

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Muir Middle School	19- 64337- 6066724	October 20, 2022	December XXXX, 2022

Purpose and Description

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

Schoolwide Program

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

Our plan starts with the district's LCAP plan and goals. From there, we utilize our own site data to determine what our students' greatest needs are. We then align our site goals with the LCAP goals to ensure that our students' needs - within the greater district needs - are being met.

- John Muir Middle School is a Title I school
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including CAASPP results in English/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the school and the district
- Professional development of certificated and classified staff are based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures is performed by the School Site Council

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Students were surveyed in the 2018-2019 school year. Students were surveyed anonymously and over 95% of the students responded (+1,400 students).

1. I feel that John Muir is a...

- A. Great school 40%
- B. Good school 42%
- C. Average school 13%
- D. Bad school 5%

2. I feel happy at school.

- A. All of the time 16%
- B. Most of the time 58%
- C. Sometimes 23%
- D. Never 3%

3. I feel safe at school.

- A. All of the time 54%
- B. Most of the time 32%
- C. Sometimes 11%
- D. Never 3%

4. I see unkind behavior at Muir.

- A. Everyday 33%
- B. 3-4 times a week 17%
- C. 1-2 times a week 27%
- D. Once a month 14%
- E. Never 9%

5. The unkind behavior that happens at school the most is...

- A. Verbal 71%
- B. Physical 15%
- C. Online or Text 5%
- D. Social isolation 9%

6. I feel that there is an adult at Muir that I can turn to when I need help.

- A. Yes 73%
- B. No 27%

7. I use my planner.

- A. Everyday 86%
- B. 3-4 times a week 7%
- C. 1-2 times a week 4%
- D. Never 3%

8. The subject that is most difficult for me is...

- A. English 11%
- B. Math 48%
- C. Science 20%
- D. Social Science 12%
- E. PE 9%

9. I participate in a club at Muir.

- A. Yes 25%
- B. No 75%

10. I feel that my writing abilities are...

- A. Very good 28%
- B. Good 45%
- C. Average 25%
- D. Below average 2%

11. I feel that my math abilities are...

- A. Very good 27%
- B. Good 32%
- C. Average 31%
- D. Below average 10%

12. When I study for a test, I use...

- A. Note cards 8%
- B. Read my notes and study guide 43%
- C. Use the textbook 11%
- D. All of the above 28%
- E. None of the Above 10%

13. On average, how much TOTAL time do you spend on homework per night (not including studying)?

- A. 5 to 25 minutes 13%
- B. 30 to 55 minutes 25%
- C. 1 hour to 1½ hours 24%
- D. 1½ to 2 hours 20%
- E. More than 2 hours 18%

14. On average, how much TOTAL time do you spend studying per night?

- A. 5 to 25 minutes 48%
- B. 30 to 55 minutes 28%
- C. 1 hour to 1½ hours 12%
- D. 1½ to 2 hours 7%
- E. More than 2 hours 5%

15. On average, how often do you have homework on the weekend?

- A. Never 10%
- B. Once every 4 weeks 13%
- C. Every other weekend 23%
- D. Every weekend 54%

16. On average, on which subject do you spend the most time doing homework per week?

- A. English 13%
- B. Math 57%
- C. Science 15%
- D. Social Science 15%

17. On average, on which subject do you spend the second most time doing homework per week?

- A. English 27%
- B. Math 27%
- C. Science 30%
- D. Social Science 16%

18. How and where do you do homework?

- A. In a quiet place 55%
- B. In front of the TV 9%
- C. With music on 34%
- D. I don't do homework 2%

19. My parents are home when I do my homework.

- A. All of the time 38%
- B. Most of the time 35%
- C. Sometimes 16%
- D. Rarely 8%
- E. Never 3%

20. When I don't understand how to do my homework, I...

- A. Ask a teacher 12%
- B. Ask my parent 39%
- C. Ask a friend 24%
- D. Look online 19%
- E. Don't complete it 6%

21. I get most of my physical exercise...

- A. In PE class 50%
- B. Outside of school 50%

22. To get to school, I...

- A. Walk 13%
- B. Ride a bike, scooter or skateboard 2%
- C. Ride in a car 85%

23. I eat at school...

- A. Only at nutrition 5%
- B. Only at lunch 27%
- C. At both nutrition and lunch 52%
- D. I don't eat at school 16%

24. When I eat at school, I eat food...

- A. From home 50%
- B. From the cafeteria 27%

C. From the vending machines 12%

D. I don't eat at school 11%

25. I eat breakfast every morning.

A. Yes 66%

B. No 34%

26. I have access to the internet at home.

A. Yes 96%

B. No 4%

27. My cell phone...

A. Has internet access (smartphone) 74%

B. Does not have internet access 11%

C. I don't have a cell phone 15%

28. Which forms of social media do you use (select all that apply)?

A. Instagram 56%

B. Snapchat 40%

C. Facebook 18%

D. Twitter 23%

E. I don't use social media 33%

29. My grades are looked at on the Parent Portal at least once a week by...

A. Me 19%

B. My parents 18%

C. Both my parents and me 53%

D. No one in my home ever looks at the Portal 10%

30. On average, what time do you go to bed on school nights?

A. Before 9:30 p.m. 21%

B. 9:35 to 10:00 p.m. 32%

C. 10:05 to 10:30 p.m. 21%

D. 10:35 to 11:30 p.m. 18%

E. After 11:30 p.m. 8%

31. On average, how much time a day do you spend playing computer and video games?

A. 5 to 25 minutes 18%

B. 30 to 55 minutes 16%

C. 1 hour to 2 hours 18%

D. More than 2 hours 17%

E. I don't play video games 31%

32. On average, how much time a day do you spend on social media (Facebook, Instagram, etc.)?

A. 5 to 25 minutes 28%

B. 30 to 55 minutes 14%

C. 1 hour to 2 hours 12%

D. More than 2 hours 13%

E. I don't use social media 33%

33. On average, how much time a day do you spend watching TV?

- A. 5 to 25 minutes 21%
- B. 30 to 55 minutes 24%
- C. 1 hour to 2 hours 20%
- D. More than 2 hours 19%
- E. I don't watch TV 16%

34. On average, how much time a day do you spend reading for pleasure?

- A. 5 to 25 minutes 29%
- B. 30 to 55 minutes 23%
- C. 1 hour to 2 hours 12%
- D. More than 2 hours 6%
- E. I don't read for pleasure 30%

35. On average, how much time a week do you spend involved in extracurricular activities (sports, music lessons, scouts, language school, etc.)?

- A. 1 hour to 2 hours 29%
- B. 3 hour to 4 hours 21%
- C. 5 hour to 6 hours 11%
- D. More than 6 hours 22%
- E. I am not involved in extracurricular activities 17%

36. I like the new method of teaching Math (working in groups) more than the way we used to be taught Math (more lecture-style).

- A. Yes 43%
- B. No 35%
- C. The same 22%

Classroom Observations

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

During live instruction there are regularly scheduled Instructional Walks in which teachers have the opportunity to observe other teachers and then reflect on what they saw with their colleagues. In addition, observations of our ELD and GATE classes are done monthly. Finally, administrators generally visit each teacher's classroom at least once every two months.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We determine student placement into targeted interventions through the use of CAASP data and the results of iReady diagnostic results. In regards to reading/ELA support, we have identified 516 students who received a score of 'standard not met' or 'standard nearly met' on their CAASP and tested at two or more grades below standard on their iReady diagnostic exam. Similarly, in regards to math support, we have identified 471 students who received a score of 'standard not met' or 'standard nearly met' on their CAASP and tested at two or more grades below standard on their iReady diagnostic exam. This data is used to provide targeted interventions to best support struggling students.

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

John Muir Middle School uses data in many ways; from how we select students for Title I interventions to how we track our progress as a school. We offer a variety of different interventions for struggling students and each student that is placed in an intervention is there based on data. Math Boot Camp students are selected based on the results of a timed multiplication test; students in reading classes are placed based on their scores on the iReady reading assessment; Students in Math Intervention classes are determined by looking at a combination of grades, iReady diagnostic results, and CAASPP scores. Once we collect the data, we meet with our site leadership team to determine which students are the best ones to target for each intervention program. Once the students are selected, we provide training and curriculum for the teachers that are running those programs. The administrators, counselors, Title I Coordinator, and Intervention Specialist continue to track the progress of these students and we review data on an ongoing basis.

At Muir, the focus is to continue to close the gap with our subgroups, specifically English Learners and Students with Disabilities. Having seen tremendous gains in previous years, we are confident in our instructional program. However, there are several specific areas that need to be addressed. In regards to professional development, teachers are also spending much of their collaboration time working with colleagues on designing lessons and assessments that are aligned with the California State Standards (CSS). Also, we have made the improvement of student writing a goal and have utilized the Step Up To Writing strategies with our faculty for the last few years. Each year, we have seen measured growth in the students' abilities to articulate their thoughts.

