School Year: **2026-27**

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	May 7, 2026	June 17, 2026

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 school year to review student data, site budget and 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 invention support for below grade level students, and many of these students are unable to participate in after school programs.

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

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

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

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

inadequate resources or strategies to encourage active participation of all parents

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.38%	%	%	1		
African American	9.47%	9.22%	11.44%	25	27	35
Asian	9.85%	11.26%	10.13%	26	33	31
Hispanic/Latino	15.15%	12.29%	14.05%	40	36	43
White	49.62%	50.51%	48.37%	131	148	148
Multiple/No Response	15.53%	16.72%	16.01%	41	49	49
			Total Enrollment	264	293	306

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	37
Kindergarten	38	39	44
Grade 1	38	42	47
Grade 2	46	40	41
Grade3	40	45	44
Grade 4	62	45	45
Grade 5	40	62	48
Total Enrollment	264	293	306

Conclusions based on this data:

1. John Muir Enrollment is at an all time high 310 students! Up 18% in 4 years!
2. We have an equal distribution of students at each grade level.
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	19	22	20	8.0%	7.0%	6.5%
Fluent English Proficient (FEP)	33	29	31	11.0%	12.5%	10.1%

Conclusions based on this data:

1. The number of EL students has decreased form last year to this year.
2. The percentage of Fluent English speaking students has increased somewhat.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	41	44	62	40	44	62	40	44	95.4	97.6	100
Grade 4	37	61	44	34	59	43	34	59	43	91.9	96.7	97.7
Grade 5	51	40	63	51	38	62	51	38	62	100.0	95	98.4
All Grades	153	142	151	147	137	149	147	137	149	96.1	96.5	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2472.	2485.	2471.	41.94	40.00	40.91	20.97	35.00	29.55	25.81	17.50	20.45	11.29	7.50	9.09
Grade 4	2526.	2510.	2533.	44.12	44.07	53.49	35.29	18.64	30.23	11.76	16.95	9.30	8.82	20.34	6.98
Grade 5	2538.	2552.	2568.	33.33	39.47	48.39	29.41	39.47	20.97	25.49	7.89	16.13	11.76	13.16	14.52
All Grades	N/A	N/A	N/A	39.46	41.61	47.65	27.21	29.20	26.17	22.45	14.60	15.44	10.88	14.60	10.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.26	45.00	34.09	61.29	50.00	63.64	6.45	5.00	2.27
Grade 4	44.12	30.51	32.56	50.00	59.32	62.79	5.88	10.17	4.65
Grade 5	27.45	23.68	33.87	64.71	68.42	59.68	7.84	7.89	6.45
All Grades	33.33	32.85	33.56	59.86	59.12	61.74	6.80	8.03	4.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.65	27.50	27.27	51.61	60.00	61.36	17.74	12.50	11.36
Grade 4	32.35	25.42	27.91	58.82	55.93	67.44	8.82	18.64	4.65
Grade 5	23.53	34.21	38.71	64.71	60.53	50.00	11.76	5.26	11.29
All Grades	28.57	28.47	32.21	57.82	58.39	58.39	13.61	13.14	9.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.19	25.00	9.09	67.74	62.50	72.73	8.06	12.50	18.18
Grade 4	23.53	18.64	23.26	61.76	72.88	65.12	14.71	8.47	11.63
Grade 5	15.69	21.05	30.65	78.43	76.32	58.06	5.88	2.63	11.29
All Grades	21.09	21.17	22.15	70.07	70.80	64.43	8.84	8.03	13.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.26	27.50	25.00	62.90	70.00	70.45	4.84	2.50	4.55
Grade 4	14.71	27.12	39.53	82.35	67.80	53.49	2.94	5.08	6.98
Grade 5	25.49	39.47	38.71	64.71	52.63	51.61	9.80	7.89	9.68
All Grades	25.85	30.66	34.90	68.03	64.23	57.72	6.12	5.11	7.38

Conclusions based on this data:

