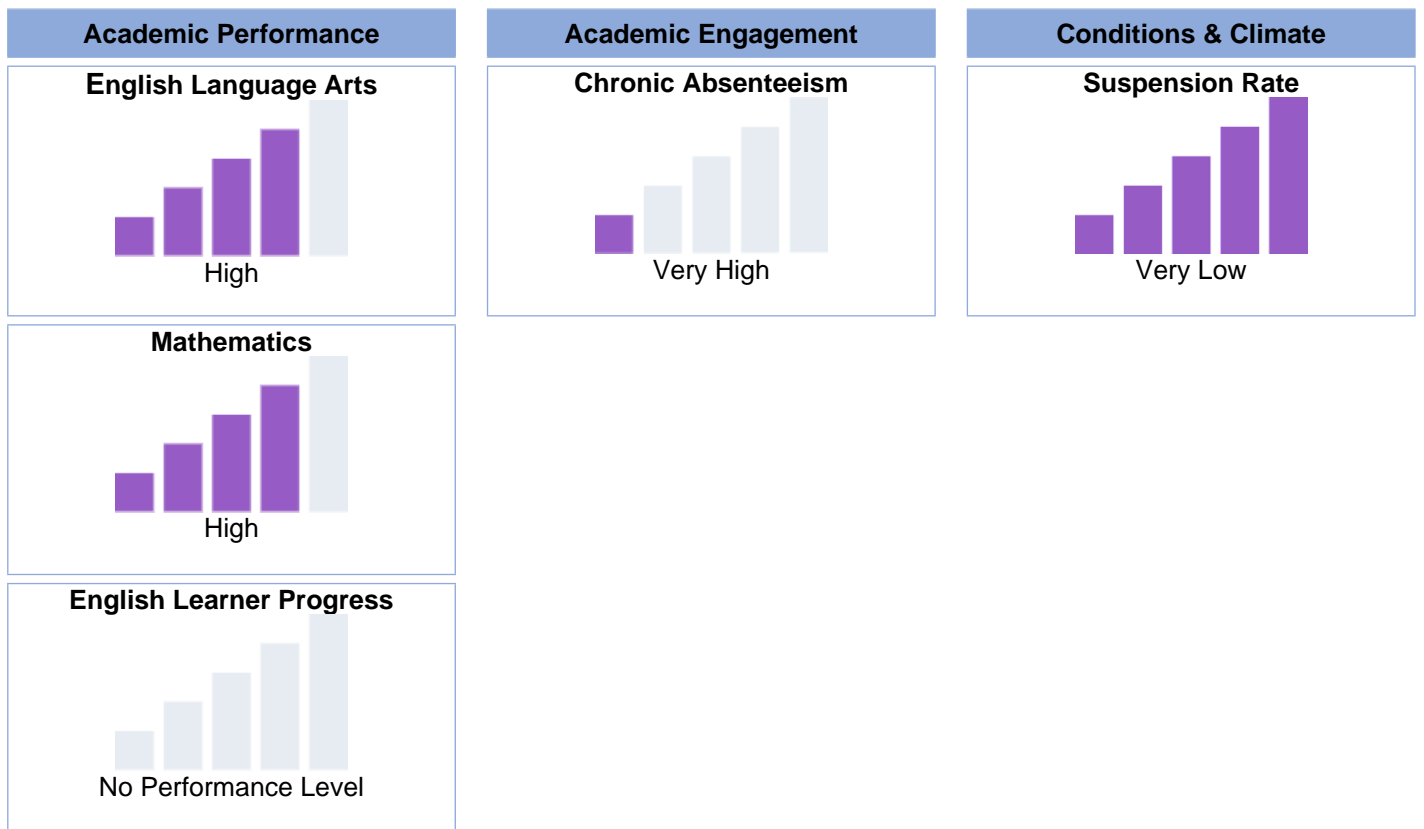
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics High		
English Learner Progress No Performance Level		

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.

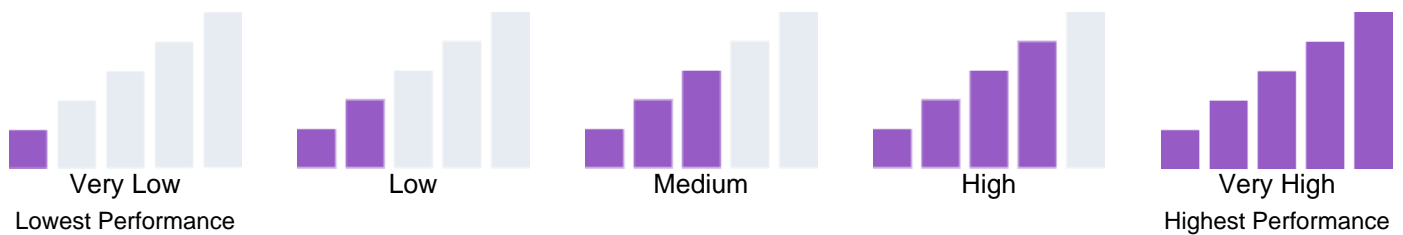**2.** In comparison to the state, the school is doing well in the areas of ELA and Math

