



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Muir Elementary School	19649806022578	11.18.2021	12.16.2021

## 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.

John Muir Elementary administration and staff are committed to success of all students. We work to educate the whole child and ensure that their academic and social-emotional needs are met. We work in PLCs toward meeting our academic goal regarding students' proficient use of evidence-based arguments and precise academic language to support their claims. Our use of designated and integrated ELD instructional strategies support the growth and development of the English language skills of our English Language Learners. We promote safe and family-friendly schools through PBIS, positive attendance, mindfulness, social justice standards, restorative practices, and anti-bullying frameworks in all classrooms and throughout campus.

# 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).

Staff provides input via our SLT/PD team with regard to use of banked time, professional development and topics for faculty meetings. Results of these surveys inform our Site Leadership Team as they plan professional development sessions to best meet the needs of our teaching staff. Parent surveys are sent out by the school and district office. On the most recent Wellness survey, most respondents were very likely to consent to their child accessing mental health services. Parents of English Language Learners participate in district surveys and focus groups to provide feedback on behalf of their students. This data indicates that while these parents understand the ELL identification process and are growing their understanding of the reclassification criteria. Staff take a school climate survey. Latest survey results indicate satisfaction with regard to collegial working environment and family involvement. Staff desires more shared decision-making consistency with the enforcement of school rules. Students in grades 3-5 complete an annual Olweus questionnaire for feedback regarding school climate and bullying. The most recent survey data indicates 25% of students reported being bullied, with the highest percentage in grade 3. The most frequent type of bullying is verbal and the playground is the #1 location for bullying to occur.

## Classroom Observations

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

Site administration, as well as support staff (i.e. Instructional Coach, Reading Teachers) visit classrooms regularly. Data and feedback from such virtual observations are used to inform and differentiate instruction to better meet the needs of all students. Observation data has led to the restructuring of our designated ELD and K-2 Tier 3 reading program. It has, also, led to the inclusion of precise academic language and social justice standards as focus areas of our site academic goal.

## 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)

Our John Muir School Leadership Team is comprised of 2 classroom teachers, our Instructional Coach, one Special Education teacher, and the Principal. The team meets at least monthly to analyze data, create and implement a plan for academic and social-emotional achievement, and plan and deliver professional development for staff. Upon analysis of 2019 CAASPP data and site-based common assessment data, our school-wide focus for the 2021-22 school year remains focused on student use of precise academic language and evidence. Our goal is that by the end of one school year, Muir students will produce a product that demonstrates understanding of a concept via the social justice standards using precise academic language and evidence and will be measured on a scoring rubric. Teachers, working in grade-level PLCs, are collaborating to tweak their instructional practices to provide students with the tools and strategies they need to be proficient users of evidence and academic language to communicate their ideas.

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

Data is gathered through formative and summative assessments, and teachers modify instruction working as professional learning communities. Teachers use local data (teacher-created rubrics, district interim assessments, Fountas and Pinnell Reading Assessment, FastBridge) and CASSPP data to modify and inform their instruction. Grade levels/spans meet weekly to collaborate, measure progress toward goals, and analyze data. Results of this formative and summative assessment data is used to inform and differentiate instruction and to help ensure individual student progress meeting and exceeding proficiency. The data informs professional development at the site. Common task data collected throughout the year determines the focus of whole-staff professional development sessions held during banked time meetings.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our certificated staff are highly qualified.

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

We have a sufficient number of credentialed teachers in all grade levels. Teachers participate in site professional development sessions during weekly banked time. District provided opportunities are offered throughout the year.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials and professional development focused on the locally-adopted, standards-aligned ELA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

Teachers receive on-going coaching from our Instructional Coach. Our school psychologist and SAI teachers provide input and assistance with students with special needs. The administrator does walk-throughs regularly and provides input and assistance with instructional strategies and content.

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

Teachers work in collaborative groups during weekly Professional Learning Community meetings and site professional development.

## Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned ELA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

Tier III intervention is provided. Schedules are flexible so teachers can intervene with students who require assistance. Our Literacy and Language Interventionist works with students in grades 3-5. Our Title I funded Reading Teacher works with students in grades K-2.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

All teachers use locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/Language Arts (RLA)/English language development. RLA/ELD intensive intervention programs and materials are used with identified students in in grades three, four and five.

## Opportunity and Equal Educational Access

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

Reading intervention services are provided for striving readers in grades K-5. Credentialed teachers work with Tier III readers daily providing targeted, researched-based (SIPPS, LLI, Core Phonics) small group intervention. Struggling math students are provided with differentiated instruction utilizing the My Math materials through a CGI lens in the classroom and have access to after school math intervention in grades 3-5.

Evidence-based educational practices to raise student achievement

Teachers use research-based instructional strategies and standards-based curriculum to meet the needs of students and increase achievement. Examples include SIPPS, Leveled Literacy Intervention, Cognitively Guided Instruction; and Readers and Writers' Workshop.

## Parental Engagement

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

Parent education opportunities are available including those made possible through our PTA. After school academic assistance, ELL instruction, and math intervention are available.

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)

The John Muir School Site Council meets monthly to develop, monitor, and review the SPSA. The body is comprised of 5 school staff members (3 teachers, 1 classified rep, and the Principal) and 5 parents. All members are elected by their peers.

### Funding

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

Reading intervention and adaptive computer-based learning platforms are provided to enable subgroups and underperforming students to meet standards.

Fiscal support (EPC)

Title I, Title II, Site Formula, and Education Foundation Stretch grant funds are used to support all students.

# 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

This SPSA is developed in collaboration with the elected School Site Council. The plan is reviewed and updated annually. ELAC committee provided input at a meeting on 11.8.2021 and recommendations were made to SSC. SSC took recommendations under advisement and incorporated into the plan at the 11.10.2021 and 11.17.2021 SSC meetings. The metric to achieve goal #2 was increased to 95%. ELD discussions at parent teacher conferences, access to just right books, and funding for specific ELL supplies are continuing supports in place for Goal #2. Materials sent home to reinforce daily ELD sessions and parent meetings for students not making expected progress are added Goal #2 supports. There is no ELAC President at this time. The elected DELAC Representative was asked to sign the ELAC Recommendation form at the 11.8.2021 ELAC meeting. The representative declined to sign the form. The DELAC Representative was asked to sign the Recommendations and Assurances Page of this SPSA on 12.7.2021. The representative declined to sign the SPSA. ELAC meeting minutes reflecting ELAC elections and SPSA input are attached to this document. The ELAC recommendation form is attached to this document.

## Resource Inequities

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

There appear to be no resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.36%	0%	%	1	0	
African American	19.57%	19.63%	18.3%	54	53	47
Asian	1.81%	2.22%	3.9%	5	6	10
Filipino	%	0%	%		0	
Hispanic/Latino	35.14%	36.67%	36.6%	97	99	94
Pacific Islander	%	0%	%		0	
White	40.58%	38.89%	37.7%	112	105	97
Multiple/No Response	2.17%	2.22%	2.7%	6	6	7
<b>Total Enrollment</b>				276	270	257

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	44	36	38
Grade 1	41	45	35
Grade 2	49	42	48
Grade3	49	50	38
Grade 4	46	48	52
Grade 5	47	49	46
<b>Total Enrollment</b>	276	270	257

### Conclusions based on this data:

1. Enrollment has decreased each year.
2. Our diversity remains fairly consistent.

# 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	48	50	39	17.4%	18.5%	15.2%
Fluent English Proficient (FEP)	21	20	19	7.6%	7.4%	7.4%
Reclassified Fluent English Proficient (RFEP)	2	1	3	3.6%	2.1%	6.0%

