



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 School	24657716025662	May 14, 2024	June 11, 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 School 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 School Plan for Student Achievement (SPSA) for John Muir Elementary is designed to meet the requirements of the Every Student Succeeds Act (ESSA). Our site identifies resource inequities, analyzes data, and isolates identified needs. From this work, John Muir creates goals with all stakeholders and then selections actions to meet these goals. John Muir continuously meets with its Educational Partners through the year to provide updates and gather input and feedback. John Muir was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December of 2023. John Muir is eligible for Additional Targeted and Support and Improvement in the following areas:

English Learner: Chronic Absenteeism, ELA, Math, and ELPI

Students with Disabilities: Chronic Absenteeism, ELA and Math

Black/African American: Chronic Absenteeism and Suspension

Asian: Chronic Absenteeism

White: Chronic Absenteeism and Suspension

Multiple Race/Two or More: Chronic Absenteeism

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	13
California School Dashboard	17
Overall Performance	19
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	37
Goal 3.....	42
Goal 4.....	45
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	50
School Site Council Membership	51
Recommendations and Assurances	52

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 School 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 School Plan for Student Achievement (SPSA) for John Muir Elementary is designed to meet the requirements of the Every Student Succeeds Act (ESSA). Our site identifies resource inequities, analyzes data, and isolates identified needs. From this work, John Muir creates goals with all stakeholders and then selections actions to meet these goals. John Muir continuously meets with its Educational Partners through the year to provide updates and gather input and feedback. John Muir was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December of 2023. John Muir is eligible for Additional Targeted and Support and Improvement in the following areas:

English Learner: Chronic Absenteeism, ELA, Math, and ELPI

Students with Disabilities: Chronic Absenteeism, ELA and Math

Black/African American: Chronic Absenteeism and Suspension

Asian: Chronic Absenteeism

White: Chronic Absenteeism and Suspension

Multiple Race/Two or More: Chronic Absenteeism

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is developed through educational stakeholder collaboration. The collaboration includes the John Muir BILT (Behavioral, Instructional Leadership Team), the John Muir School Site Council, and the English Learner Advisory Committee. The plan is reviewed throughout the school year and is submitted to the Merced City School District Board of Education in June.

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.

John Muir was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December 2023. ATSI eligibility is based on 2022-2023 Dashboard data. John Muir is eligible for ATSI in the following areas:

English Learner: Chronic Absenteeism, ELA, Math, and ELPI

Students with Disabilities: Chronic Absenteeism, ELA and Math

Black/African American: Chronic Absenteeism and Suspension

Asian: Chronic Absenteeism

White: Chronic Absenteeism and Suspension

Multiple Race/Two or More: Chronic Absenteeism

After review of the data, some of the inequities John Muir students face are: the bus schedule and early start times. Half of John Muir's student population is bused from across town and buses are scheduled for pick up before the sun rises at times. This affects the attendance rate of our students thus affecting their academic levels. Another resource inequity is John Muir's early start time. Students are required to arrive at school every day by 7:40am and many of our families work nights. When students do not have transportation they cannot attend school. All areas above are affected when students do not attend school regularly.

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.

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

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.

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

Other Needs

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

Use of state and local assessments to modify instruction and improve student achievement (ESSA) include, but are not limited to: Data from state measures including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessment for California (ELPAC) and local/district assessments: District Progress Assessments (iReady DPA), Acadience, Writing Performance Tasks, Common Formative Assessments and constant collaboration during Professional Learning Committees (PLCs).

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 School. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.17%	0.17%	0	1	1
African American	6.83%	7.11%	6.71%	40	43	39
Asian	7.85%	7.27%	7.40%	46	44	43
Filipino	%	0%	%	0	0	
Hispanic/Latino	72.35%	73.06%	71.77%	424	442	417
Pacific Islander	%	0%	%	0	0	
White	8.36%	8.6%	8.61%	49	52	50
Multiple/No Response	3.41%	3.14%	4.65%	20	19	27
Total Enrollment				586	605	581

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	109	64
Grade 1	86	85	82
Grade 2	83	89	85
Grade3	86	81	84
Grade 4	79	77	84
Grade 5	83	73	76
Grade 6	67	91	82
Total Enrollment	586	605	581

Conclusions based on this data:

1. John Muir's attendance has grown each year.
2. John Muir's enrollment by subgroup as the highest amount in Hispanic/Latino with 73%.
3. John Muir's two grade levels with the most students are kindergarten and 6th grade.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	75	98	104	13.1%	12.8%	17.9%
Fluent English Proficient (FEP)	45		26	7.7%	7.7%	4.5%
Reclassified Fluent English Proficient (RFEP)		11		10.7%		

Conclusions based on this data:

1. John Muir has had an increase in the number of English Learner's over the past three years.
2. John Muir has increased the number of reclassified students over the past three years.
3. John Muir continues to use district adopted materials for English Learner Development.

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	81	89	81	0	89	80	0	89	80	0.0	100.0	98.8
Grade 4	87	76	77	0	76	77	0	76	77	0.0	100.0	100.0
Grade 5	78	88	78	0	86	76	0	86	76	0.0	97.7	97.4
Grade 6	67	64	90	0	63	88	0	63	88	0.0	98.4	97.8
All Grades	313	317	326	0	314	321	0	314	321	0.0	99.1	98.5

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		2357.	2332.		5.62	6.25		16.85	11.25		24.72	15.00		52.81	67.50
Grade 4		2398.	2390.		3.95	7.79		9.21	14.29		27.63	20.78		59.21	57.14
Grade 5		2448.	2452.		9.30	9.21		23.26	18.42		18.60	25.00		48.84	47.37
Grade 6		2482.	2466.		7.94	7.95		23.81	18.18		26.98	22.73		41.27	51.14
All Grades	N/A	N/A	N/A		6.69	7.79		18.15	15.58		24.20	20.87		50.96	55.76

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		5.62	2.50		55.06	53.75		39.33	43.75
Grade 4		2.63	10.39		65.79	44.16		31.58	45.45
Grade 5		12.79	9.21		56.98	60.53		30.23	30.26
Grade 6		12.70	7.95		47.62	51.14		39.68	40.91
All Grades		8.28	7.48		56.69	52.34		35.03	40.19

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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		4.49	3.75		43.82	35.00		51.69	61.25
Grade 4		3.95	3.95		42.11	48.68		53.95	47.37
Grade 5		9.30	5.26		44.19	60.53		46.51	34.21
Grade 6		6.35	6.82		50.79	35.23		42.86	57.95
All Grades		6.05	5.00		44.90	44.38		49.04	50.63

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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		5.62	3.75		66.29	65.00		28.09	31.25
Grade 4		1.32	7.79		69.74	66.23		28.95	25.97
Grade 5		9.30	10.53		73.26	72.37		17.44	17.11
Grade 6		6.35	6.82		77.78	77.27		15.87	15.91
All Grades		5.73	7.17		71.34	70.40		22.93	22.43

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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		4.49	5.00		59.55	46.25		35.96	48.75
Grade 4		5.26	5.19		71.05	64.94		23.68	29.87
Grade 5		11.63	9.21		47.67	59.21		40.70	31.58
Grade 6		12.70	11.36		53.97	59.09		33.33	29.55
All Grades		8.28	7.79		57.96	57.32		33.76	34.89

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Conclusions based on this data:

1. In 2022 - 2023, John Muir assessed 98.5% of 3rd-6th grade students on the SBAC.
2. In 2022 - 2023, 23.37% of students administered the SBAC exceed or met standards overall and was a slight decrease from the previous school year. School-wide percentages in each area were: standard exceeded 7.79%, standard met 15.58%, standard nearly met 20.87% and standard not met 55.76%.
3. In 2022 - 2023, 5th grade had the highest percentage of students who met and exceeded standard on the CAASPP. And 3rd grade had the lowest number met and exceeded standard at 17.5%.