1. The percent of students meeting standard in reading has steadily increased
2. 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	41	44	65	40	44	65	40	44	100.0	97.6	100
Grade 4	37	61	44	35	59	43	35	59	43	94.6	96.7	97.7
Grade 5	51	40	63	51	38	63	51	38	63	100.0	95	100
All Grades	153	142	151	151	137	150	151	137	150	98.7	96.5	99.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2472.	2494.	2486.	36.92	37.50	40.91	30.77	42.50	29.55	18.46	15.00	20.45	13.85	5.00	9.09
Grade 4	2519.	2525.	2535.	42.86	42.37	41.86	22.86	18.64	32.56	25.71	25.42	18.60	8.57	13.56	6.98
Grade 5	2526.	2551.	2559.	29.41	50.00	47.62	15.69	21.05	17.46	31.37	10.53	19.05	23.53	18.42	15.87
Grade 11															
All Grades	N/A	N/A	N/A	35.76	43.07	44.00	23.84	26.28	25.33	24.50	18.25	19.33	15.89	12.41	11.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	50.00	50.00	49.23	37.50	40.91	10.77	12.50	9.09
Grade 4	54.29	47.46	44.19	28.57	37.29	46.51	17.14	15.25	9.30
Grade 5	29.41	52.63	44.44	47.06	31.58	41.27	23.53	15.79	14.29
Grade 11									
All Grades	39.74	49.64	46.00	43.71	35.77	42.67	16.56	14.60	11.33

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.62	40.00	43.18	33.85	57.50	40.91	21.54	2.50	15.91
Grade 4	37.14	33.90	39.53	54.29	47.46	55.81	8.57	18.64	4.65
Grade 5	25.49	28.95	38.10	54.90	55.26	44.44	19.61	15.79	17.46
All Grades	36.42	34.31	40.00	45.70	52.55	46.67	17.88	13.14	13.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33.85	40.00	40.91	55.38	60.00	52.27	10.77	0.00	6.82
Grade 4	34.29	42.37	44.19	54.29	42.37	51.16	11.43	15.25	4.65
Grade 5	23.53	28.95	39.68	66.67	57.89	49.21	9.80	13.16	11.11
All Grades	30.46	37.96	41.33	58.94	51.82	50.67	10.60	10.22	8.00

Conclusions based on this data:

1. John Muir remained constant in the percent of student meeting and exceeding in math
2. There are significantly more students below grade level in math than in ELA, this should be a focus of the school.
3. Problem solving and data analysis should be a focus for the school for next year

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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	7	7	4
1	*	*	*	*	*	*	*	*	*	5	5	7
2	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	5	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades										19	20	22

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	42.11	25.00	27.27	31.58	45.00	36.36	21.05	30.00	27.27	5.26	0.00	9.09	19	20	22

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	47.37	45.00	36.36	26.32	30.00	36.36	21.05	20.00	18.18	5.26	5.00	9.09	19	20	22

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	15.79	15.00	18.18	31.58	35.00	31.82	42.11	45.00	40.91	10.53	5.00	9.09	19	20	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	52.63	45.00	31.82	42.11	55.00	54.55	5.26	0.00	13.64	19	20	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	42.11	35.00	40.91	47.37	40.00	45.45	10.53	25.00	13.64	19	20	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	26.32	15.00	13.64	63.16	80.00	72.73	10.53	5.00	13.64	19	20	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	26.32	30.00	22.73	63.16	70.00	63.64	10.53	0.00	13.64	19	20	22

Conclusions based on this data:

1. The percentage of students that are at level 1 and 2 increased last year.
2. The percent of students that were "well developed" in writing increased from 23-24 to 24-25
3. The overall percent of students that are well developed in reading is 85%.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
293	**30.7%**	**7.5%**	**0.0%**
Total Number of Students enrolled in John Muir Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	7.5%
Foster Youth	0	0.0%
Homeless	4	1.4%
Socioeconomically Disadvantaged	90	30.7%
Students with Disabilities	34	11.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	9.2%
American Indian	0	0.0%
Asian	33	11.3%
Filipino	0	0.0%
Hispanic	36	12.3%
Two or More Races	49	16.7%
Pacific Islander	0	0.0%
White	148	50.5%

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 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

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

The 2025 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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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
57.4 points above standard	8.1 points above standard	
Increased 10.5 points	Increased 5 points	
148 Students	14 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0 Students	8.3 points below standard
		Declined 10.7 points
		46 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
23.5 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 62.3 points	10 Students	
24 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
3.5 points above standard	0 Students	34.5 points above standard
Declined 32.1 points		Declined 8.3 points
13 Students		20 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
62.1 points above standard	0 Students	84.3 points above standard
Increased 33.2 points		Increased 12.5 points
30 Students		75 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged kids are performing significantly behind peers.
2. The number of students that are socioeconomically disadvantaged and not meeting benchmark declined and is below standard
3. White and Asian students are scoring above state average. A clear achievement gap exists.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	1