### Conclusions based on this data:

1. EL population has decreased.
2. Reclassification rate has increased, but is not at the desired level.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	43	45	46	37	38	46	37	38	100	86	84.4
Grade 4	43	43	42	42	40	41	42	40	41	97.7	93	97.6
Grade 5	49	47	46	49	42	41	49	42	41	100	89.4	89.1
All Grades	138	133	133	137	119	120	137	119	120	99.3	89.5	90.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2418.	2422.	2437.	30.43	21.62	26.32	21.74	13.51	23.68	19.57	48.65	34.21	28.26	16.22	15.79
Grade 4	2446.	2458.	2472.	26.19	27.50	26.83	11.90	32.50	21.95	19.05	7.50	29.27	42.86	32.50	21.95
Grade 5	2511.	2502.	2518.	28.57	30.95	24.39	26.53	14.29	43.90	18.37	16.67	9.76	26.53	38.10	21.95
All Grades	N/A	N/A	N/A	28.47	26.89	25.83	20.44	20.17	30.00	18.98	23.53	24.17	32.12	29.41	20.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.26	21.62	31.58	39.13	59.46	50.00	32.61	18.92	18.42
Grade 4	21.43	27.50	21.95	50.00	45.00	58.54	28.57	27.50	19.51
Grade 5	24.49	30.95	36.59	51.02	35.71	48.78	24.49	33.33	14.63
All Grades	24.82	26.89	30.00	46.72	46.22	52.50	28.47	26.89	17.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.39	8.11	13.16	45.65	56.76	65.79	36.96	35.14	21.05
Grade 4	16.67	17.50	19.51	42.86	45.00	48.78	40.48	37.50	31.71
Grade 5	26.53	33.33	24.39	61.22	26.19	48.78	12.24	40.48	26.83
All Grades	20.44	20.17	19.17	50.36	42.02	54.17	29.20	37.82	26.67

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	30.43	16.22	23.68	56.52	67.57	63.16	13.04	16.22	13.16
<b>Grade 4</b>	21.43	22.50	14.63	54.76	60.00	68.29	23.81	17.50	17.07
<b>Grade 5</b>	30.61	23.81	34.15	48.98	54.76	46.34	20.41	21.43	19.51
<b>All Grades</b>	27.74	21.01	24.17	53.28	60.50	59.17	18.98	18.49	16.67

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	15.22	21.62	23.68	47.83	56.76	55.26	36.96	21.62	21.05
<b>Grade 4</b>	21.43	30.00	24.39	35.71	40.00	56.10	42.86	30.00	19.51
<b>Grade 5</b>	28.57	21.43	24.39	44.90	45.24	56.10	26.53	33.33	19.51
<b>All Grades</b>	21.90	24.37	24.17	43.07	47.06	55.83	35.04	28.57	20.00