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.

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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	81	89	81	0	89	80	0	89	80	0.0	100.0	98.8
Grade 4	87	76	77	0	76	77	0	76	77	0.0	100.0	100.0
Grade 5	78	88	77	0	86	76	0	86	76	0.0	97.7	98.7
Grade 6	67	64	89	0	63	87	0	63	87	0.0	98.4	97.8
All Grades	313	317	324	0	314	320	0	314	320	0.0	99.1	98.8

* 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		2354.	2349.		4.49	3.75		14.61	15.00		21.35	17.50		59.55	63.75
Grade 4		2401.	2408.		1.32	5.19		9.21	12.99		30.26	23.38		59.21	58.44
Grade 5		2418.	2447.		5.81	5.26		5.81	11.84		23.26	35.53		65.12	47.37
Grade 6		2465.	2457.		4.76	13.79		17.46	12.64		26.98	21.84		50.79	51.72
All Grades	N/A	N/A	N/A		4.14	7.19		11.46	13.13		25.16	24.38		59.24	55.31

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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		2.25	5.00		34.83	35.00		62.92	60.00
Grade 4		2.63	6.49		30.26	37.66		67.11	55.84
Grade 5		4.65	3.95		31.40	50.00		63.95	46.05
Grade 6		3.17	12.64		44.44	33.33		52.38	54.02
All Grades		3.18	7.19		34.71	38.75		62.10	54.06

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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		6.74	5.00		34.83	32.50		58.43	62.50
Grade 4		2.63	3.90		32.89	37.66		64.47	58.44
Grade 5		3.49	3.95		37.21	55.26		59.30	40.79
Grade 6		7.94	10.34		41.27	43.68		50.79	45.98
All Grades		5.10	5.94		36.31	42.19		58.60	51.88

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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		8.99	8.75		48.31	47.50		42.70	43.75
Grade 4		3.95	7.79		48.68	48.05		47.37	44.16
Grade 5		2.33	6.58		51.16	64.47		46.51	28.95
Grade 6		3.17	11.49		69.84	54.02		26.98	34.48
All Grades		4.78	8.75		53.50	53.44		41.72	37.81

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Conclusions based on this data:

1. In 2022 - 2023, John Muir assessed 98.8% of 3rd-6th grade students in math on the SBAC.
2. In 2022 - 2023, 20.32% of students administered the SBAC exceed or met standards overall. School-wide percentages in each area were: standard exceeded 7.19%, standard met 13.13%, standard nearly met 24.38% and standard not met 55.31%.
3. John Muir has grown in all grade levels and subtests in the area of mathematics.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) 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		
	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	*	1411.9	1415.1	*	1425.2	1414.7	*	1381.4	1415.8	5	12	15
1	1440.6	*	1447.7	1458.3	*	1455.8	1422.2	*	1439.2	18	9	13
2	1477.4	1454.4	1453.1	1489.2	1455.8	1465.8	1465.1	1452.3	1439.8	17	17	13
3	1466.4	1470.4	1474.4	1461.3	1471.1	1474.9	1471.1	1469.1	1473.4	13	20	15
4	1476.9	1465.5	1493.6	1481.9	1454.3	1492.9	1471.5	1476.3	1493.9	11	11	17
5	*	1494.0	*	*	1481.6	*	*	1506.1	*	7	12	8
6	*	*	*	*	*	*	*	*	*	10	5	9
All Grades										81	86	90

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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	*	8.33	13.33	*	41.67	26.67	*	33.33	33.33	*	16.67	26.67	*	12	15
1	0.00	*	0.00	33.33	*	38.46	50.00	*	53.85	16.67	*	7.69	18	*	13
2	0.00	0.00	0.00	58.82	29.41	38.46	35.29	58.82	38.46	5.88	11.76	23.08	17	17	13
3	15.38	0.00	6.67	0.00	35.00	13.33	46.15	45.00	60.00	38.46	20.00	20.00	13	20	15
4	0.00	0.00	5.88	36.36	27.27	35.29	36.36	36.36	47.06	27.27	36.36	11.76	11	11	17
5	*	16.67	*	*	8.33	*	*	50.00	*	*	25.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.17	4.65	6.67	32.10	30.23	32.22	39.51	44.19	42.22	22.22	20.93	18.89	81	86	90

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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	*	8.33	0.00	*	50.00	40.00	*	25.00	33.33	*	16.67	26.67	*	12	15
1	27.78	*	15.38	27.78	*	46.15	27.78	*	38.46	16.67	*	0.00	18	*	13
2	29.41	11.76	7.69	52.94	29.41	38.46	17.65	41.18	53.85	0.00	17.65	0.00	17	17	13
3	15.38	15.00	13.33	38.46	50.00	60.00	15.38	20.00	13.33	30.77	15.00	13.33	13	20	15
4	36.36	9.09	17.65	18.18	27.27	70.59	27.27	27.27	0.00	18.18	36.36	11.76	11	11	17
5	*	16.67	*	*	41.67	*	*	16.67	*	*	25.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.40	15.12	14.44	35.80	40.70	51.11	18.52	23.26	22.22	17.28	20.93	12.22	81	86	90

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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	*	0.00	13.33	*	33.33	13.33	*	41.67	53.33	*	25.00	20.00	*	12	15
1	0.00	*	0.00	22.22	*	30.77	33.33	*	53.85	44.44	*	15.38	18	*	13
2	0.00	0.00	0.00	35.29	17.65	15.38	52.94	52.94	46.15	11.76	29.41	38.46	17	17	13
3	7.69	0.00	0.00	15.38	5.00	13.33	38.46	55.00	33.33	38.46	40.00	53.33	13	20	15
4	0.00	0.00	5.88	0.00	0.00	17.65	27.27	54.55	47.06	72.73	45.45	29.41	11	11	17
5	*	8.33	*	*	8.33	*	*	41.67	*	*	41.67	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.70	1.16	3.33	18.52	13.95	16.67	39.51	50.00	50.00	38.27	34.88	30.00	81	86	90