Looking at the results of our testing data for our English Language Learners, our IFEP students are doing very well and our LEP students are scoring as expected. The students that appear to need the most support are our RFEP students. This is a challenging group to target as they have been reclassified and are in our general education classes. These students are now in a Designated ELD class as their elective. The idea is that the class will give them the supports that they need to attain proficiency in English. This class will specifically help these students to be more successful in their academic classes by strengthening their skills in writing and academic vocabulary.

The special education and general education teachers continue to work closely to make sure that the IEP goals are met and that there is a coordinated effort to meet the specific needs of each student. Our special education students who are scoring low in reading comprehension continue to receive the reading intervention. This is a class that is taken in lieu of an elective.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members at John Muir Middle School meet qualified staff (ESSA - Every Student Succeeds Act) requirements by meeting State certification requirements and District hiring requirements for certificated staff (State credentials) and classified staff (employment tests).

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

John Muir Middle School meets the sufficiency requirements of credentialed teachers. Teachers participate in District-wide professional development related to the implementation of the California State Standards (CSS). Specifically, teachers are utilizing the standards to design lessons, as well as incorporate elements of the standards like complexity, creativity, communication, cooperative learning, close reading, and text-dependent questioning. School-wide staff development also relates to the implementation of CSS. Teachers have received specialized training in Step Up To Writing (all teachers), CPM (Math), and the Next Generation Science Standards (Science teachers).

Teachers who need additional assistance with classroom management, curriculum, or instructional delivery are offered support.

When there are employment openings for teachers, the school has no problem attracting highly qualified applicants. Employment opportunities are advertised on the District's website. There are, however, very few teaching positions available at the school, as there is very little staff turnover on an annual basis.

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

Staff development is aligned with the California State Standards.

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

Corey22-->Our school focus is on culturally responsive education across all disciplines. Our teachers are receiving ongoing professional development from Facing History and Ourselves during our pre-service days and four times during the school year. This is provided by the district. As a staff, we are focusing on better supporting our Armenian students through training provided by the USC School of Armenian Studies. We are also implementing Positive Behavior Intervention and Support (PBIS) campus-wide. Teachers continue to be trained in PBIS strategies.

We utilize Title I funds for teacher professional development, specifically to incorporate strategies and pedagogy that will help close the achievement gap. This year, while there is a particular focus on English Learners, we are looking to incorporate professional development that will help all students to be successful with the State Standards. Some of these funds will be used to send teachers to conferences, while some money will be used for professional development materials that help teachers reach struggling students. We will also utilize funds to implement Step Up to Writing school-wide.

EIA/LEP and ELAP funds are being used to fund an instructional aide and an ELD coordinator. Title I funds are paying for our Title I Coordinator, Title I Counselor, and a teacher to teach a reading intervention class.

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

Muir has common meeting time for one hour every Tuesday after school: Professional Development Meetings, Collaborative Planning Meetings, Grade Level Meetings, Department Meetings, Specialty Meetings and a general staff meeting. All of these meetings are instructionally based. They are led by the administrative team which focuses the staff on data decision-making to move our academic program forward.

Teaching and Learning

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

As a school we are continuing to maintain the programs on campus that are successful and install new programs to meet our expanding needs. We are focusing our interventions in a more targeted fashion, not only in the students that are selected, but the curriculum that they are covering. Instead of focusing on ELA in its totality, we are focusing more strategically on reading. Additionally, we have put in place more specific protocols for gathering data on our students that are struggling.

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

All students are provided with the resources and opportunities necessary to meet State content standards at grade level. All instructional minutes are monitored by BUSD and exceed State requirements.

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

In the core academic areas, our District uses common summative assessments. The teachers at Muir have worked in departments to backwards map to cover the content that is asked on the common assessments and still maintain the same pacing of curriculum. Department meetings are used to calibrate pacing and monitor the core area to ensure adherence to the passing of the content.

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

All students have standards-based instructional materials appropriate to all grade levels.

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

Every student has access to District approved, SBE adopted instructional materials in every subject area, including materials those used in intervention sessions.

Opportunity and Equal Educational Access

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

The data indicates that there are definite gaps in achievement among English Language Learners and Students with Disabilities. We are working to make both the EL courses more rigorous and more closely aligned with the content and pacing of the general education program. We also are sending our EL and SDAIE teachers for training to work with these specific populations.

The English Language Development classes were designed strategically. We have taken those students who are ELD 1, 2, 3, and 4 and created classes specifically for them in math, science, and social science for each specific grade level. There are separate math, science, and social science classes for students that are in ELD 5 for each grade level that integrate them with their general education peers. This ensures that the students who are at the earlier stages of language development are given more differentiated instruction while maintaining the rigor necessary for the course. In addition, all of these students have either a reading and writing class or an ELD support class as their elective.

For our Students with Disabilities, we have changed our model and put more RSP students into Collaboration classes, rather than in Basic classes. We believe that this gives them more access to grade-level standards and curriculum, as well as provides a more advanced learning environment. We have also instituted more time for our Special Education teachers to meet with their General Education colleagues.

Lastly, many underperforming students, no matter their subgroup status, are placed in intervention classes through Title I. We have thirteen intervention classes: two reading intervention classes, three math intervention classes, four Designated ELD classes, three Study Skills classes, and Academic Intervention - an intervention class that deals with study habits, organization, and homework assistance and completion.

Evidence-based educational practices to raise student achievement

In addition to our Title I intervention programs, the school is utilizing PLATO, a web-based software program to address our lowest performing math students. The program individualizes the student's areas of need and works from that point. We also use Reading Plus and Lexia in our reading intervention classes.

Parental Engagement

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

As an annual practice, the achievement data is presented to all our parent advisory groups, including, the ELAC, Title I Parent Meetings, PTSA and School Site Council. The data is analyzed to identify areas of strength and weakness and determine areas of focus. The Muir teachers analyze several years of data and develop department specific targets. Parent groups ask clarifying questions regarding mandates from the state and approve the direction Muir is heading with our subgroups and Title I.

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

Parents at John Muir Middle School are offered a wide variety of parent involvement opportunities. In the past, the principal has shared data from state assessments annually with stakeholder groups, such as the PTSA, Boosters Club, English Learner Advisory Committee, and the School Site Council. We have made a conscious effort to improve the level of contact and the involvement of all parents in classrooms.

Parent representatives involved in School Site Council are involved in continually monitoring the effective implementation of the School Plan for Student Achievement where data and information are shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners.

Funding

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

Title I funds are used to provide targeted academic assistance to underperforming students, including reading intervention classes, math intervention classes and study skills intervention classes that deal with study habits, organization, and homework assistance and completion.

Title III funds are used to provide intervention for English Learners and immigrant students who are below grade level in mathematics and English.

Fiscal support (EPC)

This year, Muir will receive \$383,371 in Title I funds (includes carry-over funds).

This year, Muir will receive \$16,748 in Title III funds for English Learners and \$3,933 in Title III funds for immigrant students (includes carry-over funds).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council (SSC) is comprised of parents, students, teachers, classified staff members, and the principal. We have six meetings of the SSC and we review our Single Plan for Student Achievement (SPSA), as well as our progress on goals at each of the meetings. At the first two meetings, we review data from the previous year, as well as any data that we have on our current student body and staff. It is during the second meeting that we determine as a group which goals we will focus on for the SPSA. The new SPSA is sent to all members of the SSC before the third meeting and the SPSA and fine-tuning the goals and action plan within the SPSA are the focus of the third meeting. At the end of the third meeting, the SSC approves the SPSA. At subsequent meetings, data on the progress of each of the goals are presented to the members of the SSC.

Resource Inequities

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

Not applicable.

Funding is administered on a per-pupil basis across the district.

Staffing is performed based on a district staffing formula.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.1%	0.15%	0	1	2
African American	2.2%	2.0%	1.82%	32	29	25
Asian	6.68%	7.0%	6.11%	97	100	84
Filipino	3.99%	3.0%	3.20%	58	43	44
Hispanic/Latino	19.2%	17.0%	17.25%	279	242	237
Pacific Islander	0.28%	0.2%	0.29%	4	3	4
White	63.11%	65.8%	66.38%	917	934	912
Multiple/No Response	3.58%	3.7%	3.49%	52	52	48
Total Enrollment				1,453	1,420	1374

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	442	455	446
Grade 7	514	459	471
Grade 8	497	506	457
Total Enrollment	1,453	1,420	1,374

Conclusions based on this data:

1. Our enrollment has been stable over the past three years within 50 or so students.
2. Subgroup numbers have been relatively stable over the past three years.
3. Largest subgroups are White (66.38%) and Hispanic (17.25%).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	124	150	174	8.7%	10.3%	12.30%
Fluent English Proficient (FEP)	603	592	575	42.1%	40.7%	40.50%
Reclassified Fluent English Proficient (RFEP)	29	25	1	24.2%	20.2%	0.10%

Conclusions based on this data:

1. In 2020-21, 174 students (12.3% of students) were identified at English learners.
2. In 2020-21, 575 students (40.5% of students) were identified at Fluent English Proficient (FEP) students.
3. In 2020-21, 44 students (29.3% of English learners) were identified at Reclassified Fluent English Proficient (RFEP).