3. The school suspended very few students, which is a trend that has continued.

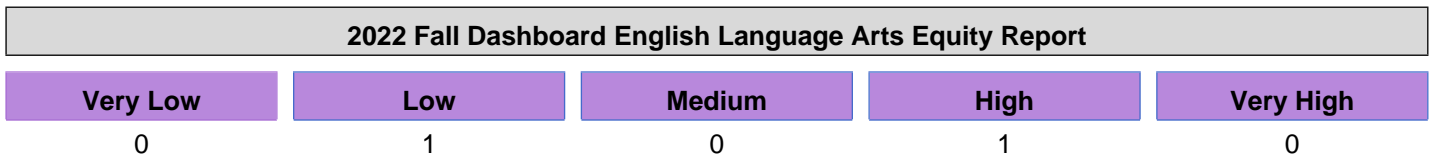# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
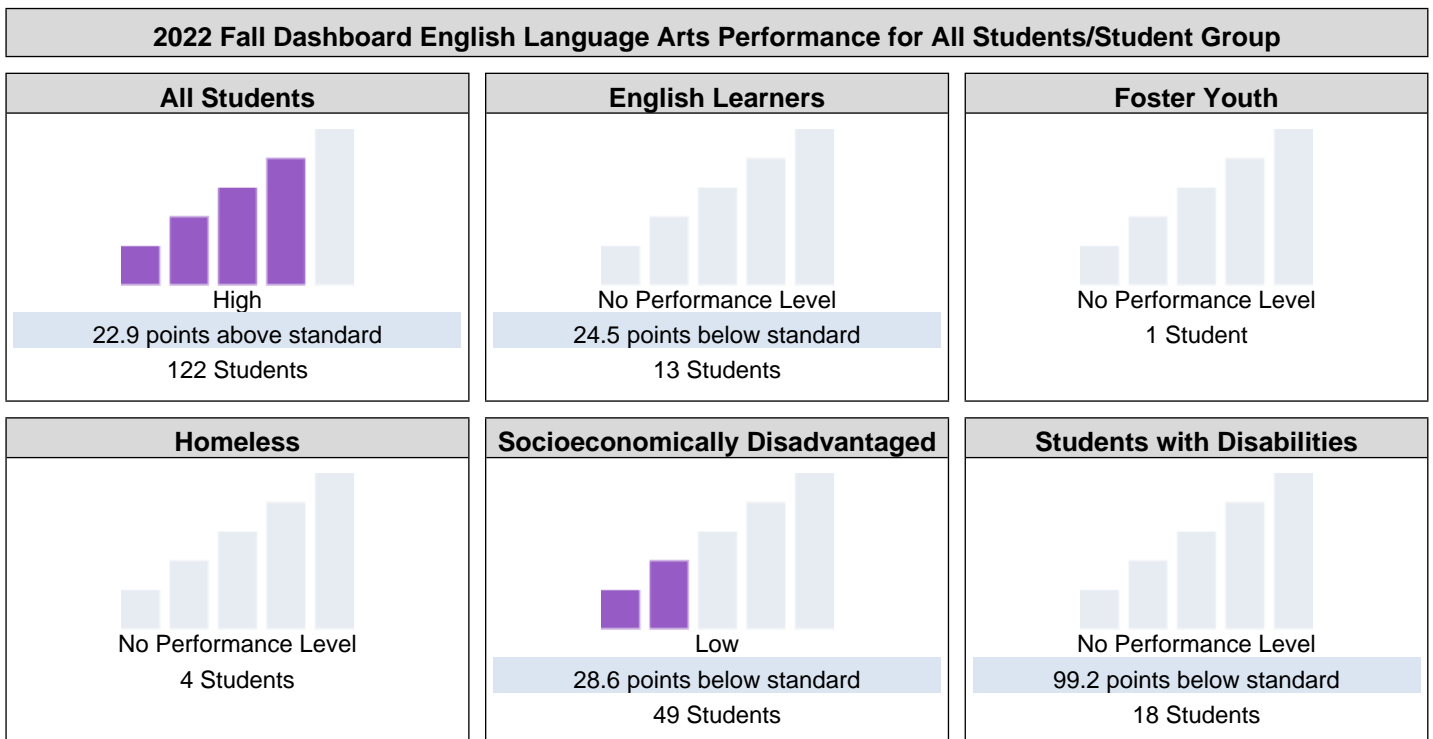
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
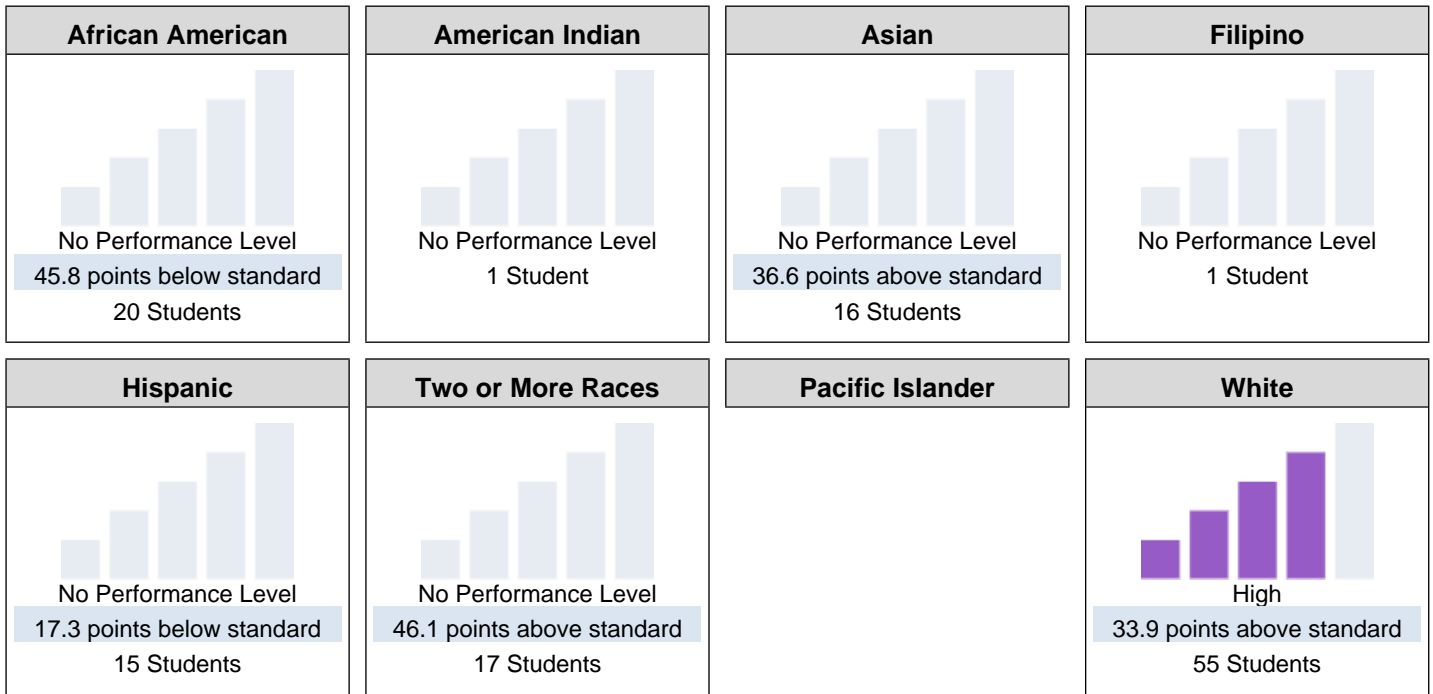
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
22.9 points above standard	24.5 points below standard	1 Student
122 Students	13 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
4 Students	28.6 points below standard	99.2 points below standard
	49 Students	18 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
45.8 points below standard	1 Student	36.6 points above standard	1 Student
20 Students		16 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		High
17.3 points below standard	46.1 points above standard		33.9 points above standard
15 Students	17 Students		55 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