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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	*	25.00	0.00	*	66.67	86.67	*	8.33	13.33	*	12	15
1	50.00	*	23.08	44.44	*	76.92	5.56	*	0.00	18	*	13
2	23.53	11.76	23.08	70.59	76.47	69.23	5.88	11.76	7.69	17	17	13
3	15.38	25.00	20.00	69.23	60.00	66.67	15.38	15.00	13.33	13	20	15
4	36.36	18.18	29.41	45.45	54.55	58.82	18.18	27.27	11.76	11	11	17
5	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.16	20.93	20.00	59.26	62.79	70.00	13.58	16.28	10.00	81	86	90

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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	*	8.33	0.00	*	66.67	73.33	*	25.00	26.67	*	12	15
1	5.56	*	0.00	72.22	*	100.00	22.22	*	0.00	18	*	13
2	23.53	11.76	15.38	76.47	64.71	84.62	0.00	23.53	0.00	17	17	13
3	15.38	35.00	26.67	46.15	45.00	60.00	38.46	20.00	13.33	13	20	15
4	36.36	18.18	35.29	45.45	36.36	52.94	18.18	45.45	11.76	11	11	17
5	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.69	18.60	20.00	55.56	55.81	67.78	19.75	25.58	12.22	81	86	90

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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	*	8.33	13.33	*	75.00	73.33	*	16.67	13.33	*	12	15
1	11.11	*	0.00	44.44	*	53.85	44.44	*	46.15	18	*	13
2	11.76	5.88	0.00	76.47	41.18	38.46	11.76	52.94	61.54	17	17	13
3	0.00	0.00	6.67	30.77	40.00	33.33	69.23	60.00	60.00	13	20	15
4	0.00	0.00	0.00	36.36	45.45	47.06	63.64	54.55	52.94	11	11	17
5	*	8.33	*	*	41.67	*	*	50.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.41	5.81	3.33	48.15	44.19	48.89	44.44	50.00	47.78	81	86	90

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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	*	25.00	26.67	*	50.00	46.67	*	25.00	26.67	*	12	15
1	0.00	*	7.69	61.11	*	84.62	38.89	*	7.69	18	*	13
2	0.00	5.88	7.69	82.35	82.35	53.85	17.65	11.76	38.46	17	17	13
3	15.38	5.00	13.33	53.85	75.00	86.67	30.77	20.00	0.00	13	20	15
4	0.00	0.00	17.65	63.64	54.55	58.82	36.36	45.45	23.53	11	11	17
5	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.17	6.98	15.56	64.20	69.77	65.56	29.63	23.26	18.89	81	86	90

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 assessed 90 students in 2022 - 2023.
2. Overall, English learner student results increased in 4th grade and 5th grade.
3. Overall, English learner student results decreased slightly in Kindergarten, 2nd and 3rd grades.

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
605	95.7	15.2	0.7
Total Number of Students enrolled in John Muir Elementary School.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	15.2
Foster Youth	4	0.7
Homeless	11	1.8
Socioeconomically Disadvantaged	579	95.7
Students with Disabilities	54	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	7.1
American Indian	1	0.2
Asian	44	7.3
Hispanic	442	73.1
Two or More Races	19	3.1
White	52	8.6

Conclusions based on this data:

1. Based on the data above 95.7% of John Muir students are socioeconomically disadvantaged.
2. Our largest student sub group is our Hispanic students at 73.1%.

-
-
3. Our students with disabilities make up 8.9% of our student population.

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Based on reported data our areas of concern are: Mathematics (yellow), English Language Arts (very low/red), English Learner Progress (yellow) , Chronic Absenteeism (yellow) and suspension (low/orange).
2. John Muir's area of growth is in English Language Arts and Mathematics. We expect to see growth with implementation of Response to Intervention Groups as well as intervention teacher and aide support.

3. Although we are in the very high range for Chronic Absenteeism, we expected improvements based on our comprehension plan, including community liaison support and consistent SART and SARB processes.

Muir Elementary School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following subgroups:

English Learner: Chronic Absenteeism, ELA, Math, and ELPI

Students with Disabilities: Chronic Absenteeism, ELA and Math

Black/African American: Chronic Absenteeism and Suspension

Asian: Chronic Absenteeism

White: Chronic Absenteeism and Suspension

Multiple Race/Two or More: Chronic Absenteeism

School and Student Performance Data

Academic Performance English Language Arts

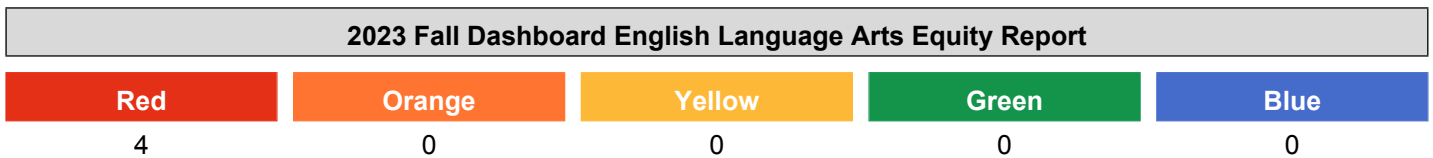
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This section provides number of student groups in each level.



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		
<p>All Students</p>  Red 73 points below standard Decreased -13.9 points 292 Students	<p>English Learners</p>  Red 108.5 points below standard Decreased Significantly -26.4 points 62 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 74.5 points below standard Decreased -13.2 points 281 Students	<p>Students with Disabilities</p>  Red 164.2 points below standard Decreased Significantly -21.6 points 49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>110.9 points below standard</p> <p>Decreased -14.7 points</p> <p>19 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>98.5 points below standard</p> <p>Decreased Significantly - 26.8 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>72.5 points below standard</p> <p>Decreased Significantly - 18.5 points</p> <p>216 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>34.5 points below standard</p> <p>Maintained -1.1 points</p> <p>26 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>121.7 points below standard</p> <p>Decreased Significantly -28.6 points</p> <p>41 Students</p>	<p>82.9 points below standard</p> <p>Decreased Significantly -16.5 points</p> <p>21 Students</p>	<p>67.4 points below standard</p> <p>Decreased -11.9 points</p> <p>213 Students</p>

Conclusions based on this data:

- Overall, John Muir is 59.1 points below standard in ELA, scoring very low, or red. The following Subgroups scored very low: Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.
- John Muir's current English Learners are 121.7 points below standard and this is a decrease of 28.6 points from previously years.
- Muir Elementary School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following subgroups for ELA:
English Learner and Students with Disabilities

School and Student Performance Data

Academic Performance Mathematics

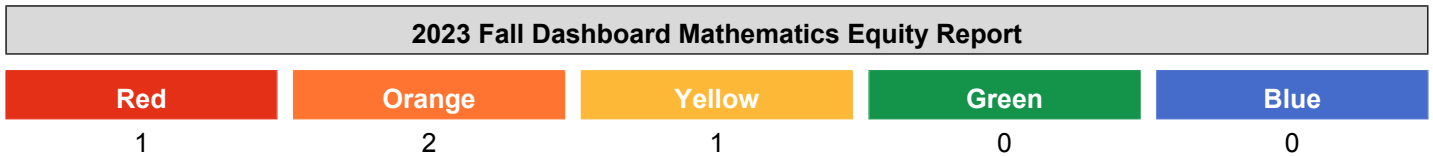
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This section provides number of student groups in each level.



