

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------|-----------------------------------|--|---------------------------|
| John Muir Elementary | 01-61143-6105316 | April 18, 2024 | June 12, 2024 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by John Muir Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by John Muir Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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.

Educational Partner Involvement

How, when, and with whom did John Muir Elementary 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 2023-2024 school year to review student data, site budget and 2023-2024 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.

This section is required for all schools eligible for ATSI and CSI.

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 intervention 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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

There were no state indicators that were in the "Red" or "Orange" for John Muir Elementary.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All student performance level was at the highest level, 4 "blue". Socio-economically disadvantaged students were at mid-low, 2 "yellow". Steps taken to eliminate this problem: 1. Offering Kids in math program to low income students after school. 2. Putting an additional support teacher in every classroom, 4 days per week in reading and 4 days in math. 3. Extreme focus on attendance including partnering with the EveryDay pro program.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Even though we do not have enough black, Latino, or EL students to have a significant subgroup for the dash board, these students are performing significantly below grade level in reading and math. We are using these steps taken to eliminate this problem: 1. Offering Kids in math program to low income students after school. 2. Putting an additional support teacher in every classroom, 4 days per week in reading and 4 days in math. 3. Extreme focus on attendance including partnering with the EveryDay pro program. We are also partnering with our BEARS after school program to improve services for students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John Muir Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.3% | 0.39% | 0.38% | 1 | 1 | 1 |
| African American | 15.8% | 12.02% | 11.79% | 46 | 31 | 31 |
| Asian | 14.4% | 10.85% | 9.89% | 42 | 28 | 26 |
| Filipino | 1.4% | 0.39% | 0% | 4 | 1 | 0 |
| Hispanic/Latino | 12.4% | 12.40% | 15.21% | 36 | 32 | 40 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 40.9% | 47.29% | 46.77% | 119 | 122 | 123 |
| Multiple/No Response | 14.8% | 16.67% | 15.59% | 43 | 43 | 41 |
| Total Enrollment | | | | 291 | 258 | 263 |

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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| 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 (EL) | 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 from last year to this year.
2. The percentage of Fluent English speaking students has remained the same.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 3 | 45 | 35 | 65 | 0 | 32 | 62 | 0 | 32 | 62 | 0.0 | 91.4 | 95.4 |
| Grade 4 | 35 | 46 | 37 | 0 | 45 | 34 | 0 | 45 | 34 | 0.0 | 97.8 | 91.9 |
| Grade 5 | 42 | 52 | 51 | 0 | 46 | 51 | 0 | 46 | 51 | 0.0 | 88.5 | 100.0 |
| All Grades | 122 | 133 | 153 | 0 | 123 | 147 | 0 | 123 | 147 | 0.0 | 92.5 | 96.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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. | 2472. | | 34.38 | 41.94 | | 15.63 | 20.97 | | 21.88 | 25.81 | | 28.13 | 11.29 |
| Grade 4 | | 2520. | 2526. | | 40.00 | 44.12 | | 33.33 | 35.29 | | 20.00 | 11.76 | | 6.67 | 8.82 |
| Grade 5 | | 2514. | 2538. | | 23.91 | 33.33 | | 21.74 | 29.41 | | 34.78 | 25.49 | | 19.57 | 11.76 |
| All Grades | N/A | N/A | N/A | | 32.52 | 39.46 | | 24.39 | 27.21 | | 26.02 | 22.45 | | 17.07 | 10.88 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 32.26 | | 59.38 | 61.29 | | 15.63 | 6.45 |
| Grade 4 | | 35.56 | 44.12 | | 60.00 | 50.00 | | 4.44 | 5.88 |
| Grade 5 | | 23.91 | 27.45 | | 63.04 | 64.71 | | 13.04 | 7.84 |
| All Grades | | 28.46 | 33.33 | | 60.98 | 59.86 | | 10.57 | 6.80 |

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| 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 | 30.65 | | 59.38 | 51.61 | | 21.88 | 17.74 |
| Grade 4 | | 33.33 | 32.35 | | 60.00 | 58.82 | | 6.67 | 8.82 |
| Grade 5 | | 15.22 | 23.53 | | 69.57 | 64.71 | | 15.22 | 11.76 |
| All Grades | | 22.76 | 28.57 | | 63.41 | 57.82 | | 13.82 | 13.61 |