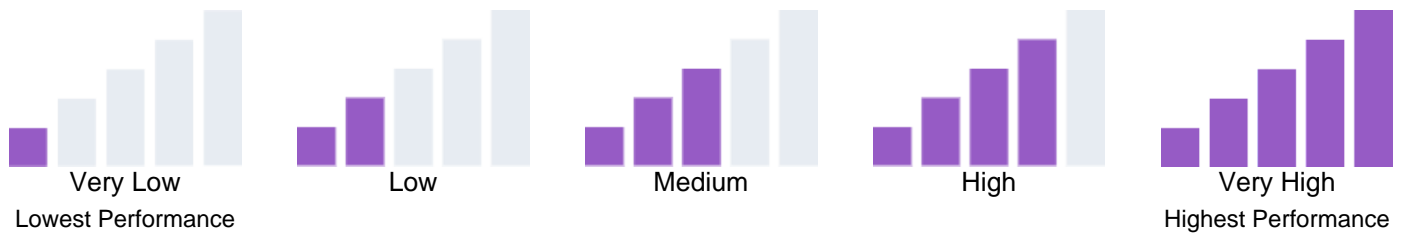| Current English Learner	Reclassified English Learners	English Only
6 Students	7 Students	22.3 points above standard
		99 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged kids are performing significantly behind peers.

2. African American and Latino students are scoring below standard, we do not have enough students in either category to have a state rating.

3. White and Asian students are scoring above state average. A clear achievement gap exists.

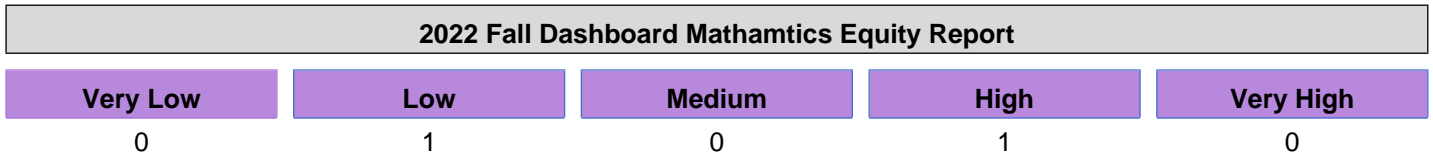# School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
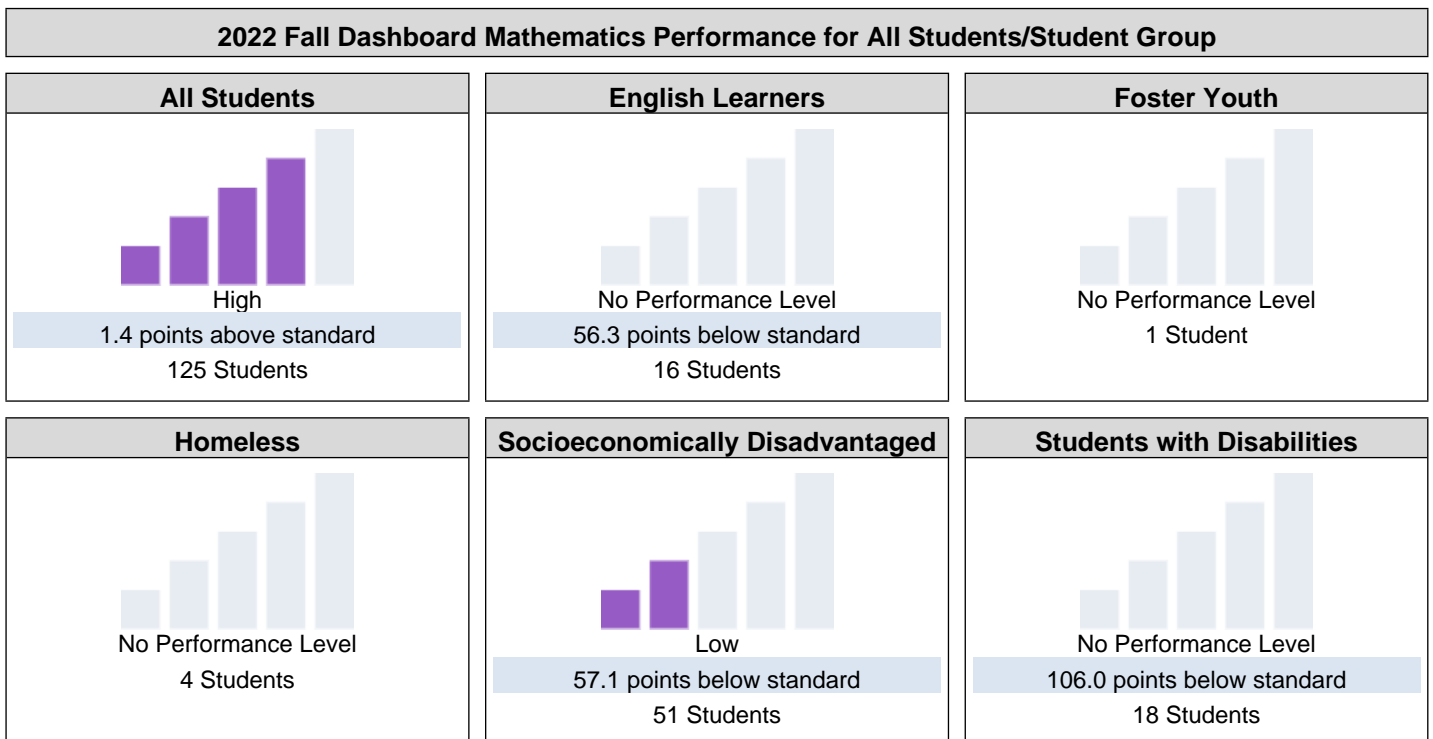
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