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,374	37.9	11.6	0.2
Total Number of Students enrolled in John Muir Middle 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	11.6
Foster Youth	3	0.2
Homeless	3	0.2
Socioeconomically Disadvantaged	521	37.9
Students with Disabilities	124	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	1.8
American Indian	2	0.1
Asian	84	6.1
Filipino	44	3.2
Hispanic	237	17.2
Two or More Races	48	3.5
Pacific Islander	4	0.3
White	912	66.4

Conclusions based on this data:

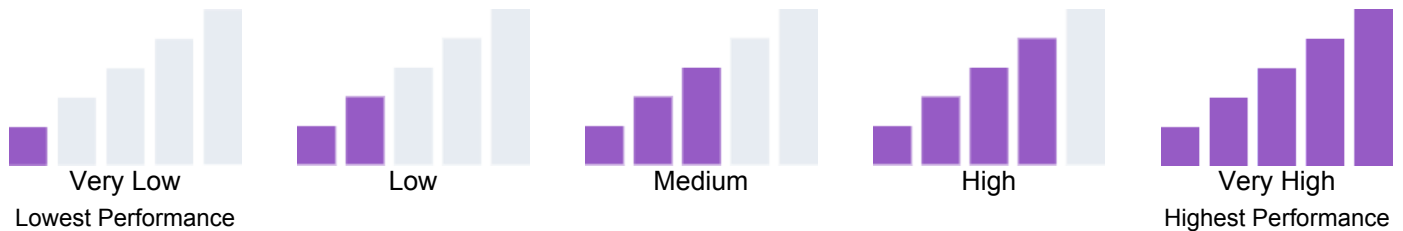
1. Because of the location of Muir, most people don't assume that we have such a significant percentage of students (37.9%) that are socioeconomically disadvantaged.
2. The percentage/count of the EL population at Muir has been steady at 11.6%.
3. The foster and homeless population is small with about 3-5 students.

School and Student Performance Data

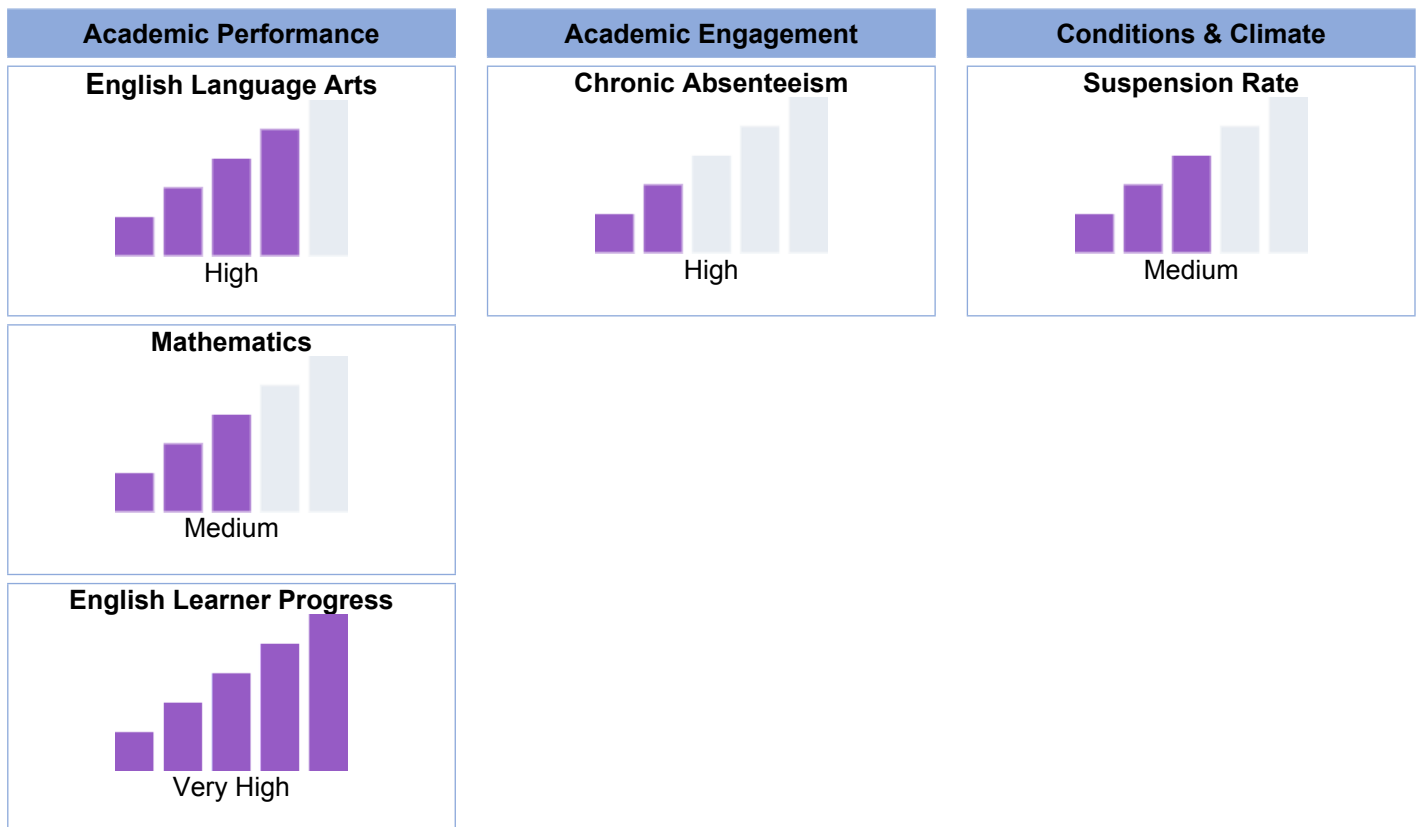
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. While our English Language Arts and English Learner Progress are the High category, we need to continue to push towards Very High.
2. We have put more focus on students who are chronically absent - as it is in the High category (not good)- but it can be hard to get students to school without parent support.

3. Math achievement is in the Medium category. A plan of action should be developed and implemented to address student achievement.

School and Student Performance Data

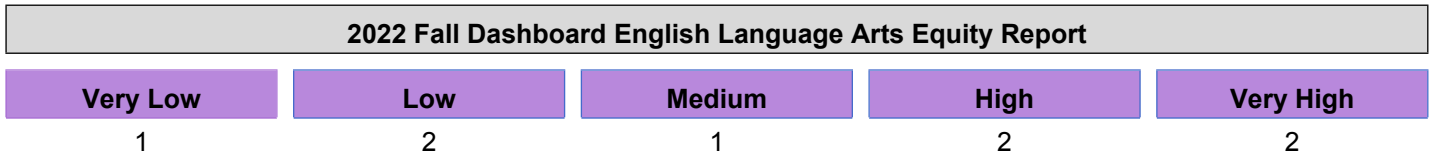
Academic Performance English Language Arts