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		
<p>All Students</p>  Yellow 84.3 points below standard Increased +3.6 points 291 Students	<p>English Learners</p>  Orange 104.7 points below standard Increased +4.7 points 61 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 85.3 points below standard Increased +5.6 points 280 Students	<p>Students with Disabilities</p>  Red 178 points below standard Decreased Significantly -17.1 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>102.2 points below standard</p> <p>Increased Significantly +18.4 points</p> <p>19 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>75.8 points below standard</p> <p>Increased Significantly +21.1 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>88.1 points below standard</p> <p>Maintained -0.9 points</p> <p>215 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>53.4 points below standard</p> <p>Maintained -0.8 points</p> <p>26 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>98.2 points below standard</p> <p>Increased +7.4 points</p> <p>40 Students</p>	<p>117.2 points below standard</p> <p>Maintained -2.4 points</p> <p>21 Students</p>	<p>82.7 points below standard</p> <p>Maintained +1.9 points</p> <p>213 Students</p>

Conclusions based on this data:

1. 291 students were administered the SBAC. Overall, students increased in score 3.6 points. These groups scored low: English Learners (Orange), Students with Disabilities (Red), and Hispanic (Orange).
2. Muir's two sub groups that increased were our African American sub group who growing 18.4 points and our Socially Disadvantaged group growing 5.6 points.
3. Students with disabilities and our white sub groups are two areas of focus for John Muir.

School and Student Performance Data

Academic Performance English Learner Progress

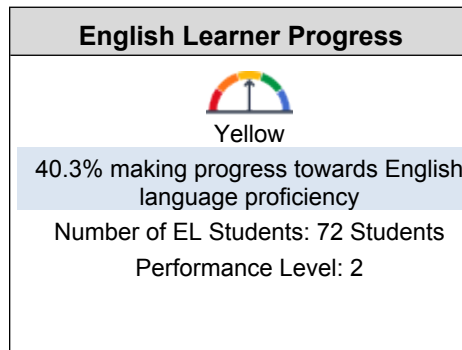
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
14	29	0	29

Conclusions based on this data:

1. John Muir Elementary tested 72 EL students in 2023. Of those 72 students; 14 students decreased one ELPI level and 29 students maintained their ELPI level.
2. Highly trained staff teach English Language Learner strategies for comprehension of challenging narrative and expository texts, including understanding the purpose for reading text.
3. Highly trained staff provide English Language Learners many opportunities to participate in structured academic conversations.

Muir Elementary School is eligible for Additional Targeted Support and Improvement (ATSI) for English Learner students in the following areas: Chronic absenteeism, ELA, Math, ELPI and level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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	English Learners	Foster Youth
 Yellow 42.6% Chronically Absent Declined Significantly -15.5 664 Students	 Orange 34% Chronically Absent Declined -15.5 103 Students	Less than 11 Students 8 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
60.9% Chronically Absent 0 23 Students	 Yellow 43.2% Chronically Absent Declined Significantly -15.6 637 Students	 Orange 37.7% Chronically Absent Declined -21.7 77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 54.3% Chronically Absent Declined -13.8 46 Students	Less than 11 Students 1 Student	 Yellow 18.2% Chronically Absent Declined -18 44 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.5% Chronically Absent Declined Significantly -14.8 484 Students	28.6% Chronically Absent Declined -26 28 Students	 No Performance Color 0 Students	 Orange 36.1% Chronically Absent Declined -17.6 61 Students

Conclusions based on this data:

1. John Muir identified the sub groups Homeless and Socioeconomically disadvantaged students as populations with the highest chronic absenteeism. The following Subgroups scored very low (Orange) in Chronic Absenteeism: English Learners, Students with Disabilities, African American, and White.
2. John Muir staff work together to reduce chronic absenteeism through home visits, home communications, community liaison, SART meetings, meetings with parents, student attendance groups and SARB hearings.
3. John Muir is eligible for Additional Targeted Support and Improvement (ATSI) in the area of chronic absenteeism for the following subgroups: English Learner, Students with Disabilities, African American, Asian, White and Multiple Races.

School and Student Performance Data

Conditions & Climate Suspension Rate

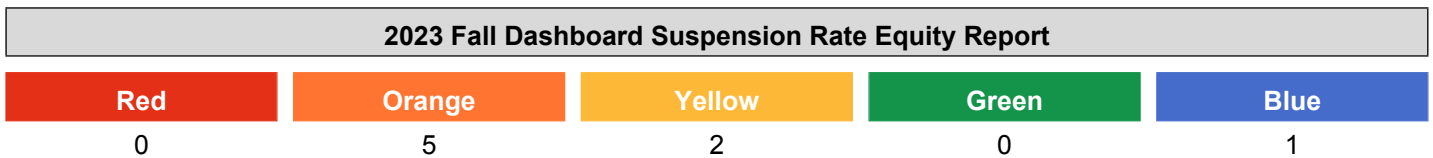
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.













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													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.6% suspended at least one day</td> </tr> <tr> <td>Increased 0.8 698 Students</td> </tr> </tbody> </table>	All Students	 Orange	2.6% suspended at least one day	Increased 0.8 698 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.7% suspended at least one day</td> </tr> <tr> <td>Increased 1.7 108 Students</td> </tr> </tbody> </table>	English Learners	 Orange	3.7% suspended at least one day	Increased 1.7 108 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">7.7% suspended at least one day</td> </tr> <tr> <td>13 Students</td> </tr> </tbody> </table>	Foster Youth	7.7% suspended at least one day	13 Students
All Students													
 Orange													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>23 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	23 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.7% suspended at least one day</td> </tr> <tr> <td>Increased 1.1 668 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	2.7% suspended at least one day	Increased 1.1 668 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.9% suspended at least one day</td> </tr> <tr> <td>Increased 1.9 81 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	4.9% suspended at least one day	Increased 1.9 81 Students
Homeless													
0% suspended at least one day													
23 Students													
Socioeconomically Disadvantaged													
 Orange													
2.7% suspended at least one day													
Increased 1.1 668 Students													
Students with Disabilities													
 Orange													
4.9% suspended at least one day													
Increased 1.9 81 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 3.9% suspended at least one day Declined -2.2 51 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 45 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4% suspended at least one day Increased 1.5 505 Students	 Orange 3.1% suspended at least one day Increased 3.1 32 Students	 No Performance Color 0 Students	 Yellow 4.7% suspended at least one day Declined -4.2 64 Students

Conclusions based on this data:

- John Muir's suspension rate in 2023 increased 0.8 for students suspended at least one day. The following Subgroups scored low (Orange) in Suspension Rate: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and Two or More Races.
- John Muir's African American decreased suspension rate by 2.2. The Asian Subgroup maintained a score of Blue.
- Muir Elementary is eligible for Additional Targeted Support and Improvement (ATSI) in the area of suspension for the following subgroups: African-American and White.