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
42 points above standard	0.7 points above standard	
Maintained -0.1 points	Maintained 1.5 points	
149 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	12.7 points below standard
		Declined 8.6 points
		46 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
52 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 37.4 points	10 Students	
24 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
19.4 points above standard	0 Students	6.3 points above standard
Declined 37.2 points		Increased 5.4 points
14 Students		20 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
38 points above standard	0 Students	72.6 points above standard
Maintained 0.4 points		Maintained 2.6 points
30 Students		75 Students

Conclusions based on this data:

1.

2. Socioeconomically disadvantaged students are performing significantly below peers and declined last year.

3. A very significant achievement gap exists in math.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
65.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.5 points	5 Students	
62 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	45.4 science points
		Declined 12.4 points
		19 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
44.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
12 Students	5 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
6 Students		7 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
72.2 science points	0 Students	75.3 science points
14 Students		Increased 7.6 points
		30 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
73.3 making progress.	making progress.
Number Students: 15 Students	Number Students: 0 Students

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.

2025 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
13.3%	13.3%	6.7%	66.7%

Conclusions based on this data:

1. We did not have enough EL students to have a performance level from the state.
2. Our current EL students are making significant progress on their goals.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	
8.9% Chronically Absent	8% Chronically Absent	
Increased 3	Declined 3.1	
302 Students	25 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	20.2% Chronically Absent
1 Student	5 Students	Increased 7.7
		104 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
19.5% Chronically Absent	33.3% Chronically Absent	0 Students
Increased 7.7	Increased 17.3	
41 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
9.1% Chronically Absent	0 Students	17.9% Chronically Absent
Increased 9.1		Increased 6
33 Students		39 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
5.9% Chronically Absent	0 Students	2.7% Chronically Absent
Increased 1.2		Declined 1.1
51 Students		149 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. The percent of students chronically absent increased in all categories.
3. Socioeconomically disadvantaged attendance is significantly lower than peers

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
0% suspended at least one day	0% suspended at least one day	
Maintained 0%	Maintained 0%	
307 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
1 Student	5 Students	Maintained 0%
		107 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
41 Students	31 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
35 Students		39 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
52 Students		150 Students

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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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.

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	3-5th grade 71% met benchmark in reading	3-5th grade 70% meeting benchmark
CAASPP Language Arts Test -sub groups	ELA Test - 27% AA meeting benchmark, 76% Latino,	District Average
CAASPP Math- sub groups	Math Test -69% met benchmark in Math	3-5th grade 60% meeting benchmark
CAASPP Math test - Sub groups	Math Test -36% AA meeting benchmark, , 43% Latino,	District Average
DIBELS	DIBELS Benchmark in winter- 65% KG, 72% 1st, and 92% 2nd are at benchmark in reading	DIBELS Benchmark in winter- 90% KG, 90% 1st, and 90% at benchmark 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 the district adopted ELA program and have all key components of the program. Every Classroom needs a robust leveled library, every student needs a student workbook and a copy of core reading	All students	36842 BSEP 30104