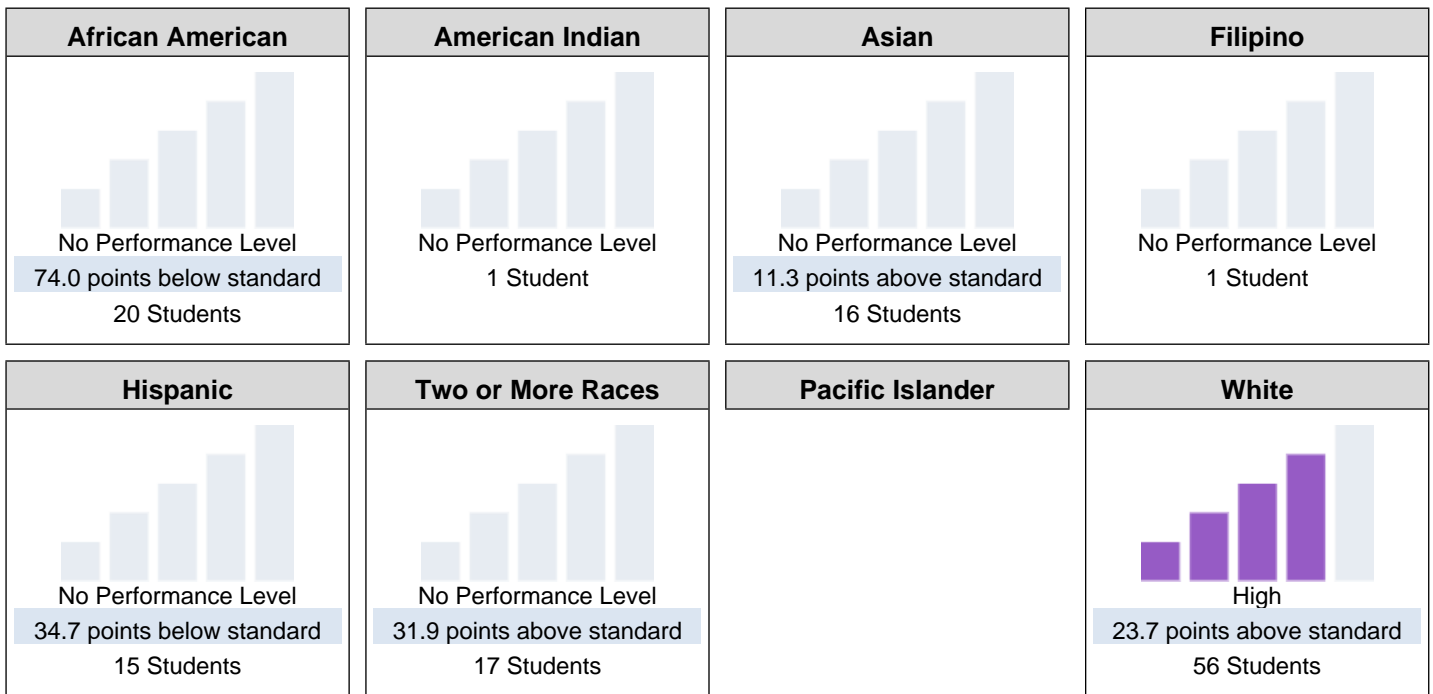| 2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
1.4 points above standard	56.3 points below standard	1 Student
125 Students	16 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
4 Students	57.1 points below standard	106.0 points below standard
	51 Students	18 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

74.0 points below standard

20 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

11.3 points above standard

16 Students

Filipino

No Performance Level

1 Student

Hispanic

No Performance Level

34.7 points below standard

15 Students

Two or More Races

No Performance Level

31.9 points above standard

17 Students

Pacific Islander

White

High

23.7 points above standard

56 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

9 Students

Reclassified English Learners

7 Students

English Only

6.2 points above standard

100 Students

Conclusions based on this data:

1. African American and Latino Student achievement data is lower than white and Asians.

2. Socioeconomically disadvantaged students are performing significantly below peers

3. A very significant achievement gap exists in math

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level
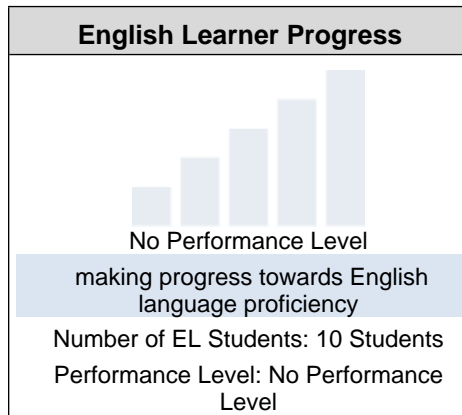
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. We did not have enough EL students to have a performance level from the state