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 ACHIEVEMENT

John Muir Elementary School students will demonstrate continual improvement in the area of English Language Arts, English Language Development, and Mathematics by providing an equitable guaranteed viable curriculum, assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career.

John Muir Elementary students will demonstrate continuous improvement in the areas of Language Arts, Mathematics and English Learner reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

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.

On the California School Dashboard all students were in the Red Level for English Language Arts. Our English Learners were in the red and decreased by 26.4 points. The following Subgroups scored very low and were in the Red: English Learners (decreased -26.4 points), Socioeconomically Disadvantaged (decreased -13.2 points), Students with Disabilities (-21.6 points), and Hispanic (-18.5 points).

On the California School Dashboard all students were in the yellow for Mathematics, increasing by 3.6 points. Our English Learners were in the orange level and increased by 4.7 points, however they were 104.7 points below standard. Students with Disabilities were in the Red and decreased by -17.1 points. The Hispanic student Subgroup was Orange and maintained at -0.9 points.

On our District Performance Assessments for reading, our students show a need in vocabulary, comprehension of literature and comprehension of informational text.

On our District Performance Assessments for math, our students show a need in geometry and measurement and data.

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
California School Dashboard ELA Indicator	2023 All Students: 73 points below standard English Learners: 108.5 points below standard African American Students: 110.9 points below standard	2024 All Students: 63 points below standard English Learner: 90 points below standard African American Students: 100 points below standard
California School Dashboard Math Indicator	2023 All Students: 84.3 points below standard English Learners: 104.7 points below standard African American Students: 102.2 points below standard	2024 All Students: 74.3 points below standard English Learners: 94.7 points below standard African American Students: 92.2 points below standard
California School Dashboard English Learner Progress Indicator	2023 English Learner Progress: 40.3 points above standard making progress towards English language Proficiency	2024 English Learner Progress: 50.3 points above standard making progress towards English Language Proficiency
District Progress Assessment (DPA) Growth	2023 - 2024 DPA Reading Overall: DPA I: 12% On or Above Grade Level DPA II: 29% On or Above Grade Level English Learners: DPA I: 3% On or Above Grade Level DPA II: 12% On or Above Grade Level African American Students: DPA I: 12% On or Above Grade Level DPA II: 24% On or Above Grade Level 2023-2024 DPA Math Overall: DPA I: 4% On or Above Grade Level DPA II: 15% On or Above Grade Level English Learners: DPA I: 0% On or Above Grade Level DPA II: 6% On or Above Grade Level African American Students: DPA I: 6% On or Above Grade Level DPA II: 10% On or Above Grade level	2024 - 2025 Overall: DPA I: 22% On or Above Grade Level DPA II: 39% On or Above Grade Level English Learners: DPA I: 13% On or Above Grade Level DPA II: 22% On or Above Grade Level African American Students: DPA I: 22% On or Above Grade Level DPA II: 34% On or Above Grade Level 2023-2024 DPA Math Overall: DPA I: 14% On or Above Grade Level DPA II: 25% On or Above Grade Level English Learners: DPA I: 5% On or Above Grade Level DPA II: 16% On or Above Grade Level African American Students: DPA I: 16% On or Above Grade Level DPA II: 20% On or Above Grade level

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	Ongoing Professional Collaboration:	All students	8,000.00 3010

	<p>All teachers collaborate through Professional Learning Communities (PLCs) focusing on continual improvement. PLC's create, implement and monitor the progress of a Guaranteed Viable Curriculum for each grade level ensuring key power standards are taught and learned to mastery by students. PLC's engage in collaboration at several levels; horizontally, vertically, and in collaboration with Title I Intervention/Anchor teacher and Rtl Reading Clinicians.</p> <p>Provide ongoing training and support for instructional assistants to ensure a strong understanding of the SIPPS Program.</p> <p>Teachers may also visit other classrooms, school sites, and/or districts that are showing academic results, to improve instructional strategies.</p>		<p>1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers 1,000.00 3010 2000-2999: Classified Personnel Salaries Classified OT</p>
1.2	<p>AVID School-Wide:</p> <p>Continue the implementation of AVID (Advancement Via Individual Determination) school-wide. AVID helps students develop the skills they need to be successful in college, career, and in life by improving academic achievement through the focus on writing, critical thinking, teamwork, organization, and reading skills (WICOR).</p> <p>Teachers and administrators receive training during AVID's summer institute to further a systematic approach to college and career readiness. AVID professional learning for teachers and administrators strengthens their beliefs and expectations around student potential and they learn and practice activities that transform classrooms and the campus. The AVID Program is a researched-based and effective model for minimizing achievement gaps and promoting college readiness for all students.</p> <p>Community of Practice/AVID Regional Pathways Teacher Academy for Spring and Fall: Teachers will gain further experience for the implementation of AVID strategies through Communities of Practice and AVID Regional Pathways Teacher Academies.</p>	All Students	<p>10,200.00 3010 5800: Professional/Consulting Services And Operating Expenditures AVID Summer XP Institute 2,280.00 3010 1000-1999: Certificated Personnel Salaries Teacher Overtime/Benefits for AVID SI 1,891.00 3010 1000-1999: Certificated Personnel Salaries AVID Site Lead Overtime/Benefits 3,099.00 3010 5000-5999: Services And Other Operating Expenditures AVID Membership Fee 5,000.00 3010 4000-4999: Books And Supplies AVID Supplies (agendas, binders, 2,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated OT/Benefits for Monthly AVID Meetings</p>
1.3	<p>Response to Intervention Program:</p> <p>Students who are two or more years below grade level, including English Learners and students with disabilities, are provided with intensive intervention through the utilization of the SIPPS program which provides a structured literacy approach to</p>	At Risk Students	<p>61,185.00 3010 2000-2999: Classified Personnel Salaries Instructional Assistants</p>

	foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling sounds, and sight words, with immediate application to reading connected text to spelling. SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) is a researched-based foundational skills program proven to help both new and struggling readers in K-12 build skills and confidence for fluent, independent reading. Intensive intervention instruction will be provided by a Title I Intervention/Anchor teacher and Instructional Assistant. Students may also receive intervention instruction through the regularly assigned teacher with Instructional Aide support.		
1.4	Professional Development Opportunities for staff: Staff participates in professional development activities at the site and district levels focusing on the GVC, locally adopted standards-aligned instructional materials and strategies for all core instructional areas, and the intensive intervention program in use at the school. Muir teachers will continue with on-site teacher-led professional development in the area of writing.	All Students	1,000.00 3010 1000-1999: Certificated Personnel Salaries On-Site Professional Development Overtime/Benefits
1.5	Extended Day and Student Achievement: Provide extended academic learning opportunities (ex., math, and language extended day classes, English Learner supports, arts, and STEM.) Provide after-school tutorial support for any student needing additional help with their work. Provide extended day opportunities to ensure academic support for at-promise students. Muir students will be provided the opportunity to participate in writing festivals, spelling bees, and science fairs.	All Students	5,673.00 0824 1000-1999: Certificated Personnel Salaries Certificated Overtime/Benefits for Extended Day Program 4,675.00 0824 4000-4999: Books And Supplies Extended Day Supplies 2,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated Overtime and Benefits for Extended Day for At-Promise Students
1.6	Student Achievement Monitoring System: The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the District and is located on the District webpage, under the direction of the	All Students	11,458.00 3010 2000-2999: Classified Personnel Salaries Clerk Typist Salary/Benefits 2,000.00 3010 2000-2999: Classified Personnel Salaries Clerk Typist Overtime