**Conclusions based on this data:**

1. 56% of our students met the standards on the CAASPP ELA assessment.
2. 44% of our students did not meet the standards on the CAASPP ELA assessment.
3. Percentage of students below standard has decreased.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	43	45	46	40	39	46	40	39	100	93	86.7
Grade 4	43	43	42	42	42	41	42	42	41	97.7	97.7	97.6
Grade 5	49	47	46	49	43	40	49	43	40	100	91.5	87
All Grades	138	133	133	137	125	120	137	125	120	99.3	94	90.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.	2413.	2443.	13.04	7.50	15.38	32.61	35.00	43.59	19.57	22.50	30.77	34.78	35.00	10.26
Grade 4	2441.	2448.	2467.	14.29	7.14	14.63	21.43	28.57	21.95	28.57	38.10	48.78	35.71	26.19	14.63
Grade 5	2521.	2470.	2493.	28.57	13.95	15.00	20.41	11.63	17.50	30.61	30.23	37.50	20.41	44.19	30.00
All Grades	N/A	N/A	N/A	18.98	9.60	15.00	24.82	24.80	27.50	26.28	30.40	39.17	29.93	35.20	18.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.26	15.00	38.46	30.43	40.00	43.59	41.30	45.00	17.95
Grade 4	23.81	16.67	17.07	28.57	40.48	41.46	47.62	42.86	41.46
Grade 5	38.78	18.60	25.00	30.61	25.58	35.00	30.61	55.81	40.00
All Grades	30.66	16.80	26.67	29.93	35.20	40.00	39.42	48.00	33.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.39	20.00	28.21	50.00	42.50	51.28	32.61	37.50	20.51
Grade 4	23.81	7.14	24.39	33.33	66.67	51.22	42.86	26.19	24.39
Grade 5	32.65	13.95	10.00	38.78	46.51	52.50	28.57	39.53	37.50
All Grades	24.82	13.60	20.83	40.88	52.00	51.67	34.31	34.40	27.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.57	12.50	17.95	54.35	57.50	69.23	26.09	30.00	12.82
Grade 4	14.29	21.43	19.51	45.24	50.00	53.66	40.48	28.57	26.83
Grade 5	26.53	9.30	15.00	40.82	48.84	50.00	32.65	41.86	35.00
All Grades	20.44	14.40	17.50	46.72	52.00	57.50	32.85	33.60	25.00

**Conclusions based on this data:**

1. 43% of our students were proficient on the CAASPP math assessment.
2. 57% of our students did not reach proficiency on the CAASPP math assessment.
3. Percentage of students below standard has decreased.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	7
Grade 1	*	*	*	*	*	*	*	8
Grade 2	1514.3	*	1522.3	*	1506.0	*	12	7
Grade 3	1497.3	1532.5	1490.0	1537.3	1504.2	1527.2	13	11
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	5
All Grades							53	48

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	12	*
3	*	45.45	*	36.36	*	18.18	*	0.00	13	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	60.38	39.58	20.75	41.67	*	14.58	*	4.17	53	48

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*	*	*
2	91.67	*	*	*	*	*	*	*	12	*
3	*	72.73	*	27.27	*	0.00	*	0.00	13	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	66.04	62.50	*	29.17	*	4.17	*	4.17	53	48

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	12	*
3		18.18	*	63.64	*	18.18	*	0.00	13	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	39.62	20.83	32.08	41.67	*	33.33	*	4.17	53	48

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*		*	12	*	
3	*	27.27	*	72.73	*	0.00	13	11	
4	*	*	*	*	*	*	*	*	
All Grades	52.83	43.75	37.74	52.08	*	4.17	53	48	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	91.67	*	*	*		*	12	*	
3	*	90.91	*	9.09	*	0.00	13	11	
All Grades	77.36	72.92	*	22.92	*	4.17	53	48	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	91.67	*	*	*		*	12	*	
3	*	18.18	*	63.64	*	18.18	13	11	
4	*	*	*	*	*	*	*	*	
All Grades	49.06	25.00	35.85	60.42	*	14.58	53	48	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*		*	12	*
3	*	9.09	*	90.91	*	0.00	13	11
4	*	*	*	*	*	*	*	*
<b>All Grades</b>	35.85	27.08	56.60	66.67	*	6.25	53	48

**Conclusions based on this data:**

1. Most of our ELLs are at levels 3 and 4 overall on ELPAC assessment.
2. Our ELL students are strongest in the area of speaking.

# School and Student Performance Data

## Student Population

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](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>270</b>	<b>50.4</b>	<b>18.5</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	18.5
Homeless	4	1.5
Socioeconomically Disadvantaged	136	50.4
Students with Disabilities	43	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	19.6
Asian	6	2.2
Hispanic	99	36.7
Two or More Races	6	2.2
White	105	38.9

### Conclusions based on this data:

1. We are a Title I school as we have more than 50% of students qualifying for Free/Reduced Lunch.
2. There is a small homeless population at John Muir.
3. There are no Foster Youth at Muir.