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

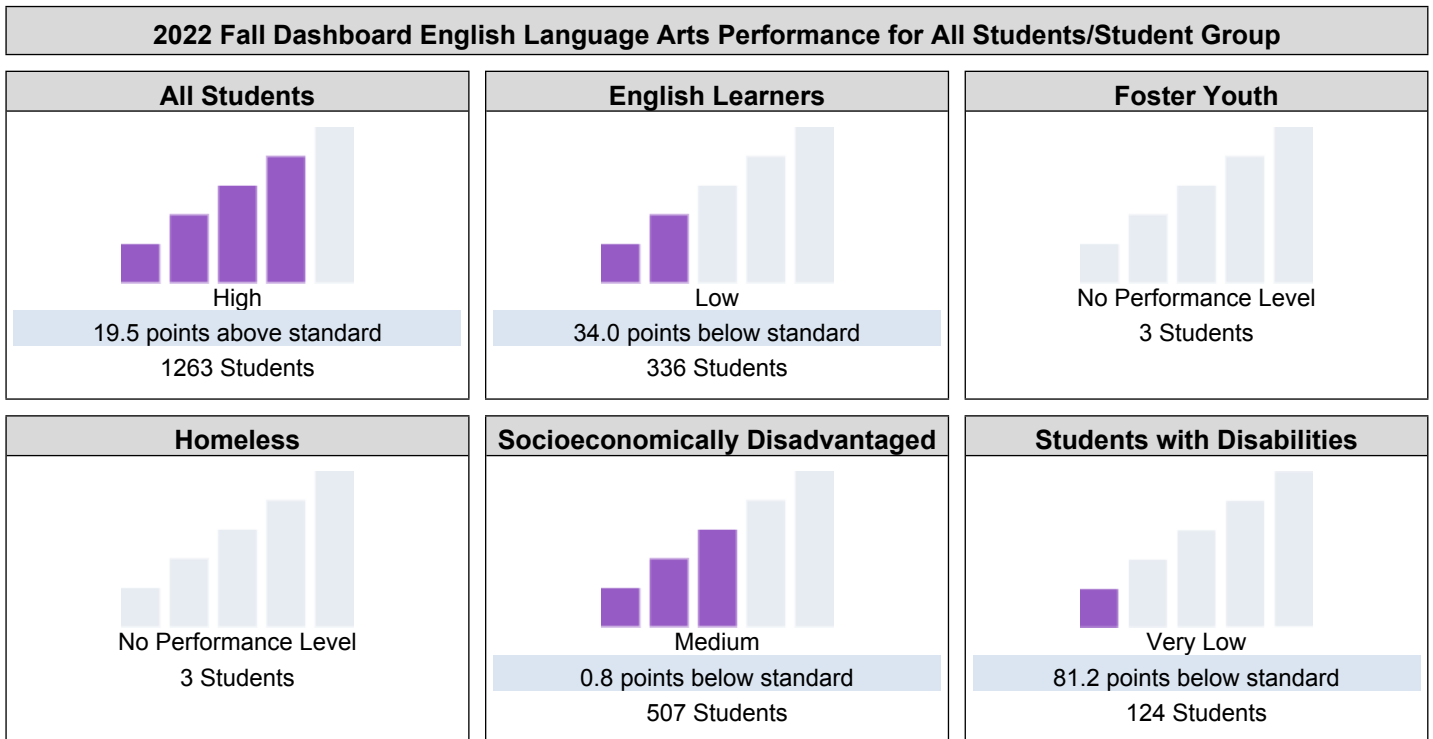
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



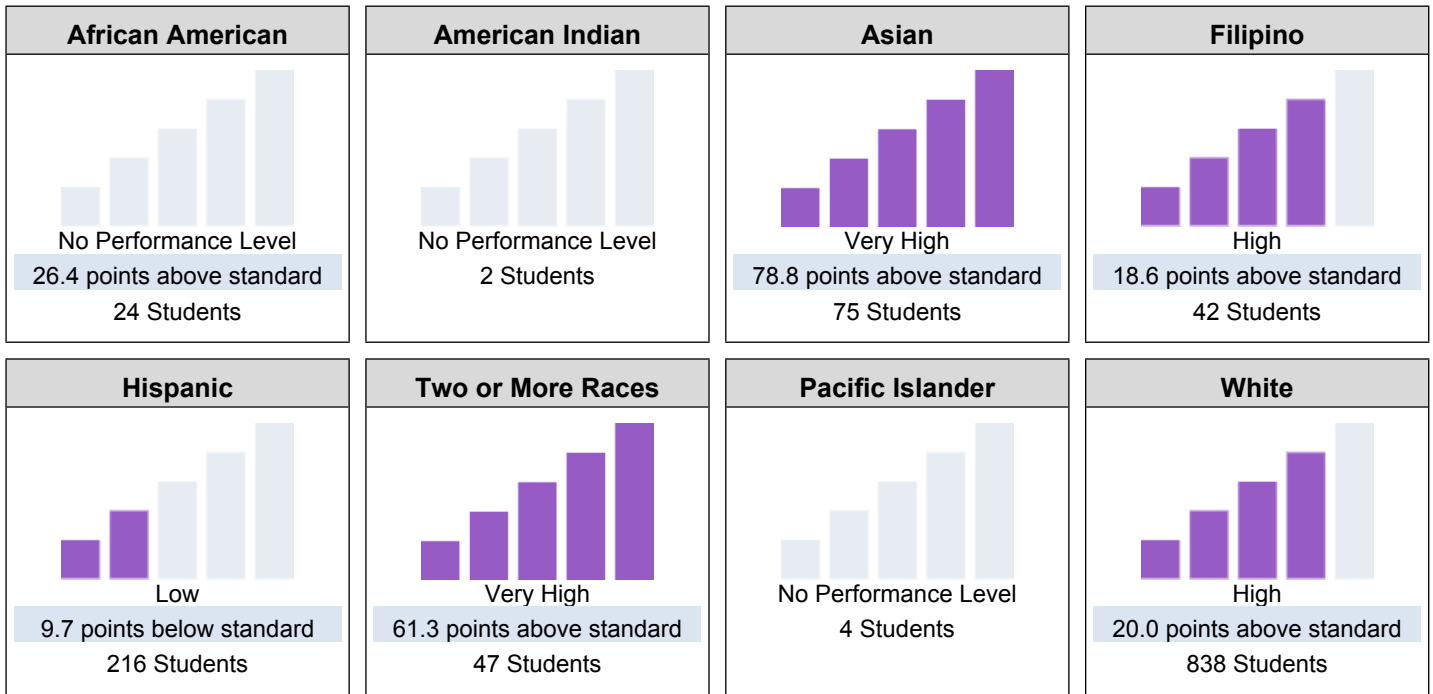
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.5 points below standard 136 Students	2.5 points below standard 201 Students	28.0 points above standard 598 Students

Conclusions based on this data:

1. We still have a lot of work to do with our English learners (34.0 points below standard), Hispanic (9.7 points below standard), and Students with Disabilities (81.2 points below standard) as they are in the Low and Very Low categories, respectively.
2. There is a need to focus attention/strategies on our Socioeconomically Disadvantaged subgroup with 0.8 points below standard.
3. The White subgroup is in the High category with 20.0 points above the standard, Two or More Races with 61.3 points above the standard, and Asian with 78.8 points about the standard.

School and Student Performance Data

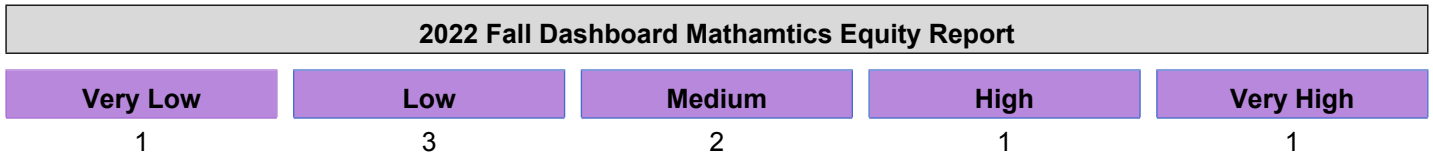
Academic Performance Mathematics

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

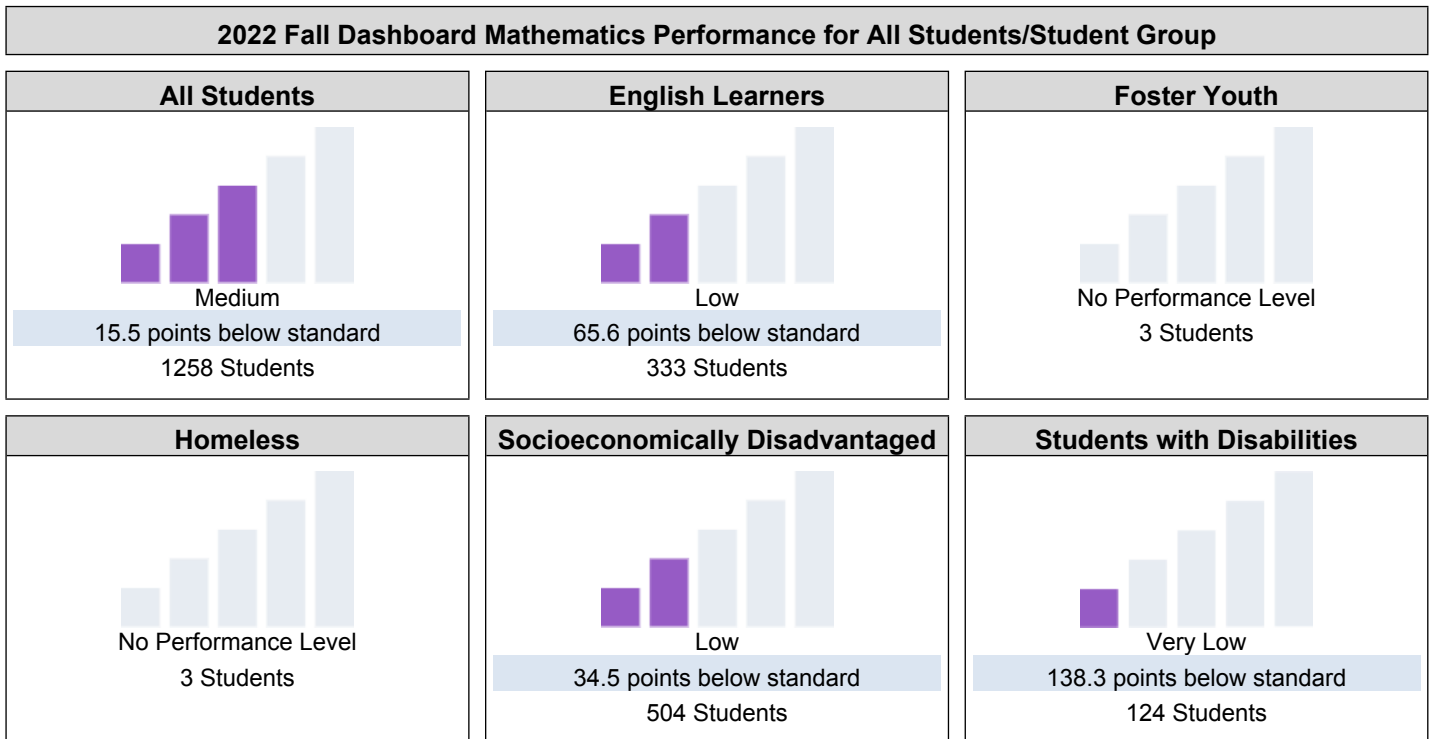
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