	<p>Department of Curriculum, Instruction, and Staff Development.</p> <p>Categorical Program Office (CPO) clerk/materials will be hired/bought for auxiliary services. Such individuals will supervise compliance, documentation, required assessment, and achievement data for English Learners.</p>		
1.7	<p>Supplies and materials including books, intervention materials, supplementary academic materials for extended day, technology, software, consumables, incentives, realia, and awards are purchased during the school year for classrooms and/or the library to further support academic achievement for all students. Printing costs, technology, maintenance agreements, and office supplies are purchased to provide a workplace to effectively implement and manage academic programs.</p>	All Students	<p>4800.00 3010 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 10,000.00 0824 5000-5999: Services And Other Operating Expenditures Printshop 8,761.00 0824 4000-4999: Books And Supplies Supplies 73,268.00 3010 4000-4999: Books And Supplies Supplies 1,000.00 3010 5000-5999: Services And Other Operating Expenditures Print Shop 1,500.00 3010 5000-5999: Services And Other Operating Expenditures STAR Online Subscription 1,188.00 0824 5000-5999: Services And Other Operating Expenditures KAMI Software Licenses 3,295.00 0824 5000-5999: Services And Other Operating Expenditures Reflex Math</p>
1.8	<p>Instructional Assemblies and Learning Excursions</p>	All Students	<p>3,000.00 0824 5700-5799: Transfers Of Direct Costs Learning Excursions</p>
1.10			

1.12			
1.13			
1.14			
1.19			
1.20			

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.

- 1.1 We have had strong collaboration within our PLCs. All PLCs reviewed state standards to ensure a Guaranteed Viable Curriculum was being taught. Teachers participated in AVID instructional rounds and planned Common Formative Assessments together. Our PLCs were effective in improving instructional practices.
- 1.2 John Muir has a thriving AVID team and program. All students complete focused notes and are able to discuss college and career readiness. Last summer in 2023, we had a team of seven teachers and one administrator attend AVID summer institute where goals were set and instructional strategies in WICOR were reviewed. John Muir continues to reach their AVID goals and implements organization, focus notes and Costa's questions regularly at all grade levels (TK - 6th).
- 1.3 John Muir's response to intervention has improved in the 1st, 2nd and 3rd grades. We have seen students grow tremendously with the full implementation of SIPPs. We have an intervention teacher, one full-time aide and John Muir also has a part-time instructional assistant. We have seen tremendous growth with our 1st and 2nd grade students. Math intervention groups were established towards the end of the year.
- 1.4 Professional Development Opportunities continue for our staff in the area of Number Talks. Every staff member participated throughout the school year and implemented at least three number talks a week.
- 1.5 John Muir has offered several extended day opportunities this school year, these including: Reading Club intervention for 2nd, 3rd, and 4th grade, Math Club Intervention for 4th, 5th and 6th grade, science fair, Engineering, AVID Art, CAASPP prep class, student leadership/council and Lao Dancing. These extended learning opportunities have allowed students to receive extra support as well as to grow in extended learning.
- 1.6 Student achievement is monitored regularly. At each quarter data is pulled on student progress. District Performance Assessments, attendance, behavior and state testing to evaluate student progress and identify interventions needed.
- 1.7 Supplies and Materials are purchased for teachers, students and classes throughout the year. These supplies help students to have access to materials to stay organized and successful at school.
- 1.8 Instructional Assemblies and Learning Excursions are provided throughout the school year. They allow for an enhancing experience for all students and incorporate hands-on learning.

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

1.4 John Muir continues to look for ways to provide consistent and on going professional development. We planned for additional GLAD training for staff; however, we did not have the dates. GLAD training is expected to take place in the 2024-2025 school 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.

1.3 John Muir will look at opportunities to help our students who would benefit from continued intervention in both reading and math. In order to support the growth in math and reading; we would like to bring on three part time instructional assistants to run specific interventions. Within these interventions, we will prioritize our student identified as needing additional targeted support and intervention as well as our African American populations.

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.

Social-Emotional Learning and Student Wellness

John Muir Elementary will provide a safe, more culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of students, staff and stakeholder surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates and results of student, staff, and stakeholder surveys.

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 have had a significant improvement in attendance this school year. On the California Dashboard, our total chronic absenteeism rate was 42.6% which declined 15.5% from previous years. Based on current Aeries data, we show a 37% chronic absenteeism rate for the current school year. The following Subgroups scored very low in the Orange category: English Learners, Students with Disabilities, African American Students, and White Students.

The California Dashboard shows a decline in Chronic Absenteeism of All Students by 15.5%.

The California Dashboard shows a decline in Chronic Absenteeism for English Learners by 15.5% and African American students by 13.8%.

The California Dashboard shows a decline in Chronic Absenteeism for Socioeconomically disadvantaged students by 15.6%.

The California Dashboard shows a decline in Chronic Absenteeism for Students with Disabilities by 21.7%.

On the California Dashboard all students were at an Orange Level for Suspension rates: English Learners were at an Orange level with an increase by 1.7%; Socioeconomically disadvantaged students increased by 1.1% and at the orange level; Students with Disabilities increased by 1.9% and African Americans decreased by 2.2%.

On the California Healthy Kids Survey, 87% of students feel safe or very safe at school, 98% of staff feel safe or very safe at school and 73% of parents feel their students are safe or very safe at 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
California School Dashboard - Chronic Absenteeism	2022 - 2023 42.6% Chronic Absenteeism Rate	2024 - 2025 Below 20% Chronic Absenteeism
California School Dashboard - Suspension Rate	2022- 2023 2.6% Suspension Rate	2024-2025 Maintain 2.5% Suspension Rate
California Healthy Kids Survey - Percent of Parents, students and Staff reporting that school is a safe place for students.	2023 - 2024 87% of students agree or strongly agree 98% of staff agree or strongly agree 73% of parents agree or strongly agree	2024- 2025 100% of students agree or strongly agree 100% of staff agree or strongly agree 100% of parents agree or strongly agree