# School and Student Performance Data

## Overall Performance

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](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. We need to strengthen core instruction and put interventions in place so that our ELA and Math CAASPP scores increase.
2. We continue to put measures in place to improve school attendance.
3. We are focusing on the social-emotional needs of our students to decrease chronic absenteeism rates.

# School and Student Performance Data

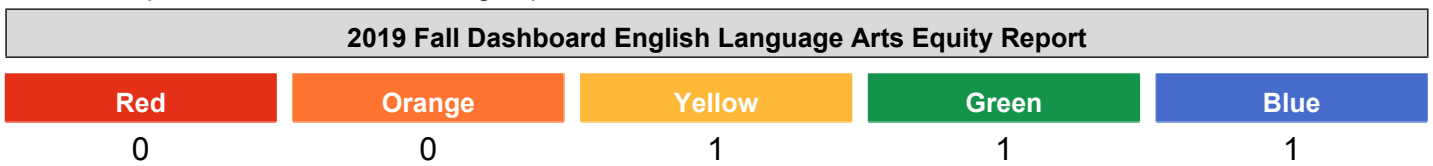
## Academic Performance English Language Arts

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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>8.8 points above standard</p> <p>Increased Significantly ++15.3 points 127</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>12.2 points below standard</p> <p>Increased Significantly ++28.2 points 28</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>12 points below standard</p> <p>Increased Significantly ++27.5 points 68</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>27.3 points below standard</p> <p>Increased Significantly ++32 points 18</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 25.6 points below standard Maintained ++0.2 points 30	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5 points above standard Increased Significantly ++30 points 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Blue 35.9 points above standard Increased Significantly ++17.8 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
23.5 points below standard Increased Significantly ++36.4 points 25	Less than 11 Students - Data Not Displayed for Privacy 3	12.2 points above standard Increased Significantly ++18.7 points 90

**Conclusions based on this data:**

1. Our scores for all students increased significantly.
2. Our low SES students' scores increased significantly.
3. Our white students' and hispanic scores increased significantly.

# School and Student Performance Data

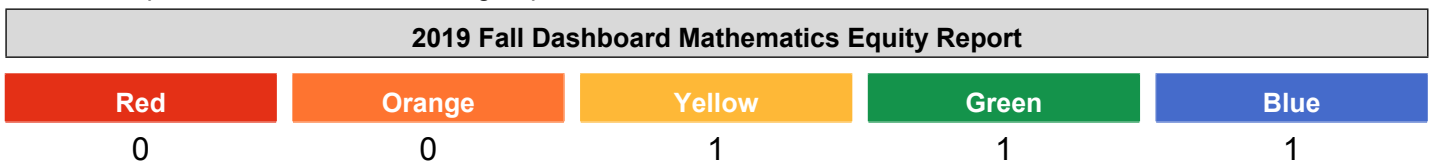
## Academic Performance Mathematics

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:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>16.7 points below standard</p> <p>Increased Significantly ++29.9 points 126</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>27.1 points below standard</p> <p>Increased Significantly ++29.9 points 28</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>28.7 points below standard</p> <p>Increased Significantly ++33.3 points 67</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>62.2 points below standard</p> <p>Increased Significantly ++33.3 points 18</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.1 points below standard Increased ++7 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.7 points below standard Increased Significantly ++31.8 points 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Blue 7.7 points above standard Increased Significantly ++16.8 points 43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
27.8 points below standard Increased Significantly ++30.8 points 25	Less than 11 Students - Data Not Displayed for Privacy 3	14.8 points below standard Increased Significantly ++25.7 points 90