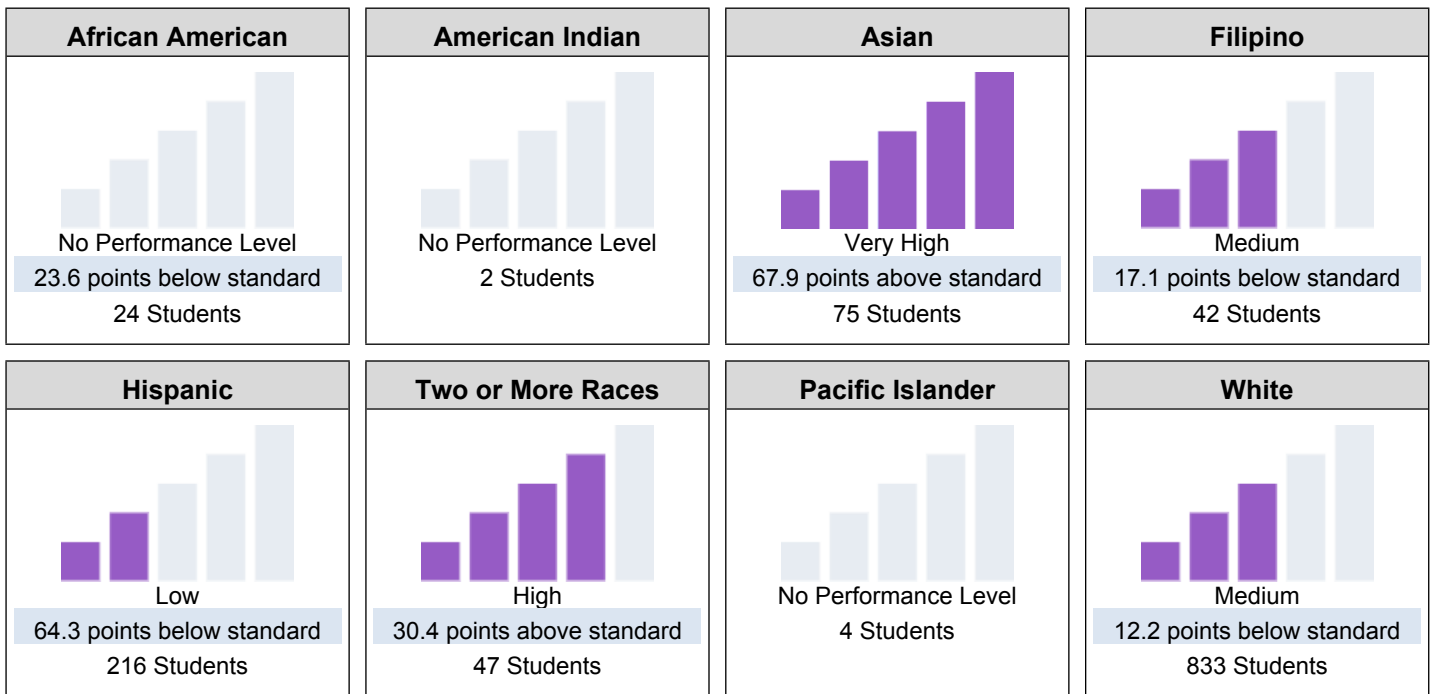
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>102.6 points below standard 134 Students</p>	<p>41.8 points below standard 200 Students</p>	<p>11.2 points below standard 598 Students</p>

Conclusions based on this data:

1. We still have a lot of work to do with our English Learners, Socioeconomically Disadvantaged and our Students with Disabilities subgroups as they are 65.6, 34.5, and 138.3 points below standard, respectively.
2. We need to focus on our Hispanic students as they are falling further behind in Math as the subgroup in the Low category with 64.3 points below standard.
3. The Filipino and White subgroups are in the Medium category with 17.1 and 12.2 points below standard, respectively.

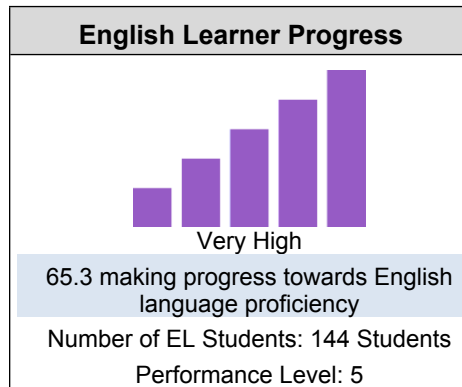
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	32	11	83

Conclusions based on this data:

- 65.3% of ELS progressed at least one level on the ELPI.
- 144 students contributed to the EL progress report which is noted to be "very high."
- 83% of English learners progressed at least one performance level. 18% of English learners decreased one performance level.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

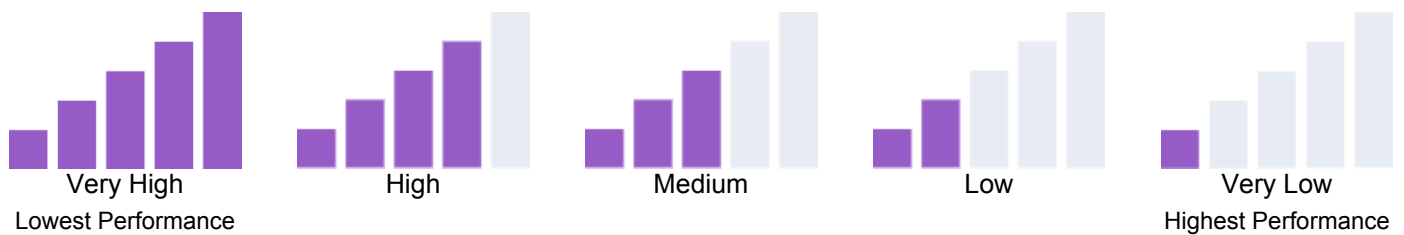
1.