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| 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 | 24.19 | | 78.13 | 67.74 | | 9.38 | 8.06 |
| Grade 4 | | 13.33 | 23.53 | | 77.78 | 61.76 | | 8.89 | 14.71 |
| Grade 5 | | 13.04 | 15.69 | | 78.26 | 78.43 | | 8.70 | 5.88 |
| All Grades | | 13.01 | 21.09 | | 78.05 | 70.07 | | 8.94 | 8.84 |

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| 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 | 32.26 | | 78.13 | 62.90 | | 6.25 | 4.84 |
| Grade 4 | | 28.89 | 14.71 | | 66.67 | 82.35 | | 4.44 | 2.94 |
| Grade 5 | | 17.39 | 25.49 | | 69.57 | 64.71 | | 13.04 | 9.80 |
| All Grades | | 21.14 | 25.85 | | 70.73 | 68.03 | | 8.13 | 6.12 |

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Conclusions based on this data:

1. The percent of students that met benchmark in ELA is 12% higher than 22-23 school year.
2. Grade 5 showed the greatest improvement by 16% over the 22-23 school year.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 3 | 45 | 35 | 65 | 0 | 32 | 65 | 0 | 32 | 65 | 0.0 | 91.4 | 100.0 |
| Grade 4 | 35 | 46 | 37 | 0 | 45 | 35 | 0 | 45 | 35 | 0.0 | 97.8 | 94.6 |
| Grade 5 | 42 | 52 | 51 | 0 | 45 | 51 | 0 | 45 | 51 | 0.0 | 86.5 | 100.0 |
| All Grades | 122 | 133 | 153 | 0 | 122 | 151 | 0 | 122 | 151 | 0.0 | 91.7 | 98.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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. | 2472. | | 15.63 | 36.92 | | 43.75 | 30.77 | | 28.13 | 18.46 | | 12.50 | 13.85 |
| Grade 4 | | 2516. | 2519. | | 35.56 | 42.86 | | 22.22 | 22.86 | | 35.56 | 25.71 | | 6.67 | 8.57 |
| Grade 5 | | 2512. | 2526. | | 26.67 | 29.41 | | 11.11 | 15.69 | | 42.22 | 31.37 | | 20.00 | 23.53 |
| All Grades | N/A | N/A | N/A | | 27.05 | 35.76 | | 23.77 | 23.84 | | 36.07 | 24.50 | | 13.11 | 15.89 |

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| 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 | 40.00 | | 62.50 | 49.23 | | 12.50 | 10.77 |
| Grade 4 | | 40.00 | 54.29 | | 48.89 | 28.57 | | 11.11 | 17.14 |
| Grade 5 | | 22.22 | 29.41 | | 60.00 | 47.06 | | 17.78 | 23.53 |
| All Grades | | 29.51 | 39.74 | | 56.56 | 43.71 | | 13.93 | 16.56 |

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| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 25.00 | 44.62 | | 59.38 | 33.85 | | 15.63 | 21.54 |
| Grade 4 | | 31.11 | 37.14 | | 57.78 | 54.29 | | 11.11 | 8.57 |
| Grade 5 | | 26.67 | 25.49 | | 51.11 | 54.90 | | 22.22 | 19.61 |
| All Grades | | 27.87 | 36.42 | | 55.74 | 45.70 | | 16.39 | 17.88 |