#### Conclusions based on this data:

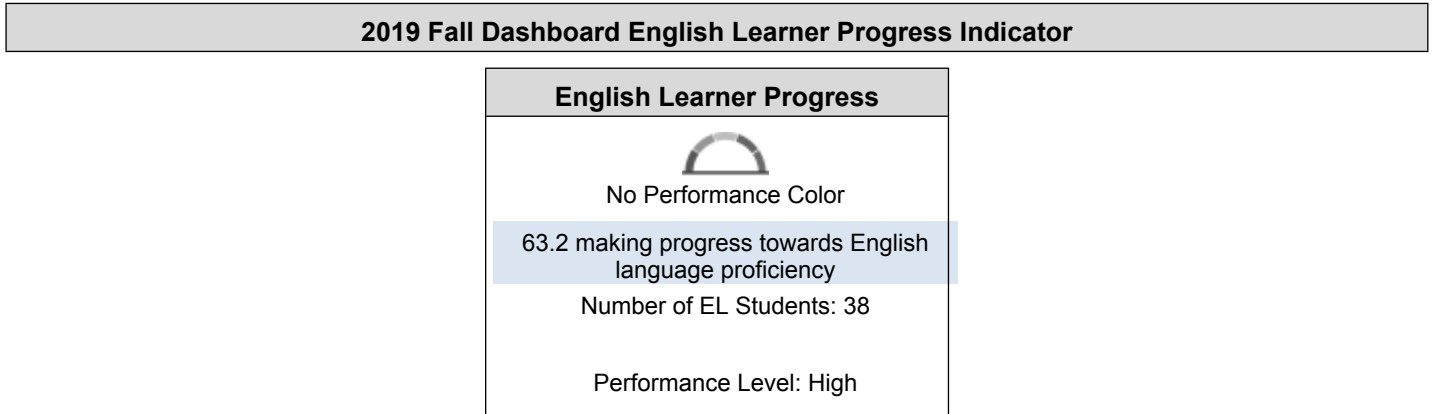
1. Our scores for all students increased significantly.
2. Our low SES student scores increased significantly.
3. We need to focus on core math instruction, tiered instruction, and intervention, as our scores are below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

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](#).

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



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

2019 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
23.6	13.1	21.0	42.1

**Conclusions based on this data:**

- Over 76% of our ELL students maintained or progressed in their English language proficiency as measured by ELPAC.

# 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

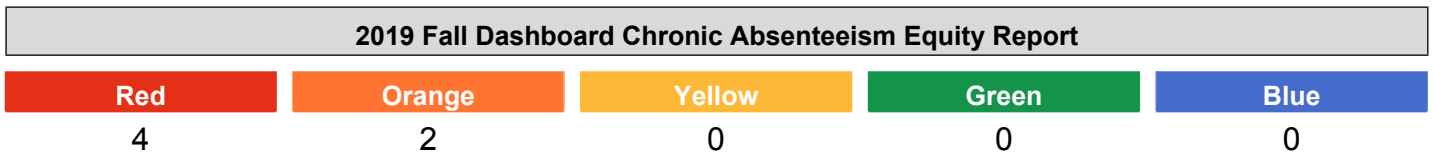
## Academic Engagement Chronic Absenteeism

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:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>18.1</p> <p>Increased Significantly +5.4</p> <p>288</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>17</p> <p>Increased +6.6</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>20</p> <p>Increased Significantly +6</p> <p>155</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>22.9</p> <p>Increased +7.2</p> <p>48</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 12.5 Increased +5.1 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.2 Increased +6.5 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 20.2 Increased +5.4 114

**Conclusions based on this data:**

1. Our chronic absenteeism rates have increased overall as reported on the latest CA Dashboard.
2. We need to get our chronic absenteeism rate down.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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](#).