School and Student Performance Data

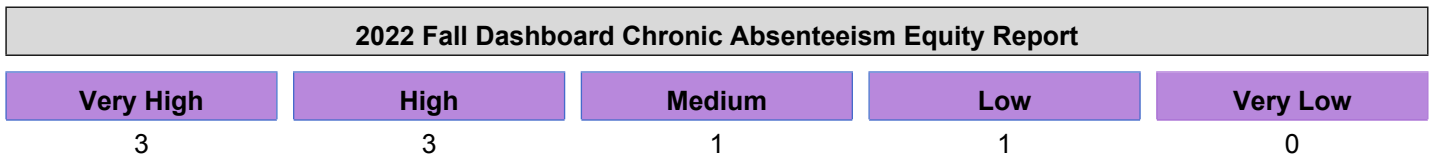
Academic Engagement Chronic Absenteeism

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

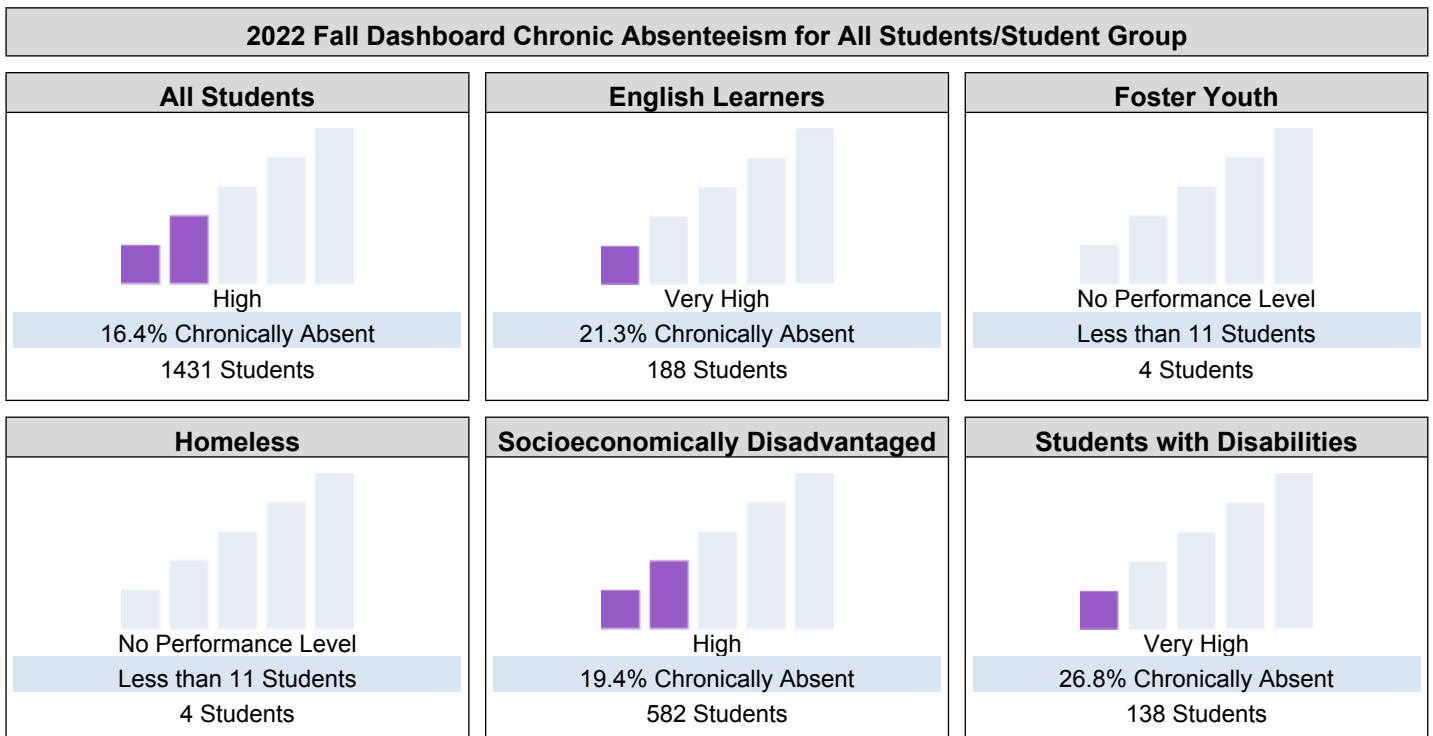
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



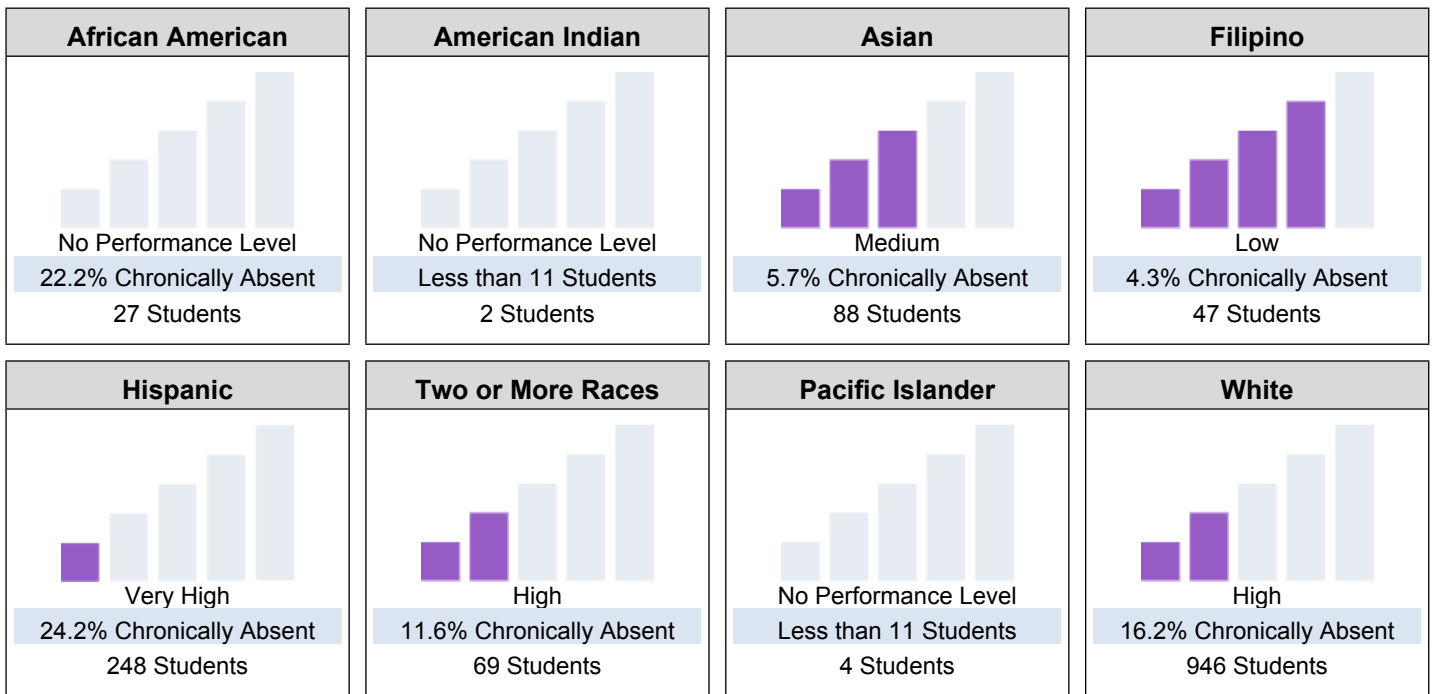
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We work very hard on attendance, but still have more work to do, particularly with our English learners (21.35) and Hispanic (24.2%) students which is in the Very High category (not good).
2. All students is in the High category with 16.4% chronically absent
3. The White student subgroup is in the High category with 16.2% chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

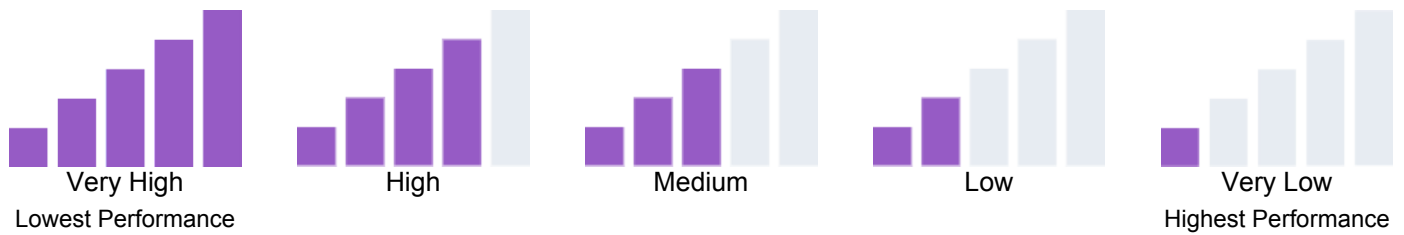
- 1.