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| 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 | 33.85 | | 68.75 | 55.38 | | 6.25 | 10.77 |
| Grade 4 | | 40.00 | 34.29 | | 46.67 | 54.29 | | 13.33 | 11.43 |
| Grade 5 | | 13.33 | 23.53 | | 68.89 | 66.67 | | 17.78 | 9.80 |
| All Grades | | 26.23 | 30.46 | | 60.66 | 58.94 | | 13.11 | 10.60 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. John Muir increased the % of students meeting benchmark by 8% over the previous year.
2. There are significantly more students below grade level in math than in ELA, this should be a focus of the school.
3. Only 45% of the 5th grade met benchmark in math, this should be a focus.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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 | 7 |
| 1 | * | * | * | * | * | * | * | * | * | * | * | 5 |
| 2 | | * | * | | * | * | | * | * | | 5 | * |
| 3 | | * | * | | * | * | | * | * | | * | 5 |
| 4 | * | | * | * | | * | * | | * | 4 | | * |
| 5 | * | * | | * | * | | * | * | | * | 9 | |
| All Grades | | | | | | | | | | 11 | 22 | 19 |

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| 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 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 18.18 | 27.27 | 42.11 | 63.64 | 40.91 | 31.58 | 18.18 | 9.09 | 21.05 | 0.00 | 22.73 | 5.26 | 11 | 22 | 19 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 36.36 | 40.91 | 47.37 | 45.45 | 22.73 | 26.32 | 18.18 | 18.18 | 21.05 | 0.00 | 18.18 | 5.26 | 11 | 22 | 19 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 0.00 | 9.09 | 15.79 | 54.55 | 54.55 | 31.58 | 45.45 | 9.09 | 42.11 | 0.00 | 27.27 | 10.53 | 11 | 22 | 19 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | | * | * | | * | * | | * | * | | * | * |
| 5 | * | * | | * | * | | * | * | | * | * | | * |
| All Grades | 27.27 | 36.36 | 52.63 | 72.73 | 50.00 | 42.11 | 0.00 | 13.64 | 5.26 | 11 | 22 | 19 | |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | | * | * | | * | * | | * | * | | * |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 36.36 | 36.36 | 42.11 | 63.64 | 40.91 | 47.37 | 0.00 | 22.73 | 10.53 | 11 | 22 | 19 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | | * | * | | * | * | | * | * | | * |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 18.18 | 13.64 | 26.32 | 81.82 | 59.09 | 63.16 | 0.00 | 27.27 | 10.53 | 11 | 22 | 19 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | | * | * | | * | * | | * | * | | * |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 0.00 | 40.91 | 26.32 | 90.91 | 40.91 | 63.16 | 9.09 | 18.18 | 10.53 | 11 | 22 | 19 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students that are at level 3 and 4 increased from the 21-22 school year.
2. The percent of students that were "well developed" in writing increased from 21-22 to 22-23.
3. The overall percent of students that are well developed in reading is 74%.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 263 | 30.8 | 8 | Students whose well being is the responsibility of a court. |
| 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. | |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 21 | 8 |
| Foster Youth | | |
| Homeless | 4 | 1.5 |
| Socioeconomically Disadvantaged | 81 | 30.8 |
| Students with Disabilities | 25 | 9.5 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 31 | 11.8 |
| American Indian | 1 | 0.4 |
| Asian | 26 | 9.9 |
| Hispanic | 40 | 15.2 |
| Two or More Races | 41 | 15.6 |
| White | 123 | 46.8 |

Conclusions based on this data:

1. Socioeconomically disadvantaged population is 31% of the school.
2. The school is very diverse.

-
-
3. The Socioeconomically disadvantaged population is remaining constant.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|-------------------------------------|
| English Language Arts Blue | Chronic Absenteeism Yellow | Suspension Rate Green |
| Mathematics Blue | | |

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. Our attendance significantly improved this year.
2. In comparison to the state, the school is doing well in the areas of ELA and Math.
3. The school has suspended no students, which is a significant improvement.