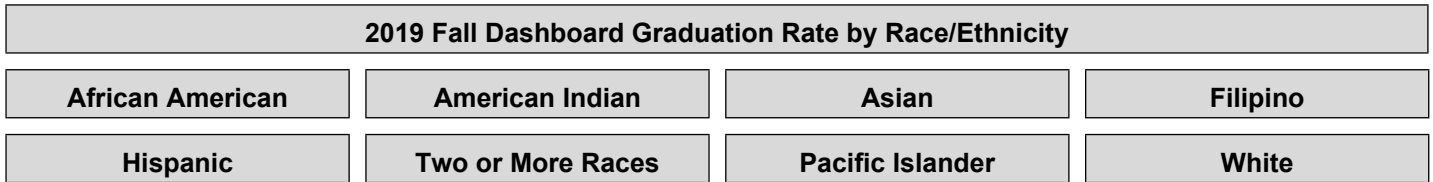
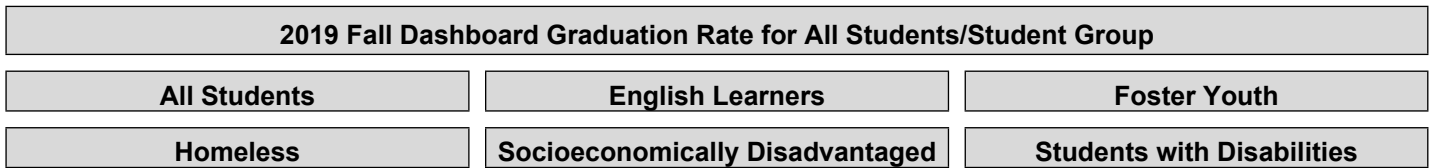
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

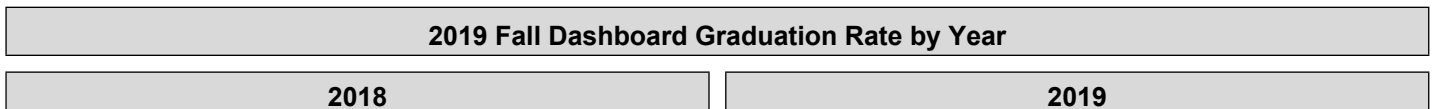
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

# School and Student Performance Data

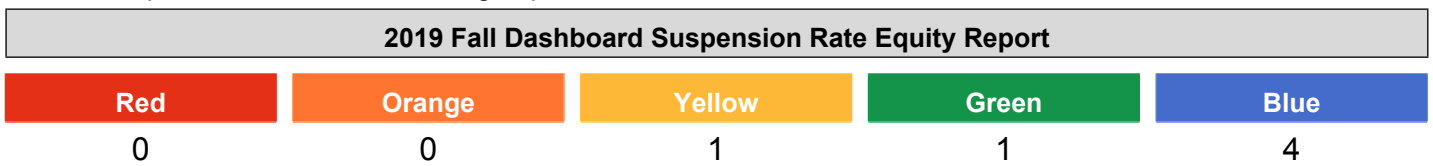
## Conditions & Climate Suspension Rate

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:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.3</p> <p>Declined Significantly -1.3</p> <p>299</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0.6</p> <p>Declined Significantly -1.2</p> <p>163</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>2</p> <p>Declined -1.8</p> <p>49</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 1.7 Maintained -0.1 60	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -2.5 108	 No Performance Color Less than 11 Students - Data 7		 Blue 0 Declined -0.9 117

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.6	0.3

**Conclusions based on this data:**

1. Our suspension rate declined significantly.

# School and Student Performance Data

## Local Assessment Data

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

## Goal 1

By Spring 2022, all Muir students will produce a product that demonstrates understanding of a concept via the social justice standards using precise academic language and evidence and will be measured on a scoring rubric.