2. Our current EL students are making significant progress on their goals.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
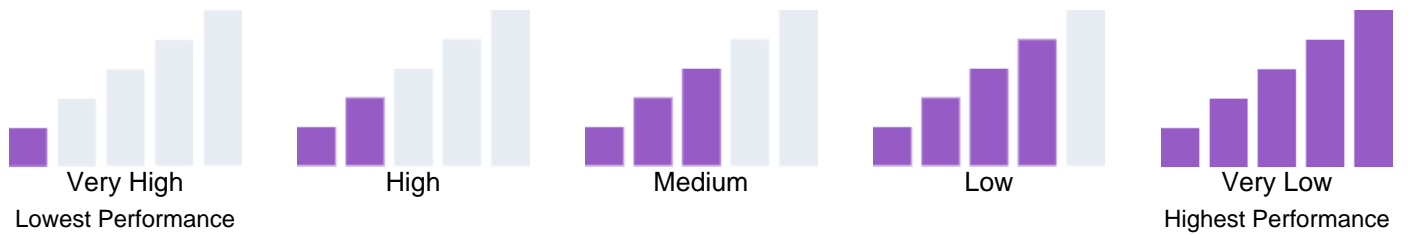
Conclusions based on this data:

1. n/a

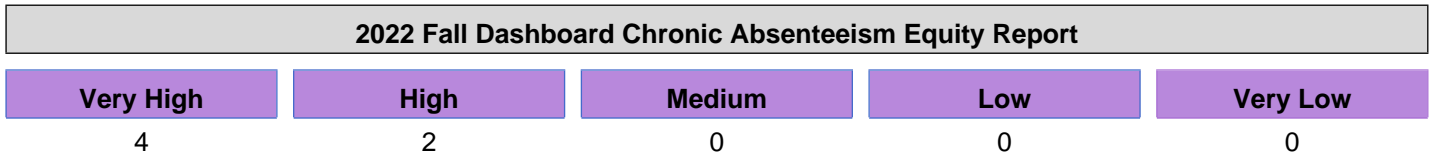# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
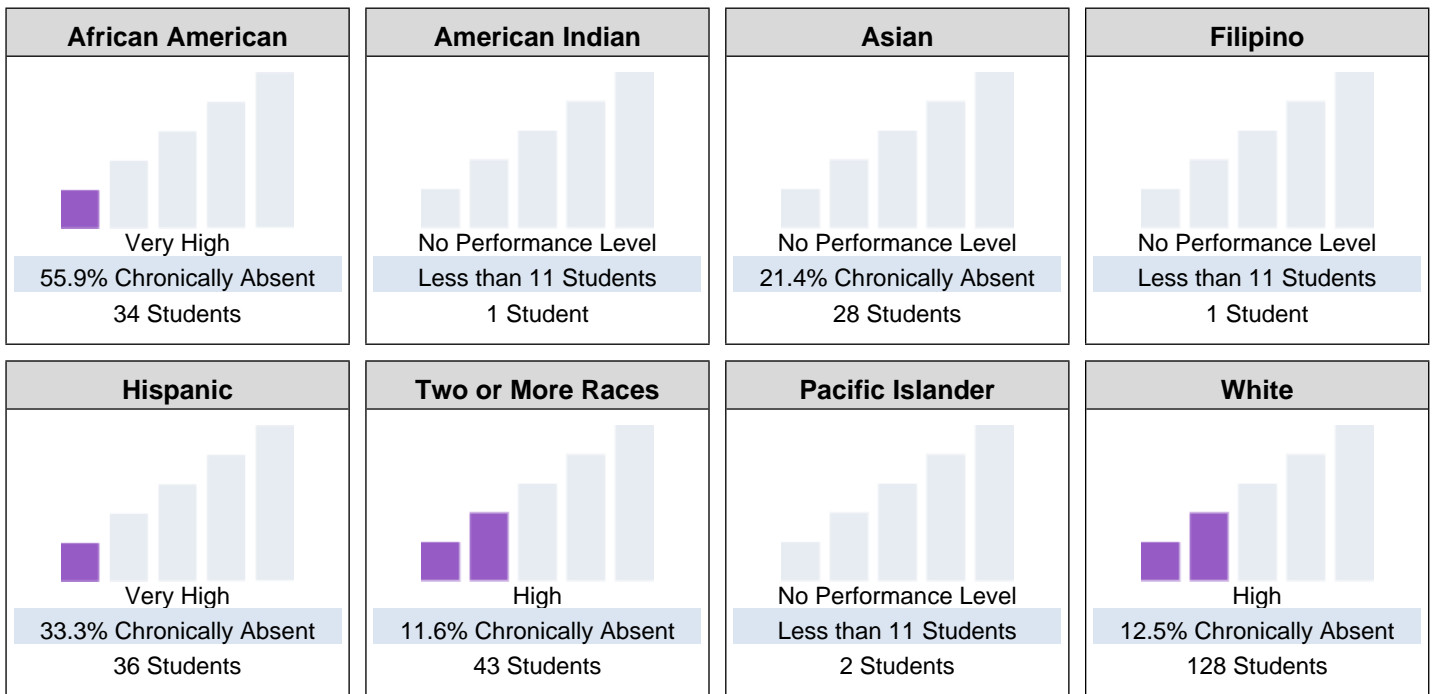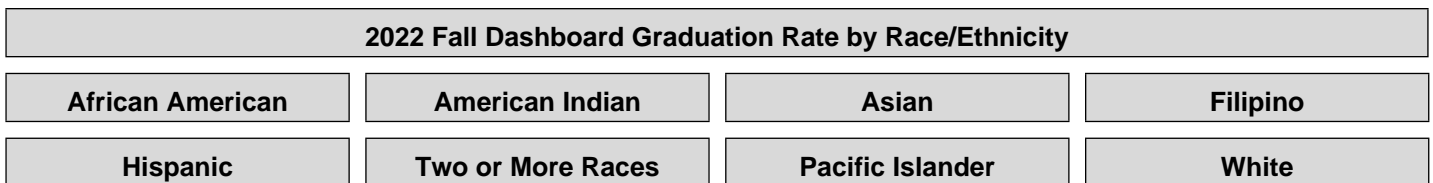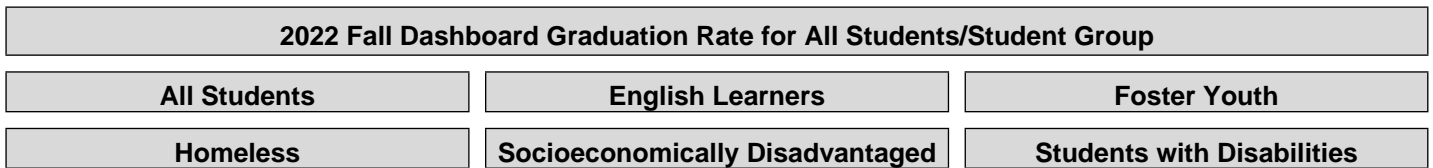
Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	2	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
22% Chronically Absent	26.1% Chronically Absent	Less than 11 Students
273 Students	23 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	36.6% Chronically Absent	30.6% Chronically Absent
5 Students	93 Students	36 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	No Performance Level	No Performance Level
55.9% Chronically Absent	Less than 11 Students	21.4% Chronically Absent	Less than 11 Students
34 Students	1 Student	28 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very High	High	No Performance Level	High
33.3% Chronically Absent	11.6% Chronically Absent	Less than 11 Students	12.5% Chronically Absent
36 Students	43 Students	2 Students	128 Students