School and Student Performance Data

Academic Performance English Language Arts

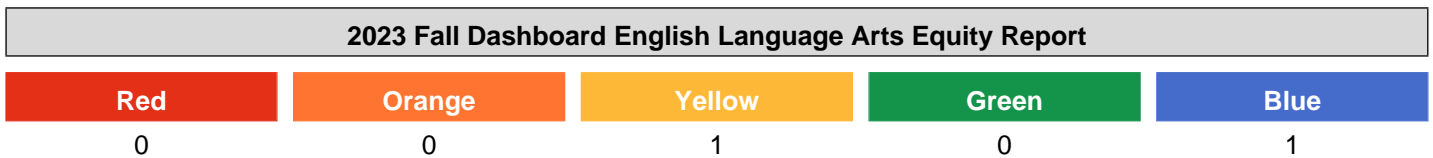
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| All Students Blue 42.7 points above standard Increased Significantly +19.8 points 137 Students | English Learners Less than 11 Students 10 Students | Foster Youth No Performance Color 0 Students |
| Homeless Less than 11 Students 5 Students | Socioeconomically Disadvantaged Yellow 12.1 points below standard Increased Significantly +18.8 points 47 Students | Students with Disabilities 75.7 points below standard Increased Significantly +35.9 points 18 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
| <p>48.9 points below standard</p> <p>Maintained -0.3 points</p> <p>19 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p>30.9 points above standard</p> <p>Decreased -5.6 points</p> <p>14 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p>24.6 points above standard</p> <p>Increased Significantly +49.3 points</p> <p>20 Students</p> | <p>61 points above standard</p> <p>Increased +14.8 points</p> <p>20 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p></p> <p>Blue</p> <p>72.4 points above standard</p> <p>Increased Significantly +38.4 points</p> <p>64 Students</p> |

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|---|---|
| <p>0 Students</p> | <p>Less than 11 Students</p> <p>10 Students</p> | <p>41.2 points above standard</p> <p>Increased Significantly +19.5 points</p> <p>117 Students</p> |

Conclusions based on this data:

- Socioeconomically disadvantaged kids are performing significantly behind peers.
- African American are scoring below standard.
- White and Asian students are scoring above state average. A clear achievement gap exists.

School and Student Performance Data

Academic Performance Mathematics

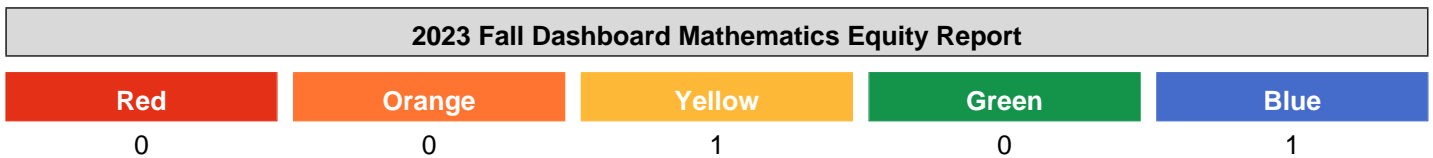
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students Blue 22.7 points above standard Increased Significantly +23.8 points 137 Students | English Learners Less than 11 Students 10 Students | Foster Youth No Performance Color 0 Students |
| Homeless Less than 11 Students 5 Students | Socioeconomically Disadvantaged Yellow 36.3 points below standard Increased Significantly +28.8 points 47 Students | Students with Disabilities 95.6 points below standard Increased Significantly +33.1 points 18 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
| <p>80.6 points below standard</p> <p>Maintained -1.5 points</p> <p>19 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p>35.7 points above standard</p> <p>Increased Significantly +24.5 points</p> <p>14 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p>3.5 points below standard</p> <p>Increased Significantly +44.9 points</p> <p>20 Students</p> | <p>5.8 points above standard</p> <p>Decreased Significantly - 26.2 points</p> <p>20 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p></p> <p>Blue</p> <p>64.1 points above standard</p> <p>Increased Significantly +42.2 points</p> <p>64 Students</p> |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| <p>Less than 11 Students</p> <p>0 Students</p> | <p>Less than 11 Students</p> <p>10 Students</p> | <p>22.7 points above standard</p> <p>Increased Significantly +18.5 points</p> <p>117 Students</p> |

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

| English Learner Progress |
|--|
| making progress towards English language proficiency |
| Number of EL Students: 6 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.