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	<p>Positive Behavior Interventions and Supports:</p> <p>The PBIS system is a system of support based on a three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes. Tier 1 provides universal support to all students focusing on establishing regular, proactive support while preventing unwanted behaviors. Tier 2 supports students who are at promise for developing more serious problem behaviors before they start. Tier 3 focuses on students that need more intensive and individualized support to improve their behavior and academic outcomes.</p>	All Students	4,042.00 0824 1000-1999: Certificated Personnel Salaries Certificated Substitutes/Benefits
1.2	<p>Conscious Discipline:</p> <p>Provide all staff with ongoing training in Conscious Discipline. Research suggests that parents with children in a school implementing Conscious Discipline perceive the school climate positively, even when they do not feel safe where they live (Rain, 2014).</p>	All Students	2,475.00 0824 1000-1999: Certificated Personnel Salaries Certificated Overtime/Benefits for Trainings
1.3	<p>Implicit Bias Training:</p> <p>Provide all staff with training in order to gain an understanding of what implicit bias is, what impact biases can have on equity, and how they can begin to identify their own biases in schools that impact students. Research suggests equity issues exist and may include the overrepresentation of African American boys in suspension and expulsions (Wood, Harris, & Howard, 2018); English Learners in special education (Harry & Klingler, 2014); White</p>	All staff	1,890.00 0824 1000-1999: Certificated Personnel Salaries Certificated Overtime/Benefits for Trainings

	students in Advanced Placement courses (Lewis & Diamond, 2018)		
1.4	<p>Growth Mindsets:</p> <p>Develop growth mindsets for both staff and students. A growth mindset teaches students that the human brain is like a muscle that can be trained through repetition and practice. When students realize this, they develop a growth mindset: the belief that abilities can be developed through commitment and hard work. Students with a growth mindset earned higher grades over time compared to students with a fixed mindset. (Blackwell, Trzesniewski, & Dweck, 2007).</p>	All students and staff	<p>3,000.00 0824 5000-5999: Services And Other Operating Expenditures Student Assemblies</p>
1.5	<p>Social-Emotional Learning (SEL):</p> <p>With the closures of schools in the last year, due to COVID, Social-Emotional Learning is more important now as students return to campus. Supporting students' social and emotional needs and development is positively correlated to attendance, grades, test scores, graduation rates, college, and career readiness, and overall well-being. Muir will provide all students with structured Social Emotional Learning to help them comprehend their emotions, feel those emotions fully, and demonstrate empathy for others. Muir will have a full-time counselor to support student social and emotional needs both inside and outside of the classroom.</p>	All students	<p>2,000.00 0824 5800: Professional/Consulting Services And Operating Expenditures Field Trips Entrance Fees</p>
1.6	<p>Health and Wellness:</p> <p>Offer and provide all students with structured play opportunities daily during their recess time.</p> <p>The American Academy of Pediatrics (AAP) recommends that children participate in 60 minutes of “moderate to vigorous activity per day,” and suggested that recess be part of that. “Recess is a necessary break in the day for optimizing a child’s social, emotional, physical, and cognitive development,” the AAP wrote in a 2013 policy statement.</p>	All students	<p>11042.00 0824 2000-2999: Classified Personnel Salaries Health and Wellness Supervisor/Benefits</p>
1.7	<p>Learning & Celebration Assemblies & Learning Excursions</p>	All Students	<p>2,000.00 0824 5700-5799: Transfers Of Direct Costs Assemblies</p>
1.8			
1.9			
1.10			

1.11			
1.12			
1.13			

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.

- 1.1 John Muir runs an effective T.1, T.2, and T.3 PBIS system ensuring that all students are taught our behavior expectations and this has helped to significantly decreased behaviors on our campus. Our PBIS system recognizes students for showing M.U.I.R. on a regular basis. This school year John Muir has applied for recognition at the Bronze, Silve and Gold levels.
- 1.2 John Muir's staff is traned in conscious discipline and continues to utilize teaching the brain states as a form of education. Our classrooms are equipped with safe spaces and utilize breathing strategies entering and exiting for recesses to prepare for learning in the classroom.
- 1.3 We will shift our focuse to the use the practices and methologologies from Culturally and Linguistically Responsive Teaching and Learning, 2nd edition by Sharroky Hollie to ensure we are practicin equity across our campus.
- 1.4 Implementing the practice of having a growth mindset is helping to build a positive campus. Muir students know that just becuae you don't know something doesn't mean that you won't learn it in the future.
- 1.5 Social Emotinal Learning on Muir's campus comes in many forms. It takes place in the classroom with our counselor class lessons, our health and wellness coordinators whom provide healthy and supportive contests; as well as many extended day opportunities for our students.
- 1.6 Health and Wellness is provided at John Muir through athletics during lunch and after school. Students have an opportunitites to participate in after school athletics in the areas of: soccer, basketball and track. As well as competitions during lunch time in volleyball, dodgeball and flag football.
- 1.7 Students partiicpate in learning excursions and celebration assemblies to promptes a safe campus as well as recognize improving attendance efforts.

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

John Muir did not have any major differences between the intended implementation and/or budgeted expenditures for this 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.

John Muir will continue to implement a strong PBIS system and attendance incentives to increase attendance and decrease suspension rate. At this time these two areas are areas of strength for the campus.

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.

Family and Community Empowerment

John Muir Elementary School will provide opportunities to empower families and stakeholders to become full partners in the education of John Muir students to ensure they excel academically, build character, and are productive members of the community.

John Muir will empower families to become full partners in the education of their students as measured by student, staff and parent surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community as measured by student, staff, and stakeholder surveys.

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.

On the California Health Kids Survey, 87% of parents feel welcome to participate at this school.

On the Calfirenai Healthy Kids Survey, 78% of parents believe the school actively seeks the input of paretns before making important decisions, while only 52% feel involved in the 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
California Healthy Kids Survey: Parents Feel Welcome to Participate at this School.	2023 - 2024 87% of parents feel welcome to participate at school.	2024 - 2025 100% of parents feel welcome to participate at school
California Healthy Kids Survey: Parents believe the school actively seeks input of parents before making important decisions	2023 - 2024 78% of parents believe the school activiely seeks the input of parents before making important decisions	2024 - 2025 100% of parents believe the school actively seeks the input of parents before making important decisions.
California Healthy Kids Survey: Parents feel involed in the school	2023 - 2024 52% of parents feel involved in the school	2024 - 2025 75% of parents feel involved in the school.

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	<p>Parent Education Opportunities:</p> <p>Provide robust parent education opportunities in order to ensure our parents are acutely aware of key parental strategies for student success. Getting parents more engaged in school is a necessary variable in the equation of student success according to a 1995 study called A Generation of Evidence: The Family is Critical to Student Achievement. Learning will be even more important for students as they return to school. Supporting students' social and emotional development relates positively to attendance, grades, test scores, college and career readiness, and overall wellbeing.</p> <p>Conduct a minimum of three Family Engagement Opportunities focusing on:</p> <ol style="list-style-type: none"> 1. Attendance 2. AVID 3. Mental Well Being 4. Grades 	All parents and staff	3,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated Overtime/Benefits for Parent Involvement 2,000.00 3010 2000-2999: Classified Personnel Salaries Classified Overtime/Benefits for Parent Involvement 2,000.00 3010 4000-4999: Books And Supplies Materials/Supplies for Parent Involvement Activities
1.2	<p>Student Engagement:</p> <p>Provide student activities during lunchtime and the school day to increase student's motivation to attend school. Activities can be but are not limited to intramural sports, structured play, organized game days, dress-up days, school spirit days, school-wide presentations, and assemblies.</p>	All Students	2,875.00 0824 4000-4999: Books And Supplies Materials/Supplies
1.3	<p>Student Recognition:</p> <p>Award recognition in the areas of academic success, attendance, character, and exceptional behavior is necessary. Award ceremonies will occur monthly. Award ceremonies will allow for family and community engagement where possible. Families will be invited to award ceremonies and/or the ceremony will be recorded and shared with families via Parent Square.</p>	All students	1,500.00 0824 4000-4999: Books And Supplies Awards and Incentives
1.4	<p>Parental Involvement Opportunities:</p> <p>Ongoing community and parent outreach in providing information regarding family engagement opportunities to increase parent involvement, student engagement, and academic achievement. Muir's Community Liaison working with the site administration will spearhead parent outreach.</p>	All parents	20,759.00 0824 2000-2999: Classified Personnel Salaries Community Liaison Salary/Benefits 1,500.00 0824 2000-2999: Classified Personnel Salaries

			Community Liaison Overtime/Benefits
1.5			
1.10			
1.11			

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.