School and Student Performance Data

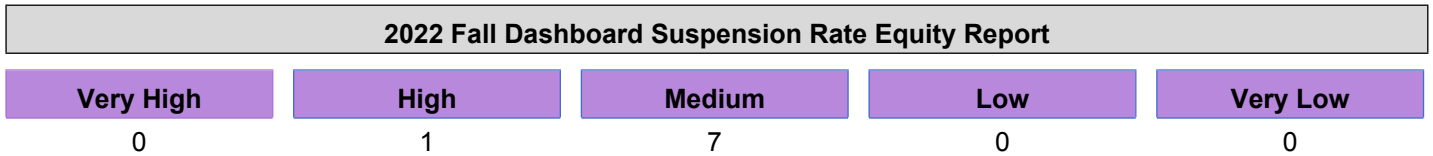
Conditions & Climate Suspension Rate

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

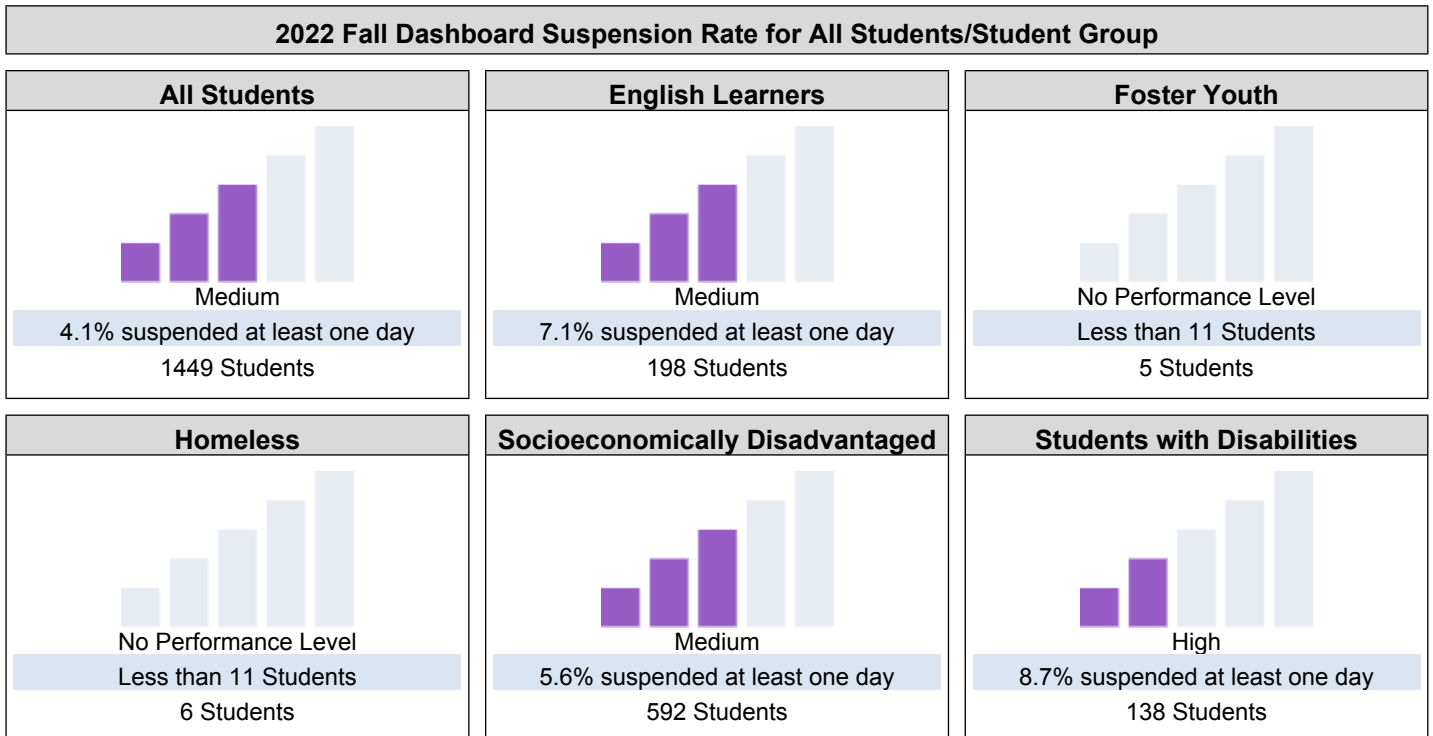
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



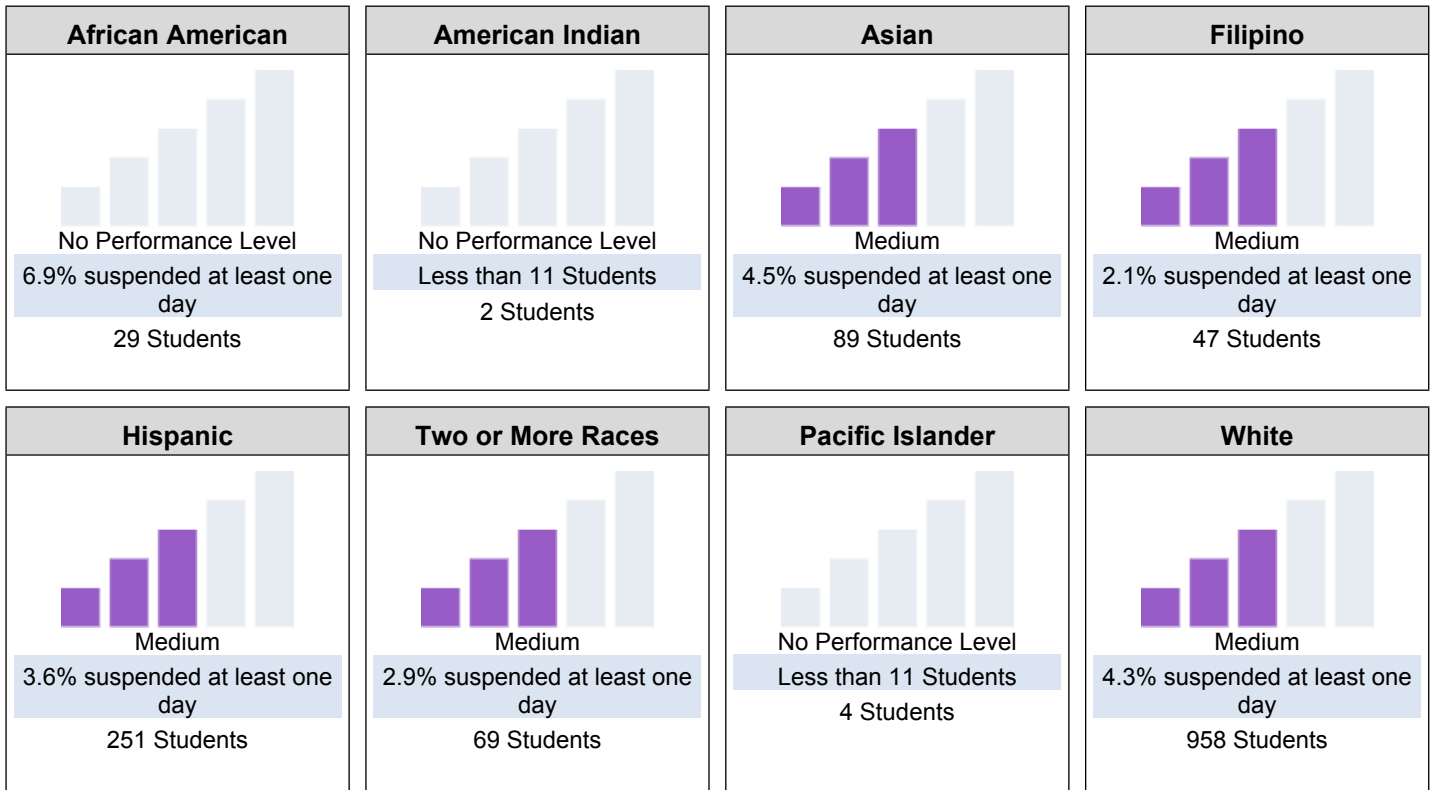
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate continues to go down, but there are still too many students being suspended. (ELs, SEDS, SWDs, Hispanic, African American, Filipino, White, Two or More Races)
2. Our plan is that our Positive Behavior Intervention and Support (PBIS) program will lead to students making better decisions and fewer students being suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Improvement, All subjects with English and Math as the focus

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

100 % of students identified as two or more grades below standard in the iReady diagnostic result and below standard in CAASP are offered intervention.

Identified Need

Increase the number of students offered intervention who have been identified as in need of intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students offered	We currently have 516 students in need of reading intervention, and 471 in need of math intervention.	increase the reading and math abilities for all students who are identified as below standard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Title I coordinator and counselors will continuously monitor and support struggling students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
38,400	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries .5 FTE for certificated coordinator
51,703	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries .5 FTE for certificated counselor
22,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra hourly for certificated coordinator
41155	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Classified salary for Parent Liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Site license for Parent Square

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,010	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Site license for Parent Square

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Social Emotional Learning through Yoga Movement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

900

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
SEL yoga lunch activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Summer Math and Reading Interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies supplies

10000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
6 certificated teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Junior Library Guild license

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Junior Library Guild

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Increased GPA and a reduction in the D/F rate in English /Language Arts and Math

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

No change

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

No change

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Improvement, 8th graders: all subjects with English and Math as the focus

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

80% of students who enroll in iReady intervention will obtain typical yearly growth according to the iReady diagnostic results.