2023 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 |
|---------------------------------|---|--------------------------------|---|

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 Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| All Students Yellow 18.1% Chronically Absent Declined Significantly -3.9 276 Students | English Learners 8.7% Chronically Absent Declined -17.4 23 Students | Foster Youth No Performance Color 0 Students |
| Homeless Less than 11 Students 6 Students | Socioeconomically Disadvantaged Orange 26.9% Chronically Absent Declined -9.7 93 Students | Students with Disabilities Yellow 18.2% Chronically Absent Declined -12.4 33 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  Orange 46.7% Chronically Absent Declined -9.2 30 Students | Less than 11 Students 1 Student | 15.6% Chronically Absent Declined -5.8 32 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 20% Chronically Absent Declined -13.3 40 Students |  Orange 15.6% Chronically Absent Increased 3.9 45 Students |  No Performance Color 0 Students |  Orange 12.5% Chronically Absent Maintained 0 128 Students |

Conclusions based on this data:

1. Chronic absenteeism continues to be a major program at John Muir. We have made significant progress in this area this year.
2. Chronic absenteeism is very high in our African American and Latino students.
3. Socioeconomically disadvantaged attendance is significantly lower than peers

School and Student Performance Data

Conditions & Climate Suspension Rate

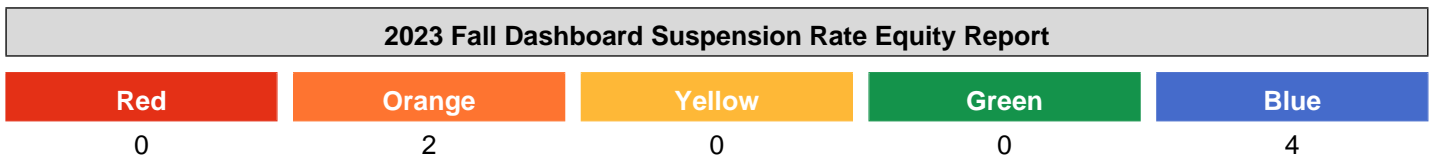
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| All Students  Green 0.4% suspended at least one day Increased 0.4 278 Students | English Learners 0% suspended at least one day Maintained 0 24 Students | Foster Youth  No Performance Color 0 Students |
| Homeless Less than 11 Students 6 Students | Socioeconomically Disadvantaged  Orange 1.1% suspended at least one day Increased 1.1 95 Students | Students with Disabilities  Blue 0% suspended at least one day Maintained 0 34 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  <p align="center">Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 31 Students</p> | <p align="center">Less than 11 Students 1 Student</p> |  <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 33 Students</p> |  <p align="center">No Performance Color</p> <p align="center">0 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <p align="center">Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 40 Students</p> |  <p align="center">Orange</p> <p align="center">2.2% suspended at least one day</p> <p align="center">Increased 2.2 45 Students</p> |  <p align="center">No Performance Color</p> <p align="center">0 Students</p> |  <p align="center">Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 128 Students</p> |

Conclusions based on this data:

1. The school had one suspension last year.
2. The school has suspended no students this year.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction and Curriculum

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------|--|---|
| CAASPP Language Arts Test | ELA TEST - 63% 3rd, 79% 4th and 62% 5th met benchmark in reading | 3-5th grade 70% meeting benchmark |
| CAASPP Language Arts Test -sub groups | ELA Test - 20% AA meeting benchmark, 52% Latino, | District Average |
| CAASPP Math- sub groups | Math Test-68% 3rd, 66% 4th and 45% 5th met benchmark in Math | 3-5th grade 60% meeting benchmark |
| CAASPP Math test - Sub groups | Math Test - 8% AA meeting benchmark, (no students in 3rd or 5th grade), 35% Latino, | District Average |
| DIBELS | DIBELS Benchmark in winter- 32% KG, 8% 1st, and 15% 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 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|-----------------------|
| 1.1 | English/Language Arts Ensure that all teachers are teaching TCRWP and | All students | 31630 BSEP |