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	books, every teacher needs to have dedicated time for reading and knowledge building, word work, phonics and writing in their schedule. All teachers need to implement the district adopted program with fidelity. • John Muir teachers and staff will ensure implementation of a high quality English Language Arts instruction using district adopted practices within a dedicated literacy block. All teachers will use the Science of Reading as their basis for instruction. * Teachers will participate in district wide training and the coach will provide ongoing training to personnel during staff meetings and through model lessons in classes. * Teachers will be released (using hourly and full day substitutes) to observe other teachers and to plan curriculum and instruction. * Teachers will use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children including differentiating for high achieving and struggling students * Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy. * Teachers will devote collaboration time to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed. * Provide all necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and other instructional materials shall be purchased as needed. Once available, BSEP carryover funds may be allocated for the purchase of additional materials and supplies. * Meet as a Leadership Team (LT) monthly to discuss and monitor progress towards meeting goals within our School Site Plan based on student achievement data and to structure appropriate professional development for this purpose. Literacy Coach job description: Provide coaching to teachers in the district adopted ELA curriculum through demonstrations and collaborations • teaching staff workshops designed to help teachers implement the district adopted program • implementation of project school wide Provide direct services for students performing below grade level • small group work in the classroom		Title I A - Basic Funding 22936 BSEP 59223 PTA 1482 Title I A - Basic Funding 400 BSEP 4300 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• After School Intervention by certificated staff Provide support for grade level collaboration through weekly assessments reviews • maintenance and use of literacy assessment data to improve instruction Provide professional development at a site and district level. • ELA PD for teachers linked to site and district data. • Provide an additional 30 minutes, 4 days per week in every reader's workshop Kg-5 * .21 Harris Reading support Title one $30104 .16 FTE Reading Support teacher, (Harris) $22936 BSEP, .03 PTA $32971 .25 Lit Coach (Sanders) $36842 .4 Reading Support (Miller) $59223 PTA Materials Title 1 $1482 Teacher Hourly Curriculum Development $400 BSEP		
1.2	Math- • All teachers will attend mathematics professional development sessions provided by BUSD • All teachers and staff will ensure implementation of high quality mathematics instruction using the district adopted mathematics program, A Story of Units (ASOU) and create a balanced mathematics program as outlined in the State mathematics framework, and administer district required assessments. • Teachers will collaboratively plan lessons and assessments based on the District Mathematics Pacing Guide. • All teachers will use mathematics manipulative as required by the mathematics program to provide access to key concepts and build conceptual understanding • At least once a month, collaboration time will be devoted to analysis of students' math assessments included in the program to discuss strengths and revise lessons/instruction as needed * Principal will provide teachers with extended meeting time for the purpose of math planning. Teachers will review state math standards, and math scope and sequence in order to coordinate additional instruction and practice in key areas. • All necessary materials, such as mathematics manipulative (calculators, metric rulers, base ten blocks, white	All Students	30897 BSEP 34149 PTA 6731 BSEP 1806 Title I A - Basic Funding 10846 PTA 6131 BSEP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	boards, etc.) shall be purchased as needed. * Using LCAP After School Tutoring funds, 2 to 4 teachers will provide math tutoring three days a week for students who are below grade level in math. * A math support teacher will be hired and RTI services will be utilized to provide and additional 30 minutes of small group math instruction, 4 times per week in every classroom .35 Math Support Teacher- .19 $30897 BSEP, .21 $34149 PTA (Nickelsen) Personnel Variance $6731 BSEP Personnel Variance Title 1 $1806 Personnel Variance PTA $10846 Indirect Cost BSEP $6131		
1.3	Program Evaluation Support: On-going meetings with Leadership Team to review data. Utilize Educlimber to track and monitor student progress. Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.	All students	
1.4	System of Local Assessments: Complete district assessments within the assessment window. Utilize benchmark and program monitoring data to assess student need for interventions. Share student assessment data through family communications	All Students	
1.5	Site School Plan for Student Achievement (SPSA) Evaluation: Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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	3-5th grade 71% met benchmark in reading	3-5th grade 70% meeting benchmark