- 1.1 Parent Engagement Nights provide an opportunity for parents to come onto campus to learn about activities and programs happening on John Muir’s campus. This year focused on AVID instruction and strategies used on campus to enhance student learning.
- 1.2 Student Engagement Nights are provided for students by way of students on campus for fun events to know that the campus is a safe and friendly space that provide not only learning opportunities, but social activities as well.
- 1.3 Student Recognition takes place monthly during the academic, character and attendance assemblies that occur. All stakeholders are welcome to participate and recognize the success of students.
- 1.4 Parental Involvement Opportunities for families include SSC, ELAC, PTC, chaperoning, education nights and the involvement of our community liaison to ensure parents are informed of the opportunities.

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

- 1.4 John Muir budgeted for part time community liaison for the 23-24 school year; however, the liaison position went unfilled for several months thus affecting the parent engagement nights and attendance incentives.

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.

- 1.1 We will plan and calendar parent and family engagement nights for the 2024 - 2025 school year. We will use the data from the California Healthy Kids survey and parent/student surveys to determine the topics covered in these nights.
- 1.4 The community Liaison will be utilized to inform parents and students regularly of events taking place on campus.

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.

Targeted Services for At-Promise Youth

To increase academic achievement, attendance and involvement in school activities for Black/African-American, Foster Youth and Homeless, John Muir will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African-American, foster youth and homeless, the district will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

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.

On the California Dashboard in the area of English Language Arts, our African American population was 110.9 points below standard and decreased 14.7 points. Our foster youth and homeless student data was not displayed because there was not enough data based on the number of students.

On the California Dashboard in the area of Mathematics, our African American population was 102.2 points below the standard; however, increased by 18.4 points from the previous year. Our foster youth data and homeless student data was not displayed because there was not enough data based on the number of students.

On the California Dashboard in the area of chronic absenteeism, our African American population was 54.3% and declined 13.8% from previous years. Our foster youth data and homeless student data was not displayed because there was not enough data based on the number of students.

On the California Dashboard in the area of Suspension Rate, our African American population was 3.9% and declined by 2.2% from previous years. Our foster youth and homeless student data was not displayed because of the number of students.

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
California Dashboard - ELA	2022 - 2023 110.9 points below standard - African American	2024-2025 80 points below standard - African American
California Dashbaord - mathematics	2022 - 2023 102.2 points below standard - African American	2024 - 2025 80 points below standard - African American
California Dashaboard - Chronic Absenteeism	2022 - 2023	2024 - 2025

	54.3% chronically absent - African American	20% chronically absent - African American
California Dashboard - Suspension Rate	2022 - 2023 3.9% suspended - African American	2024 - 2025 3% suspended - African American

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	<p>Extended Day Learning Opportunity</p> <p>The extended day will focus on completing work, prepare for upcoming assessments as well as create a space for students to learn about successful adults with the same race, ethnicity and upbringing. The extended day teacher will partner with the community in order to support students of color see adults of color in action in the community.</p>	African American & Foster Youth & Homeless	See School Goal # 2
4.2	<p>Restorative Justice Partnership</p> <p>John Muir has reached out to the Restorative Justice Program in Merced to partner to create a sense of belonging on campus. The objectives of the program promote positive school alternatives and cultural competition approaches to school discipline.</p>	African American & Foster Youth & Homeless	5000.00 3010 5000-5999: Services And Other Operating Expenditures
4.3	<p>On going Professional Development</p> <p>John Muir's staff will participate in book studies and talks about how to better serve our African American and foster youth. Books and time will be provided to all staff members to participate. Action plans will then be created to support John Muir's youth in this area.</p>	African American & Foster Youth & Homeless	3000.00 3010 1000-1999: Certificated Personnel Salaries

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.

John Muir will begin implementation of this goal for the first time in the 2024-2025 school year. At the end of the next school year the implementation and effectiveness of this goal will be evaluated based on the above measures.

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

John Muir will provide extended day opportunities, restorative justice opportunities for African American and Foster Youth for one year. After a year, the site will use the data from the California Dashboard to see if the students benefit from the actions. If students do not improve based on the California Dashboard then adjustments will be made.

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.

Not applicable at his time

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	\$296,356.00
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 (\$)
0824	\$89,675.00
3010	\$206,681.00

Subtotal of state or local funds included for this school: \$296,356.00

Total of federal, state, and/or local funds for this school: \$296,356.00

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
3010	\$206,681.00	0.00
0824	\$89,675.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	89,675.00
3010	206,681.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,251.00
2000-2999: Classified Personnel Salaries	110,944.00
4000-4999: Books And Supplies	98,079.00
5000-5999: Services And Other Operating Expenditures	32,882.00
5700-5799: Transfers Of Direct Costs	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	14,080.00
2000-2999: Classified Personnel Salaries	0824	33,301.00
4000-4999: Books And Supplies	0824	17,811.00
5000-5999: Services And Other Operating Expenditures	0824	17,483.00

5700-5799: Transfers Of Direct Costs	0824	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	0824	2,000.00
1000-1999: Certificated Personnel Salaries	3010	23,171.00
2000-2999: Classified Personnel Salaries	3010	77,643.00
4000-4999: Books And Supplies	3010	80,268.00
5000-5999: Services And Other Operating Expenditures	3010	15,399.00
5800: Professional/Consulting Services And Operating Expenditures	3010	10,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,273.00
Goal 2	26,449.00
Goal 3	33,634.00
Goal 4	8,000.00

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
Marcia-Marie Rosson, Principal	Principal
Ronna Bonstein, 2nd Grade Teacher	Classroom Teacher
Mary Barraza, 3rd Grade Teacher	Classroom Teacher
Robert Burk, Intervention Teacher	Classroom Teacher
Karina Vega, Parent	Parent or Community Member
	Parent or Community Member
TBD	Parent or Community Member
TBD	Parent or Community Member
TBD	Parent or Community Member
TBD	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

Other: Muir Leadership Team

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 14, 2024.

Attested:



Principal, Marcia-Marie Rosson on



SSC Chairperson, Karina Vega on