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| <p>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.</p> <ul style="list-style-type: none"> 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. <p>* 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.</p> <p>* 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.</p> <p>* Teachers will be released (using hourly and full day substitutes) to observe other teachers and to plan curriculum and instruction.</p> <p>* 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</p> <p>* Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>Literacy Coach job description: Provide coaching to teachers in TCRWP and FastTrack-classroom demonstrations and collaborations</p> <ul style="list-style-type: none"> teaching staff workshops designed to help teachers implement TCRWP and FastTrack implementation of project school wide <p>Provide direct services for students performing below grade level</p> <ul style="list-style-type: none"> Reading Recovery | | <p>30880 Title I A - Basic Funding</p> <p>25740 BSEP</p> <p>27335 PTA</p> <p>1278 Title I A - Basic Funding</p> <p>3000 BSEP</p> <p>8000 BSEP</p> |
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| | <ul style="list-style-type: none"> • 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 <p>Provide professional development at a site and district level.</p> <ul style="list-style-type: none"> • 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 <p>* .2 Harris Reading support Title one 30880 .44 FTE Reading Support teacher, (Harris) .24 Title One \$35880, \$25740 BSEP, .25 Lit Coach (Sanders) \$31630 .2 Reading Support (Miller) \$27335 PTA Materials Title 1 \$1278 Teacher Hourly Curriculum Development \$3000 BSEP Take a team to national education conference to learn best practices around reading and math instruction- \$8000 *****Contingency Plan B if LCAP funding is not approved a. We will reduce services to EL students (Cut ELD funding by .1 to .6 depending on our allocation) b. We will reduce math specialist time in classrooms (Cut RTI position by .1- .4 depending on our allocation-would be cut .1-.4)</p> | | |
| 1.2 | <p>Math-</p> <ul style="list-style-type: none"> • 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 | All Students | 21299 BSEP 31948 PTA 3933 BSEP 1544 Title I A - Basic Funding 3706 PTA |

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| | <p>program to discuss strengths and revise lessons/instruction as needed</p> <p>* 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.</p> <ul style="list-style-type: none"> All necessary materials, such as mathematics manipulative (calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed. <p>* 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.</p> <p>* A math support teacher will be hired and RTI services will be utilized to provide an additional 30 minutes of small group math instruction, 4 times per week in every classroom</p> <p>.35 Math Support Teacher- .14 \$21299 BSEP, .21 \$31948 PTA Personnel Variance \$3933 BSEP Personnel Variance Title 1 \$1544 Personnel Variance PTA \$3706</p> | | |
| 1.4 | | | |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall all of the strategies/activities were implemented to achieve this goal. We still are not at parity with our socioeconomically disadvantaged, black, Latino and ELL students. The push in support in every classroom has been very effective..

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

There were no major differences between the intended and the actual implementation.

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

No major changes will be made to this goal, the AOM or strategies used to achieve this goal. Our push in support, after school math program and the partnering with the after school program are all yielding improved student outcomes. We may have been able to make up the Title One shortfall in resources with PTA funding.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------|--|---|
| CAASPP Language Arts Test | ELA TEST - 63% 3rd, 79% 4th and 62% 5th met benchmark in reading | 3-5th grade 70% meeting benchmark |
| CAASPP Language Arts Test -sub groups | ELA Test - 20% AA meeting benchmark, 52% Latino, | District Average |
| CAASPP Math Test | Math Test-68% 3rd, 66% 4th and 45% 5th met benchmark in Math | 3-5th grade 60% meeting benchmark |
| CAASPP Math Test -sub groups | Math Test - 8% AA meeting benchmark, (no students in 3rd or 5th grade), 35% Latino, | District Average |
| DIBELS | DIBELS Benchmark in winter- 32% KG, 8% 1st, and 15% 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 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|--|-----------------------|
| 2.1 | 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 | Below benchmark, socioeconomically disadvantaged, LCAP | 8000 BSEP |

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| | <p>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:</p> <ul style="list-style-type: none"> • 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. 8,000 BSEP teacher hourly teaching | and African American Students | |
| 2.3 | To insure that English Language Learners have access to and are able to perform at proficiency levels on all assessments staff and faculty will: | English Language Learners | |

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| | <ul style="list-style-type: none"> • 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. <p>* ELD Coach will provide professional development for classroom teachers to insure implementation of the ELD curriculum</p> <p>* 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.</p> <p>* 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.</p> <ul style="list-style-type: none"> • 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. | | |
| <p>2.4</p> | <p>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.</p> <p>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.</p> | <p>Deaf and Hard of Hearing Students</p> | |