CAASPP Language Arts Test -sub groups	ELA Test - 27% AA meeting benchmark, 76% Latino,	District Average
CAASPP Math Test	Math Test -69% met benchmark in Math	3-5th grade 60% meeting benchmark
CAASPP Math Test -sub groups	Math Test -36% AA meeting benchmark, , 43% Latino,	District Average
DIBELS	DIBELS Benchmark in winter- 65% KG, 72% 1st, and 92% 2nd are at benchmark in reading	DIBELS Benchmark in winter- 90% KG, 90% 1st, and 90% at benchmark 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	Below benchmark, socioeconomically	3800 BSEP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	school year. The RTI Coordinator will provide intervention instruction to below grade level general education students in reading, writing and math. In addition, the Coordinator will case manage the students receiving interventions and facilitate weekly RTI team meetings and COST meetings with classroom teachers and support staff. Ensure that all at risk (under-performing, under-served, under-challenged and/or below grade level) students will: • Under-performing or struggling students will be identified by reviewing performance data during weekly Coordination of Services Team (COST) meetings facilitated by the RTI Coordinator. The team will monitor student progress, identify target areas of intervention for particular groups of students and will formulate intervention goals and plans. • During weekly team and staff meetings, Literacy Coaches will work with teachers to identify and track the progress of "focus students" throughout the school year. The progress of all students will be monitored during team, staff, COST and RTI meetings. Students receive support through the (RTI) Response to Intervention and Instruction model. • Literacy coach, Resource and Full Inclusion teachers, classroom teachers, tutors, and volunteers will provide intervention instruction in reading, writing, spelling, and math during the school day. Intervention team and teachers will gather and review data on a 6 - 8 week cycle to analyze student progress and fidelity of services. • RTI Coordinator will coordinate COST and RTI meetings to monitor the coordination of services for and progress of all intervention and special ed students. At RTI meetings, school staff will collaborate to determine, discuss, coordinate and track physical, mental, and emotional supports for students in need. • Select teachers will provide targeted After School Intervention to students who are below grade level in math. Additional tutors will be provided through the BUILD program to provide tutoring in reading, which will be coordinated by selected teachers. 3800 BSEP teacher hourly teaching Carry over $10,000 Hourly teaching	disadvantaged, LCAP and African American Students	10000 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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: • ELD Coach will conduct and correct annual State required CELDT assessment of English Language Learners' ability to speak, listen, read, and write in English. • Staff will provide at least 30 minutes per day of instruction aligned with their CELDT and the English Language Development standards • Use CELDT data to assign students to flexible learning groups based on their levels. * ELD Coach will provide professional development for classroom teachers to insure implementation of the ELD curriculum * Students will be pulled in leveled groups for ELD instruction using newly adopted ELD adoption by ELD Coach. Teachers and support staff will track student progress on ELD blue cards and will report student progress to parents on a regular basis. * Staff will monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level a year and that students are reaching a proficient status. • Coordinate with the District ELD specialist to provide practice based professional development for teachers and follow up with coaching and lesson demonstrations. This training will be coordinated with the English language arts professional development sessions in that some of the methods used for instruction overlap and can be enhanced with ELD best practices. • Provide all supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased as needed.	English Language Learners	
2.4	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.	Deaf and Hard of Hearing Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Students will receive individual and group services for speech, auditory, and language development skills by a credentialed teacher of the deaf and hard of hearing. The specialist will use both speech and sign, per the need of the student. Students will mainstream in their grade level classes for appropriate subjects as determined by the IEP team. Students will be assisted in the mainstream class by fluent sign interpreters. Students will participate in all school activities such as field trips, assemblies, and special school programs, assisted by the signing teachers and the sign interpreters.		
2.5	Progress monitor all below benchmark students every two weeks with DIBELS KG-5. assment 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	
2.6	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	
2.7	Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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.