Conclusions based on this data:

1. Chronic absenteeism continues to be a major program at John Muir

2. Chronic absenteeism is very high in our African American and Latino students

3. Socioeconomically disadvantaged attendance is significantly higher

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
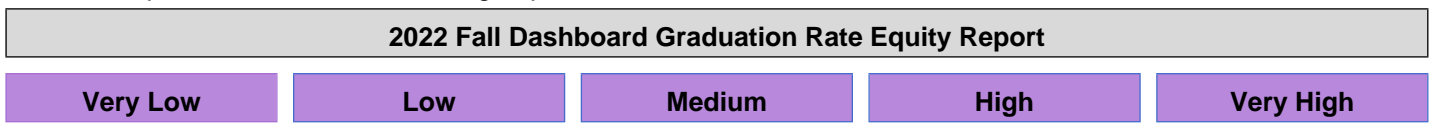
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
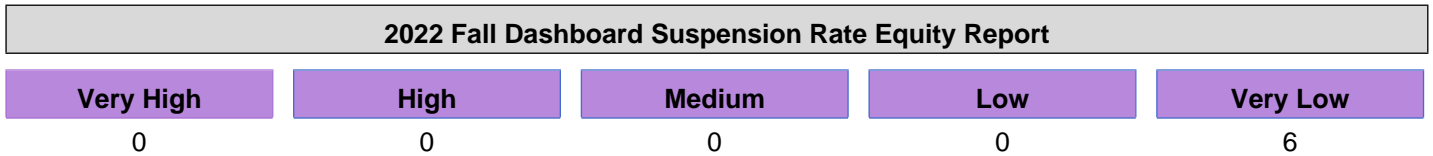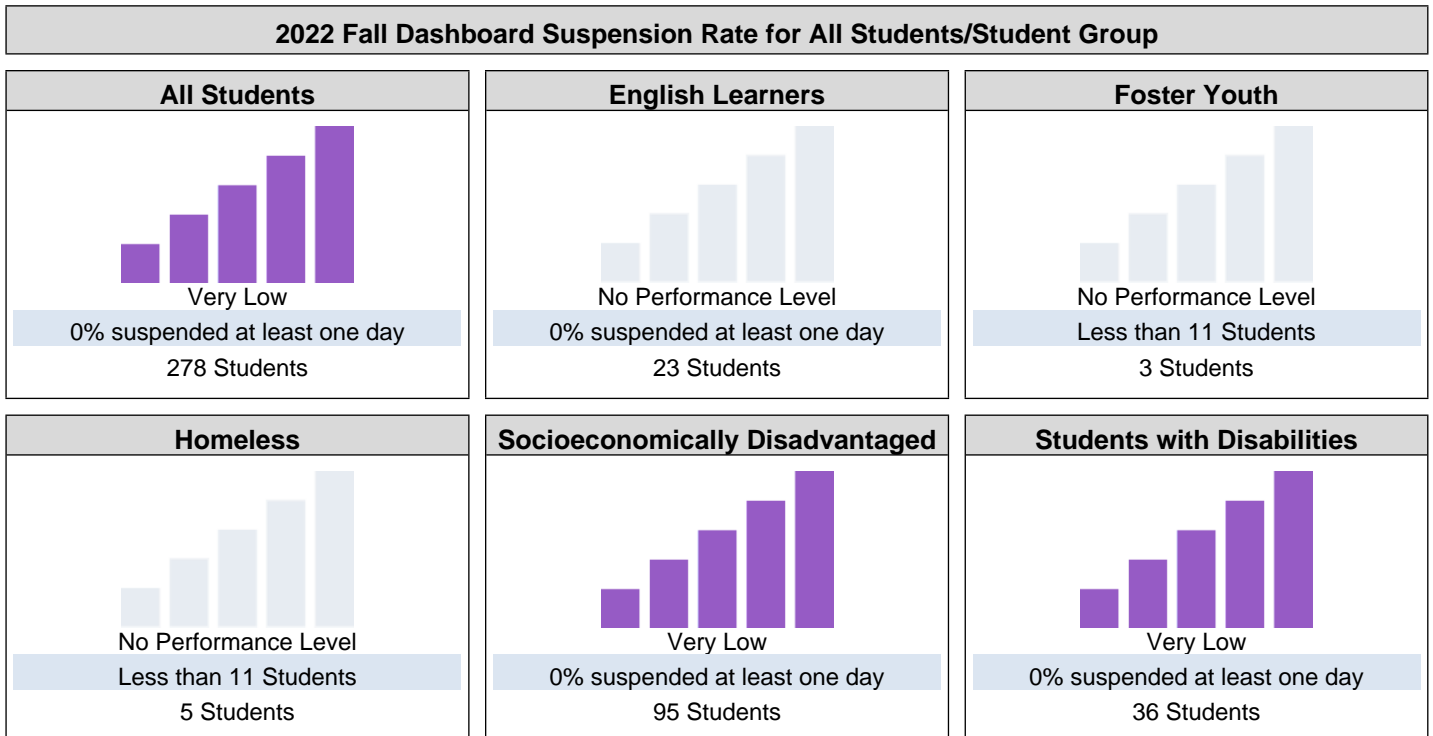
1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance | | | | Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	6

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
278 Students	23 Students	3 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
5 Students	95 Students	36 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

0% suspended at least one day

36 Students

Very Low

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

0% suspended at least one day

29 Students

No Performance Level

Filipino

No Performance Level

Less than 11 Students

1 Student

Hispanic

0% suspended at least one day

36 Students

Very Low

Two or More Races

0% suspended at least one day

43 Students

Very Low

Pacific Islander

No Performance Level

Less than 11 Students

2 Students

White

0% suspended at least one day

130 Students

Very Low

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.