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| | <p>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.</p> | | |
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall the implementation of this plan went smoothly. The additional EL and RTI teachers to support reading and math led to significant improvements in student achievement.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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

No changes will be made to this goal or to the AOMs or strategies to achieve this goal. We are seeing significant improvement in student achievement.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Specific training around issues of implicit bias, institutionalized racism, and anti-Blackness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------|--|---|
| Sense of belonging | Survey of students and families needs to be done | 90% of families and students will report a sense of belonging |
| Cultural affirmation | Survey of students and families needs to be done | 90% of families and students will report that their culture is affirmed at school |
| Counseling support services | 20% of students receiving service are African American | Increase to 30% African American students receiving services |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 3.1 | <p>ENRICHMENT:</p> <ul style="list-style-type: none"> * 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. <p>1) Dance Enrichment for K-5: .4 (.1 VAPA, .3 Prop 28) \$8000 VAPA, \$24,150 PROP 28),</p> | All students | <p>24150 Other</p> <p>8000 Other</p> <p>14819 PTA</p> |

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| | <p>2) VAPA Grant: \$8,000 from VAPA Paying for Dance</p> <p>3) .PE .12 paid for by PTA Paid \$14819</p> <p>Materials and supplies to support enrichment, additional books and materials for the core program \$35000</p> <p>Teach Hourly Planning to support Intramural- 2000</p> <p>Materials and supplies \$7,353 BSEP</p> <p>Art Materials \$12000- \$6000 23/24 and \$6000 24/25</p> <p>After school Arts Contracts \$4500- Prop 28 money</p> <p>Personnel Variance Prop 28 -1432</p> | | <p>12000 Other</p> <p>7353 BSEP</p> <p>35000 BSEP Carryover</p> <p>2000 PTA</p> <p>4500 Other</p> <p>1432 Other</p> |
| <p>3.2</p> | <p>POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS).</p> <p>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.</p> <p>Teachers will continue to teach Toolbox lessons monthly.</p> <p>Tools, 4 B's and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized.</p> <p>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.</p> <p>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.</p> <p>Golden Paws and attendance certificates will be awarded at monthly all school Assemblies.</p> <p>BEARS staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after school program.</p> | <p>All Students KG-5 with focus on LCAP students</p> | |
| <p>3.3</p> | <p>MENTAL HEALTH SUPPORT:</p> <p>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</p> | <p>All Students KG-5 with focus on LCAP students</p> | |

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| | <p>social skills groups, specialty groups (grief, girl, boy, etc) and facilitate the Student Council.</p> <p>Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals.</p> <p>Counseling contract with BACR- District resources</p> <p>Specific focus on African American families for counseling, resources and support.</p> | | |
| 3.4 | <p>CULTURAL COMPETENCY, EXPLICIT BIAS, ANTI RACISM and ANTI-BLACKNESS TRAINING:</p> <p>All new teachers to John Muir will attend the BUSD Cultural Competency Workshops within their first year of employment.</p> <p>Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons.</p> <p>Culturally Responsive materials will be purchased to support instruction. Additional planning time and Professional Development will be provided if funding becomes available.</p> <p>All staff will 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.</p> <p>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.</p> <p>Staff will engage in professional development that will explicitly address issues of implicit bias, institutionalized racism, and anti-Blackness.</p> | All Students KG-5 with focus on LCAP students | |
| 3.5 | <p>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.</p> <p>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.</p> | All students | |
| 3.6 | <p>Parent Involvement</p> <p>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,</p> | All Students | <p>682 Title I A - Parent Involvement</p> <p>10000 Other</p> |

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| | <p>certificated staff, and Principal will attend district training sessions throughout the year.</p> <p>The site will hold SSC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents.</p> <p>The Principal will actively recruit teachers of color when hiring for vacant teacher positions. Staff will solicit parent input through parent surveys and diverse parent guardian groups.</p> <p>Conduct meetings with parents of color at the beginning of the year to solicit for membership to the SGC.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CCEIS coordinator will host 2 meetings with each vision scholar family where parents will be informed of child's progress and the school will hear from parents the ways that their children can be supported. .1 FTE from CCEIS. (\$10,000) 1) Parent Involvement: \$682 from Title 1</p> | | |
| <p>3.7</p> | <p>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</p> | <p>All students Kg-5</p> | |