Identified Need

Improved student achievement for students in all subjects but English and Math is the focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady diagnostic results	153 students have been identified as in need of iReady Reading Intervention, and 140 students have been identified	Fewer students who are 2 or more grades below standard level according to iReady diagnostic results.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	as in need of iReady Math intervention	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

three Intervention classes provided for struggling students who are in danger of failing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

78000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Certified Hourly Intervention Help

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

License for NoRedInk to supplement grammar for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
NoRedInk site license

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

45093

Title I Part A: Allocation
4000-4999: Books And Supplies
ongoing teacher requests for licenses and materials

40000

Title I Part A: Allocation
4000-4999: Books And Supplies
Chromebooks for Students using iReady Interventions

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Decrease the number of students with an "F" in ELA and Math

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

No change

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

No change

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All subjects with a focus in English and math.

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

By the end of the 8th grade year, 30 of the 40 of students who are most at risk of not meeting promotion requirements will meet promotion requirements.

Identified Need

Increase the number of students meeting promotion requirements

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
GPA + Attendance	We currently have 40 students who were ineligible for promotion in 7th grade.	30 students will meet promotion requirements

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At-Risk ELD students

Strategy/Activity

Counselors will set up parent meetings or SST's for students in danger of not promoting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

at-risk students

Strategy/Activity

Intervention programs and classes designed to help students in danger of failing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14652

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
extra hourly for after-school intervention
teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Teacher collaboration, Professional Learning Communities, and professional development hours

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher collaboration hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Instructional materials for at-risk students
--

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
150	Title I Part A: Allocation 4000-4999: Books And Supplies pear deck
500	Title I Part A: Allocation 4000-4999: Books And Supplies Digicoach
59	Title I Part A: Allocation 4000-4999: Books And Supplies Mote
12500	Title I Part A: Allocation 4000-4999: Books And Supplies NewsELA
10219	Title I Part A: Allocation 4000-4999: Books And Supplies NearPod and Flocabulary
6797	Title I Part A: Allocation 4000-4999: Books And Supplies Gizmos
10851	Title I Part A: Allocation 4000-4999: Books And Supplies Second Step

7538.47	Title III 4000-4999: Books And Supplies Edge Fundamentals ELD 1
8208.53	Title III 4000-4999: Books And Supplies Keystone Books A,B, C and Workbooks

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mobile Museum Experience

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3240	Title I Part A: Allocation 4000-4999: Books And Supplies Mobile Museum

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Increase student achievement in math by measuring the pass rate

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

No change

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

No change

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$480176.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$480,176.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$412,264.00
Title I Part A: Parent Involvement	\$52,165.00
Title III	\$15,747.00

Subtotal of additional federal funds included for this school: \$480,176.00

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$480,176.00

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I Part A: Allocation	412,264.00
Title I Part A: Parent Involvement	52,165.00
Title III	15,747.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	259,755.00
2000-2999: Classified Personnel Salaries	41,155.00
4000-4999: Books And Supplies	178,366.00
5000-5999: Services And Other Operating Expenditures	900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	259,755.00
4000-4999: Books And Supplies	Title I Part A: Allocation	151,609.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	900.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	41,155.00

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

11,010.00

4000-4999: Books And Supplies

Title III

15,747.00

Expenditures by Goal

Goal Number

Goal 1
Goal 2
Goal 3

Total Expenditures

186,368.00
174,093.00
119,715.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Greg Miller	Principal
Eric Blinder	Classroom Teacher
Jessie Flores	Classroom Teacher
Corey Howard	Classroom Teacher
Ana Jones	Classroom Teacher
Alicia Feldman-Boote	Other School Staff
Limor Zimskind	Parent or Community Member
Leila Casey	Parent or Community Member
Christa Kassouny	Parent or Community Member
Sophia Yedigaryan	Secondary Student
Esther Jun	Secondary Student
Avvo Illangesyan	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/20/22.

Attested:



Principal, Greg Miller, Ed.D. on 10/20/22



SSC Chairperson, Greg Miller, Ed.D. on 10/20/22

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Burbank Unified School District
John Muir Middle School
School Site Council Agenda
10/20/22

1. Call to Order/Pledge of Allegiance
2. Principal Address
3. Approval of Proposed Agenda for 10/20/2022
4. Approval of Minutes from 10/6/2022
5. New Business
 - a. [Confirm Safety Plan](#)
 - b. [Confirm the Single Plan](#)
 - c. [New Requests and Budget Update](#)
 - d. [School Compact](#)
 - e. [Ratification of Parent Involvement Policy](#)
6. Adjournment

Future meetings:

- Thursday, Dec 1, 2022
- Thursday, February 3
- Thursday, March 10

Burbank Unified School District
John Muir Middle School
School Site Council /Minutes
10/20/22

x	1a. School Plan Development – Data Analysis & Needs Assessment
x	1b. School Plan Development – School Goals & Improvement Activities
x	1c. School Plan – Monitoring & Evaluation
x	1d. School Plan – Budget Development & Monitoring
x	1e. School Plan Approval
x	1f. Title I Program Description
	1g. Program Improvement Requirements CSI, TSI, or ATSI
x	1h. Effective Communication w/Parents
x	1i. Title I Parent Trainings/Parent Policy

	2a. EL Program Design/Development
	2b. EL – Data Analysis & Needs Assessment
	2c. EL – Monitoring & Evaluation
x	2d. EL – Budget Development & Monitoring
	2e. EL - Reclassification
	2f. EL – Parent Training
	2g. EL – Language Census Discussion (R30)
	2h. EL - School Attendance Discussion
	2i. Parent Input on Title I, III

x	3a. School Safety Plan Development & Approval
x	3b. Helping Students at Home (Academic & Social Skills)
x	3c. Training – Roles and Responsibilities
x	3d. Election of SSC/ELAC/DELAC Members
x	3e. Parent Involvement Policy – Development, Approval & Distribution
x	3f. School Compact – Development, Approval & Distribution
	3g. Academic Standards
	3h. CAASPP Assessment Results
	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

(Open the meeting and state the time. Count the members present. Indicate if a quorum is met. A quorum is 51% of the total School Site Council membership. If a quorum is not met, the meeting can proceed as an informational meeting only; items may not be voted on.)

The meeting was called to order at 3:15 pm by the Chairperson, Dr. Greg Miller. Members included Eric Blinder, Corey Howard, Jessie Flores, Ana Jones, Alicia Feldman-Boote, the illuminus Dr. Greg Miller, Leila Casey, and Christa Kassouny.

A. Approval of Minutes

(The minutes are both approved and seconded as read or as corrected.)

Meeting minutes from 10/20/22 were presented for approval. Ms. Casey motioned to accept the minutes, and Ms. Feldman-Boote seconded. Motion passes 8-0.

B. Approval of Proposed Agenda

(The agenda is both approved and seconded, or members may vote to add items.)

Meeting Minutes: The Secretary, Corey Howard, read the proposed agenda. It was moved by Ms.

Feldman-Boote and seconded by Ms. Casey to approve the agenda as written. 8-0

VI. New Business

(This section identifies any new issues before the Council. Include any announcements in this section.)

Principal Address presented by: Dr. Miller.

Dr. Miller described the upcoming Lunch Yoga activities and the success of the program in curating healthy minds and healthy bodies. Additionally, he highlighted the myriad of clubs on campus and how students can get involved during unstructured time.

No action needed by any committee members.

Confirmation of Single Plan Goals presented by: Dr. Miller.

The committee discussed the new goals for the single plan for the 22-23 school year from last year and found that goal 3 is a little too targeted. In order to better meet the needs of a wider range of students, the following modification was made:

Tier 3 Goal: By the end of the 8th grade year, 30 of the 40 of students who are most at risk of not meeting promotion requirements will meet promotion requirements.

Mr. Blinder motioned to confirm the single plan with the amended school goal. Ms. Boote seconded. The single plan was confirmed 8-0 with the amended changes.

Confirmation of Safety Plan Goals presented by: Dr. Miller.

The committee discussed the safety plan as presented by Dr. Miller. No amendments were recommended. Ms. Boote motioned to confirm the safety plan. Mr. Blinder seconded. The safety plan was confirmed 8-0.

Presentation of the School Compact: Presented by Mr. Howard

Mr. Howard presented the school compact. Mr. Flores and Ms. Kassouny brought up the point that the graphic design could be approved. The rest of the committee agreed. The committee will bring ideas to the next meeting on how to improve the graphics.

Ratification of the Parent Involvement Policy: Presented by Mr. Howard

Mr. Howard presented the parent engagement policy. After looking through the document, there was no discussion and no amendments made. Mr. Howard made a motion to ratify the Parent Involvement Policy as stated. Ms. Boote seconded. The motion passed 8-0.

IX. Adjournment

(A motion to adjourn may be made at any time of the meeting. The Council should establish a timeline for its meetings. If the business cannot be completed, a special meeting of the Council should be called to address the remaining agenda items.)

Meeting adjourned at 4:38pm