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Currently John Muir Elementary is below district average in performance in reading and in math. Further, there is a significant achievement gap between our African American students achievement and our other students. Our Socioeconomically disadvantaged students are also not achieving at the same rates as our other students. We are a school-wide title one school and it is imperative that we use our resources to support our students that are in need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Language Arts Test	ELA TEST - 50% 3rd, 73% 4th and 45% 5th met benchmark in reading	3-5th grade 70% meeting benchmark
CAASPP Language Arts Test - sub groups	ELA Test - 15% AA meeting benchmark, 50% Latino,	District Average
CAASPP Math- sub groups	Math Test-60% 3rd, 57% 4th and 40% 5th met benchmark in Math	3-5th grade 60% meeting benchmark
CAASPP Math test - Sub groups	Math Test - 6% AA meeting benchmark, (no students in 3rd or 5th grade), 35% Latino,	District Average
DIBELS	DIBELS Benchmark in winter- 28% KG, 29% 1st, and 38% 2nd are at risk or in some risk of not having the building blocks necessary in reading	DIBELS Benchmark in winter- 10% KG, 10% 1st, and 10% 2nd are at risk or in some risk of not having the building blocks necessary in reading

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English/Language Arts
Ensure that all teachers are teaching TCRWP and have all key components of the program. Every Classroom needs a robust leveled library, every student needs a leveled book, every teacher

needs to have dedicated time for reading and writing in their schedule. All teachers need to implement Fast Track phonics with Fidelity.

- 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.
- Provide an additional 30 minutes, 4 days per week in every reader's workshop Kg-5

.44 FTE Reading Support teacher, (Harris) .38 Title One $49328, $7789 BSEP,
.25 Lit Coach (Sanders) $31918
.2 Reading Support (Miller) $27597 PTA (If we get prop 28 money)
Materials Title 1 $1170
Teacher Hourly Curriculum Development $3000 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)
31918	BSEP
49328	Title I A - Basic Funding
7789	BSEP
27597	PTA
1170	Title I A - Basic Funding
3000	BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math-
- 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 manipulative 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 manipulative (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.
* A math support teacher will be hired and RTI services will be utilized to provide and additional 30 minutes of small group math instruction, 4 times per week in every classroom
.45 Math Support Teacher- .21 $30,554 BSEP, .24 $34919 PTA
Personel Variance $2108 BSEP
Personel Variance Title 1 $1480

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)
30554	BSEP
34919	PTA
2108	BSEP
1480	Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall the school implemented most of the strategies in the plan. The school did not implement the district adopted curriculum with fidelity.

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 in theory, in practice the district adopted curriculum was not implemented with fidelity.

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

We clearly need to focus more on Tier 1 instruction and make sure the Tier 2 and 3 are better aligned

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Currently John Muir Elementary is below district average in performance in reading and in math. Further, there is a significant achievement gap between our African American students achievement and our other students. Our Socioeconomically disadvantaged students are also not achieving at the same rates as our other students. We are a school-wide title one school and it is imperative that we use our resources to support our students that are in need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Language Arts Test	ELA TEST - 50% 3rd, 73% 4th and 45% 5th met benchmark in reading	3-5th grade 70% meeting benchmark
CAASPP Language Arts Test - sub groups	ELA Test - 15% AA meeting benchmark, 50% Latino,	District Average
CAASPP Math Test	Math Test-60% 3rd, 57% 4th and 40% 5th met benchmark in Math	3-5th grade 60% meeting benchmark
CAASPP Math Test -sub groups	Math Test - 6% AA meeting benchmark, (no students in 3rd or 5th grade), 35% Latino,	District Average
DIBELS	DIBELS Benchmark in winter-28% KG, 29% 1st, and 38% 2nd are at risk or in some risk of not having the building blocks necessary in reading	DIBELS Benchmark in winter-10% KG, 10% 1st, and 10% 2nd are at risk or in some risk of not having the building blocks necessary in reading

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)

Below benchmark, socioeconomically disadvantaged, LCAP and African American Students

Strategy/Activity

John Muir will fund .45 FTE to increase the FTE of the RTI Coordinator position to .85 FTE for the 2023-2024 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.

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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Deaf and Hard of Hearing Students

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 worked to achieve this goal by working with RTI, COS, SST and other support meetings for students. Overall we were able to achieve these goals, but we still have a large number of students not at benchmark

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

We did what we had planned to do.

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

We have created meaningful, achievable and time bound goals to meet this measure.   We need to be more organized in the way we deliver interventions and track them.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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.