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| | literacy, homework, disaster preparedness, SBA results, etc. | | |
| 3.8 | <p>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.</p> | All Students | |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall our school implemented a wide variety of electives and implemented our PBIS system with fidelity. The district did not hire a Family outreach coordinator and as a result, we were not able to do as much outreach as planned.

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

The district did not assign an outreach coordinator, so we were not able to do some of the planned outreach activities.

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

The district has assured us that we will have a family outreach coordinator next year. Our other plans, AOMs and strategies will stay the same as this year. We will be adding a family survey in partnership with the office of equity and family engagement.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| 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 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|-----------------------|
| 4.1 | 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 | All Students | |
| 4.2 | 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. | All Students | |
| 4.3 | Progress monitor all below benchmark students every two weeks with DIBELS KG-5. | All LCAP students | |

| | | | |
|-------------------|--|------------|----------|
| <p>4.4</p> | <p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> <p>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.</p> | <p>All</p> | <p>0</p> |
| <p>4.5</p> | <p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p> | <p>All</p> | <p>0</p> |
| <p>4.6</p> | <p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p> | <p>All</p> | <p>0</p> |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The site evaluated the previous year's SPSA in collaboration with our site SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation was an ongoing process that also supported the development of the 2024-2025 SPSA.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Nearly 25% of our students are federally chronically truant.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| 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% |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|--|-----------------------|
| 5.1 | <p>IMPROVE ATTENDANCE:</p> <ul style="list-style-type: none"> * 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 | All students with a specific focus on LCAP and homeless students | |

| | | | |
|-----|--|------------------------------------|---|
| | parents of excessive student tardiness, absenteeism, and truancy. | | |
| 5.2 | <p>Supports for Students Experiencing Homelessness:</p> <p>Collaborate with the district to provide direct services and support to our McKinney-Vento students.</p> | Students Experiencing Homelessness | 0 |
| 5.3 | <p>Family Engagement - Office of Family Engagement and Equity (OFEE):</p> <p>Site Staff to provide support in three main focal areas:</p> <ol style="list-style-type: none"> 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 | Students Experiencing Homelessness | 0 |
| 5.4 | <p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance.</p> <p>Ongoing review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p> | Students Experiencing Homelessness | 0 |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall we still need prioritize the implementation of this goal.

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.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$318,229.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 | \$108,955.00 |
| BSEP Carryover | \$35,000.00 |
| Other | \$60,082.00 |
| PTA | \$79,808.00 |
| Title I A - Basic Funding | \$33,702.00 |
| Title I A - Parent Involvement | \$682.00 |

Subtotal of state or local funds included for this school: \$318,229.00

Total of federal, state, and/or local funds for this school: \$318,229.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|--------------------------------|------------|
| | 0.00 |
| BSEP | 108,955.00 |
| BSEP Carryover | 35,000.00 |
| Other | 60,082.00 |
| PTA | 79,808.00 |
| Title I A - Basic Funding | 33,702.00 |
| Title I A - Parent Involvement | 682.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|------------|
| | 181,994.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|--------------------------------|------------|
| | | 0.00 |
| | BSEP | 108,955.00 |
| | BSEP Carryover | 35,000.00 |
| | Other | 60,082.00 |
| | PTA | 79,808.00 |
| | Title I A - Basic Funding | 33,702.00 |
| | Title I A - Parent Involvement | 682.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 190,293.00 |

| | |
|--------|------------|
| Goal 2 | 8,000.00 |
| Goal 3 | 119,936.00 |
| Goal 4 | 0.00 |
| Goal 5 | 0.00 |

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 18, 2024.

Attested:



Principal, Paco Furlan on 4/20/24



SSC Chairperson, Evan Claudanos on 4/20/24

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6-6-24
Date