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	ENRICHMENT: * Provide Physical Education funding to buy materials for grades Kg, 4 and 5 * Provide a facilitating PE teacher on the yard to support organized games and activities. * Provide Dance classes to TKG-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. * Provide funding for a .44 Art teacher 1) Dance Enrichment for TK-5: .16 Central VAPA, $21,512 BSEP .24 3) .PE .12 paid for by PTA Paid $16947 PTA 4) Visual Arts Teacher TK-5 .14 PTA $19546, .3 Prop 28 $41885	All students	21515 BSEP 16947 PTA 19546 PTA 41885

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Materials and supplies to support enrichment, additional books and materials for the core program $30,000 Carry over Art Materials and supplies $14000 prop 28 Indirect cost BSEP Carryover $1,864 Librarian Book Clubs- Mascuch .2 PTA 17923 Materials and supplies- BSEP $8450		Other 30000 BSEP Carryover 14000 Other 1864 BSEP Carryover 2513 Other 17923 PTA 8450 BSEP
3.2	POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences. Teachers will continue to teach Toolbox lessons monthly. Tools, 4 B's and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more serious student issues. PBIS team will coordinate activities and will meet twice a month to monitor progress and to review student data and identify problem areas. Data will be shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students. Golden Paws and attendance certificates will be awarded at monthly all school Assemblies.	All Students KG-5 with focus on LCAP students	PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	BEARS staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after school program.		
3.3	MENTAL HEALTH SUPPORT: With a long-range goal of across-the-board mental health support to all students and families, a licensed counselor will work to meet the needs of the John Muir community. The counselor will meet individually with students for counseling, conduct social skills groups, specialty groups (grief, girl, boy, etc) and facilitate the Student Council. Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals. Counseling contract with BACR- District resources Specific focus on African American families for counseling, resources and support. We will support our BACR counselor with $8000 from PTA	All Students KG-5 with focus on LCAP students	8000 PTA
3.4	CULTURAL COMPETENCY, EXPLICIT BIAS, ANTI RACISM and ANTI-BLACKNESS TRAINING: All new teachers to John Muir will attend the BUSD Cultural Competency Workshops within their first year of employment. Teachers will continue to use strategies, materials, and instruction that engage and support all l earners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons. Culturally Responsive materials will be purchased to support instruction. Additional planning time and Professional Development will be provided if funding becomes available. All staff with incorporate the four BUSD Equity strategies in their teaching and interaction with students: Opt In, Multiple Perspectives, High Expectations/High Help and Including Student Lives. Equity Staff Meetings, lead by the Equity Teacher Leader(s), will be held monthly to review Equity strategies and provide on-going professional development on cultural responsive teaching, equity and social justice. Staff will engage in professional development that will explicitly address issues of implicit bias, institutionalized racism, and anti-Blackness.	All Students KG-5 with focus on LCAP students	
3.5	Welcoming Schools: Continue to create a more welcoming school by increasing the amount of Welcoming Schools lessons and providing more opportunities for parents to be included. Teachers will continue to teach the Welcoming Schools curriculum to ensure that all students and	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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.		
3.6	Parent Involvement Organized parent groups will be trained and supported at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and wellbeing. School Site Council members including parents, classified staff, certificated staff, and Principal will attend district training sessions throughout the year. The site will hold SSC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents. The Principal will actively recruit teachers of color when hiring for vacant teacher positions. Staff will solicit parent input though parent surveys and diverse parent guardian groups. Conduct meetings with parents of color at the beginning of the year to solicit for membership to the SGC. Based on parent interest and student need, staff will provide parent forums, educational events on topics identified as important through parent surveys and diverse parent guardian groups such as parent education nights on reading, math, writing, homework, etc. Strategies to increase attendance at meetings will be brainstormed and implemented. Ideas include student performances, food, and door prizes. Translation will be provided, if needed. John Muir School will have a BUSD provided Family Engagement Site Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services. The Site Coordinator will be onsite and will have a dedicated space from which to outreach and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families. Also the Site Coordinator will continue to facilitate the Food Pantry which serves John Muir families and staff. 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: $452 from Title 1	All Students	452 Title I A - Parent Involvement 10000 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.7	Community Building: John Muir staff, teachers, and parents will continue to hold school wide community events such as Back to School Night , Open House, Literacy Night, Books and Bagels, Science Night, Dance Party, monthly Assemblies, Winter and Spring Performances, and PTA sponsored events such as Walk-a-thon, Art Auction, May Fair, and Grizzlies Day. Translation and child care services will be provided for meetings as needed The staff will continue to work with PTA Executive board to coordinate special presentations for monthly PTA meetings such as presentations on literacy, homework, disaster preparedness, SBA results, etc.	All students Kg-5	
3.8	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.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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 school also offered a number of family events and worked with our family liaison to support families

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 in our plan an our implementation. We did implement a family survey this year.

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.

Our AOMs and strategies will stay the same as we move into next 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 4

Title and Description of School Goal

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

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

We need more work in supporting students with challenges with attendance, behavior and social emotional needs.

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
Level of satisfaction and sense of belonging on parent survey	90%	90%
Percent of homeless students reporting sense of belonging and connection. Improved attendance	Unable to disaggregate sense of belonging data. Attendance has improved.	90%
Overall improvement in attendance on state dashboard.	92%of students not chronically absent.	90% students not chronically absent

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	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas: 1) Establishing links between home and school for academic success 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	3) Promoting attendance and access to health services		
4.2	Intervention Services for Students Experiencing Homelessness: Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance. Ongoing review of chronic absenteeism data. Work with the district to support the needs of students experiencing homelessness. Work with staff to ensure families are connected to the site and available resources.	Unhoused students	
4.3	IMPROVE ATTENDANCE: * Principal, Secretary and Family Engagement Site Coordinator will meet monthly to review attendance date. Secretary will monitor attendance weekly, contact parents regarding absenteeism and send out Truancy Letters monthly. * The Family Engagement Site Coordinator will contact families to offer assistance with bus transportation, enrolling in child care programs, health-related issues, etc. * The Principal and the school secretary will monitor student attendance and use the District mandated SART/SARB process for notifying parents of excessive student tardiness, absenteeism, and truancy.	Those with chronic attendance issues	
4.4		All	0
4.5		All	0
4.6		All	0

Annual Review

SPSA Year Reviewed: 2025-26

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.