Identified Need

Overall PBIS goals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ENRICHMENT:
* Provide Physical Education funding to buy materials for grades Kg, 4 and 5
* Provide a facilitating PE teacher on the yard to support organized games and activities.
* Provide Dance classes to KG-5 one time per week (30 min KG, 45 1-5) and facilitate art integration with the K-5 classroom teachers to ensure art is incorporated into the curriculum.
1) Dance Enrichment for K-5: $11500 .15 from PTA,
2) VAPA Grant: $8,000 from VAPA Paying for Dance (Hopefully this will be covered by Prop 28 and resources can be used for reading support)
3) .1 PE $12342- Paid for by PTA . .1 PE $12342 Paid by BSEP
Reserved for Personnel Variance - Paid for by PTA - $2614
Materials and supplies to support enrichment, additional books and materials for the core program $35000
Site licenses for computer software $2500
Materials and supplies $2000
Dance Enrichment extra teacher .08 $6000 BSEP(Hopefully this will be covered by Prop 28 and resources can be used for reading support)

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)
11500	PTA
8000	Other
12342	PTA
2614	PTA
35000	BSEP Carryover
2500	BSEP Carryover
12342	BSEP
2000	BSEP
6000	BSEP

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students KG-5 with focus on LCAP students

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 Students KG-5 with focus on LCAP students

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 with BACR- District 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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students KG-5 with focus on LCAP students

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 I earners. 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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement
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.
The Principal will actively recruit teachers of color when hiring for vacant teacher positions. Staff will solicit parent input though 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.
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.

1) Parent Involvement: $682 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)
682	Title I A - Parent Involvement

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students Kg-5

Strategy/Activity

Community Building:
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)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall we implemented most of this plan to achieve these goals.

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

We did not have a major focus on toolbox and welcoming schools.   We did not have counseling services for 4 months because of staffing issues.

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

We need to have more school-wide focus on toolbox, like in our Friday assemblies.   No major changes will be made in this goals

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

We need to build out more robust data systems and fully integrate Educlimber into our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended
DIBELS and Star test all students 3 times per year, use data to guide instruction	3 times per year	All Students assessed

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure that all students take all components of the DIBELS assessment and the STAR assessment in the Fall, Winter and Spring. Ensure that teachers have the time to analyze the data and make decisions based on this data

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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure that all teachers 2-5 deliver the STAR math assessment and teachers Kg-1 deliver CBM tests. Ensure that staff have adequate time to analyze results and plan for support.

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 LCAP students

Strategy/Activity

Progress monitor all below benchmark students every two weeks with DIBELS KG-5.

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

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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)

0

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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 used these measures to judge progress as planned. We were able to meet as a team in COS and SST to support student learning and parent engagement

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

No 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.

This will continue to be a goal for John Muir. Our intervention teachers have been trained in DIBELS, they will use this data to help us to make early intervention decisions.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Nearly 25% of our students are federally chronically truant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Truancy	25% chronically truant	15% Chronically Truant
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA 27% Math 22%	ELA 35% Math 30%
Suspension Rate (CDE Dataquest)	8%	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 students with a specific focus on LCAP and homeless students

Strategy/Activity

IMPROVE ATTENDANCE:
* Principal, Secretary and Family Engagement Site Coordinator will meet monthly to review attendance date. 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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

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

Amount(s)   Source(s)

0

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with
school staff and students
3) Promoting attendance and access to health 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)

0

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

Ongoing review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available 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)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall we we were not very effective in implementing this goal. About 20% of our students were chronically truant.

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

No difference

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.

Reaching out earlier to families, especially those that we know have attendance issues.

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	$282,843.00

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 ($)
	$0.00
BSEP	$95,711.00
BSEP Carryover	$37,500.00
Other	$8,000.00
PTA	$88,972.00
Title I A - Basic Funding	$51,978.00
Title I A - Parent Involvement	$682.00

Subtotal of state or local funds included for this school: $282,843.00

Total of federal, state, and/or local funds for this school: $282,843.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jessica Mejia-Smith	Classroom Teacher
Athina Larson	Classroom Teacher
Paco Furlan	Principal
Michael Fowler	Classroom Teacher
Angelica Macedon Tisdale	Parent or Community Member
Michael Wallman	Parent or Community Member
Samantha Brown Olivieri	Parent or Community Member
Evan Claudeanos	Parent or Community Member
Lily Howell	Other School Staff
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**

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2023.

Attested:

Paco Furlan	Principal, Paco Furlan on 4/20/23
Angelica Macedon Tisdale	SSC Chairperson, Angelica Macedon Tisdale on 4/20/23

Kathy Fleming
Director of Local Resources   *Kathy Fleming*   5/25/23
                                                                    Signature   Date

Jill Hoogendyk   *Jill Hoogendyk*
Associate Superintendent, Educational Services   Signature   5/25/23
                                                                                                            Date

Budget Summary 2023-24

John Muir (128) 4/20/23	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
Budget Item			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	Res.	FTE	RES.	BGT	FTE	
Lit Coach Reading specialist/ELD	1/1	1102						0.20	27,597	0.20	0763	0.40				0.80
Lit Coach Reading Specialist	1/1	1102	31,918	0.25							0741/0763	0.35				0.60
RtI Coordinator/ Math Specialist	1/2	1102	30,554	0.21				0.40	34,919	0.24				CCEIS	0.10	0.95
ELD TSA/ Reading Specialist	1/1	1102	7,789	0.06	49,328	0.38		0.40								0.84
PE Teacher	3/1	1102	12,342	0.10					12,342	0.10			0000	release	0.64	0.84
Arts Integration Coaching IS Dance	3/1	1102									0753	0.10				0.10
Dance IS	3/1	2182							11,499	0.15						0.15
Dance IS	3/1	2182	6,000	0.08												
Contract - Mental Health	3/3	1202											Dist-wide	all available		0.00
Extended Day Intervention		1116											Title IV	2,161	37 hrs.	
Teacher Hourly curriculum Development	1/1		3,000													
Materials & Supplies	1/1, 3/1	4300	2,000		1,170								0000	6,049		
Parent Involvement	3/6	4380			682											
Unallocated Reserve	1/2, 3/1		2,108		1,480				2,591							

			BGT	FTE	BGT	FTE		FTE	BGT	FTE		FTE		BGT	
Total Expenditures			95,711	0.70	52,660	0.38		1.00	88,948	0.69		0.85		8,210	
Revenue Allocation 2022-23			**95,995**		**52,660**										
			284		0										

BSEP Carryover Priorities

Materials & Supplies	3/1	35,000		
Software	3/1	2,500		
Total Carryover Priorities		**37,500**		