Continued collaboration with SSC

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.

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.

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

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
5.2			0
5.3			0
5.4			0

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

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	$452,742.00
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	$137,702.00
BSEP Carryover	$41,864.00
Other	$68,398.00
PTA	$170,934.00
Title I A - Basic Funding	$33,392.00
Title I A - Parent Involvement	$452.00

Subtotal of state or local funds included for this school: $452,742.00

Total of federal, state, and/or local funds for this school: $452,742.00

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	137,702.00
BSEP Carryover	41,864.00
Other	68,398.00
PTA	170,934.00
Title I A - Basic Funding	33,392.00
Title I A - Parent Involvement	452.00

Expenditures by Budget Reference

Budget Reference	Amount
	248,324.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	137,702.00
	BSEP Carryover	41,864.00
	Other	68,398.00
	PTA	170,934.00
	Title I A - Basic Funding	33,392.00
	Title I A - Parent Involvement	452.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	245,847.00

Goal 2	13,800.00
Goal 3	193,095.00
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
Simone Miller	Classroom Teacher
Debbie Rogers	Classroom Teacher
Paco Furlan	Principal
Michael Fowler	Classroom Teacher
David Haley	Parent or Community Member
Jaklyn Goudie	Parent or Community Member
Kartikay Mehrotra	Parent or Community Member
Jyothi Achara	Parent or Community Member
Louisa Mascuch	Other School Staff

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
	Principal, Paco Furlan on 5/7/26
	SSC Chairperson, Kartikay Mehrotra on 5/7/26

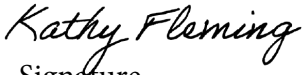
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2026.

Attested:

Kathy Fleming
Director of Local Resources


Signature

6-9-26
Date

Signature

6/10/26
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

SITE BUDGET SUMMARY 2026-27

John Muir (128) May 11, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Prop 28 Resource 6770		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**Res.**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	
Lit Coach Reading specialist/ELD	1/1	1102						0.20	$59,223	0.40	0863	0.40						1.00
Lit Coach Reading Specialist	1/1	1102	$36,842	0.25							0841/0863	0.35						0.60
RtI Coordinator/ Math Specialist	1/2	1102	$30,897	0.19				0.30	$34,149	0.21	0863-017	0.10			3312	CCEIS	0.10	0.90
ELD TSA/ Reading Specialist	1/1	1102	$22,936	0.16	$30,104	0.21		0.40	$4,301	0.03					6053	UPK	0.20	1.00
PE Teacher	3/1	1102							$16,947	0.12					0000	release	0.64	0.76
Art Teacher	3/1	1102							$19,546	0.14			$41,885	0.30				0.44
Dance IS	3/1	2182	$21,512	0.24							0853	0.16		0.00				0.40
Library Book Clubs	3/1	2182							$17,923	0.20							0.80	1.00
Contract - Mental Health		5800							$8,000						Dist-wide	0		0.00
Teacher Hourly curriculum Development	1/1	1116	$400															
Teacher Hourly for Intervention	2/1	1116	$3,800		$0										Title IV			
Materials & Supplies	1/1, 3/1	4300	$8,450		$1,482										0000			
Parent Involvement	3/6	1116			$452													
Art Materials		4300																
Unallocated Reserve	1/2	4380	$6,731		$1,806				$9,125				$2,513					
Indirect Cost (0852 only)	1/2	7340	$6,131															
Total Expenditures			$137,699	0.84	$33,844	0.21		0.90	$169,214	1.10			$44,398			0		
Revenue Allocation			**$137,700**		**$33,844**				**$191,600**				**$43,978**					
			$1		$0				$22,386				-$420					

BSEP Site Fund Carryover Priorities:				
Available BSEP site fund carryover: TBD Fall 2026				
Materials & Supplies	3/1	4300	30,000	
Teacher Hourly Teaching	2/1	1116	10,000	
Indirect Costs	3/1	7340	1,864	
Total BSEP Site Fund Carryover Priorities:			**41,864**	

In case of any savings in Title I Funding:
Increase supplies budget