## Identified Need

In May 2019, 76% of Muir students could use evidence to support their claim on a common task as measured by site-created rubric. Students struggled with precisely explaining their thinking, both orally and in writing. Students will be provided with tools and strategies to support their work on meeting this goal including journaling, sentence frames and starters, and student-student discourse. Progress toward this goal will be measured at the end of at least 2 cycles of inquiry throughout the 2021-22 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site-developed Rubric	76% of our students are able to proficiently prove their thinking	All students will produce a product that demonstrates understanding of a concept via the social justice standards using precise academic language and evidence and will show growth as measured on a scoring rubric.
CAASPP ELA data-claim 2-writing and 4-research and use evidence	Claim 2: 19% of our students are above standard, while 42% are at/near standard. Claim 4: 24% of students are above standard, while 56% are at/near standard.	3rd-5th grade student performance on the ELA CAASPP claims 2 and 4 will increase. More students will move out of the at/near standard category into the above standard category. Overall performance on ELA CAASPP will improve.
CAASPP math data-claim 3-communicating reasoning	18% of our students are above standard, while 58% are at/near standard.	3rd-5th grade student performance on the Math CAASPP claim 3 will increase. More students will move out of the at/near standard category into the above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		category. Overall performance on Math CAASPP will improve.

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

Hire and train instructional assistants

#### 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)
42995.91	Title I 2021-22 Allocation 2000-2999: Classified Personnel Salaries Instructional Assistant Salaries. 1.4375 FTE. 5 IA salaries (3 fully funded, 2 partially funded through Title I funds)
2451.47	Title I 2020-21 Carryover 3000-3999: Employee Benefits Instructional Assistant Salaries. 1.4375 FTE. 5 IA salaries (3 fully funded, 2 partially funded through Title I funds)
10011.00	Title I 2020-21 Carryover 3000-3999: Employee Benefits Instructional Assistant Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

K-2 Tier III students

#### Strategy/Activity

Hire half-time credentialed reading teacher to support literacy in grades K-2

#### 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)

52215.00

Title I 2021-22 Allocation  
1000-1999: Certificated Personnel Salaries  
Teacher salary .5 FTE

19846.00

Title I 2020-21 Carryover  
3000-3999: Employee Benefits  
Certificated benefits

### 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

Refine SLT plan to reflect priorities in evidence-based arguments, precise academic language, and social justice standards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase books and materials for library

#### 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)

9086.28

Title I 2020-21 Carryover  
4000-4999: Books And Supplies  
Books

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All K-2 students



Strategy/Activity

All K-5 grade students will work on ELA/phonics through the use of Teacher's College/Benchmark district adopted programs and supplemental resources such as Ready Common Core.

**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)

2497.00

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Supplemental textbooks

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Allocate time for each teacher to examine social justice standards, reading and math data and create a plan of implementation and allocation of resources (3 days/teacher)

**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)

8235.00

Source(s)

District Funded

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Purchase technology programs to support literacy and math K-5

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10287.25

Source(s)

Title I 2020-21 Carryover  
4000-4999: Books And Supplies

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide Science enrichment in Next Generation Science Standards through PS Science-1x/week for materials and lesson plans in each K-5 classroom.

#### 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)

6304.07

##### Source(s)

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And Operating Expenditures  
PS Science

5695.93

District Funded  
5800: Professional/Consulting Services And Operating Expenditures  
PS Science

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Teacher release time for individual reading assessments (1 day)

#### 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)

1830.00

##### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Substitute teachers

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All K-4 students

Strategy/Activity

Teachers will maintain literacy portfolios containing student reading levels and writing samples to be passed onto the receiving teacher at the start of each school year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide after school academic support for identified Tier III 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)

District Funded  
5800: Professional/Consulting Services And Operating Expenditures  
District Funded virtual tutoring 2, 30 minute sessions/week for identified students K-5

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

Tier II/III students

Strategy/Activity

SST process can be implemented to provide monitoring and support of Tier II/III 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)

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

Tier II/III students

**Strategy/Activity**

Provide math intervention session 2x weekly for 10 weeks for grades 3-5.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4094.10

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Teacher Hourly

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Purchase supplemental student classroom supplies, technology equipment, and materials for all classrooms

**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)

4200.00

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Supplies and materials

# Annual Review

**SPSA Year Reviewed: 2020-21**

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.

Half-time Reading Teacher for grades K-2 and instructional assistants, were in place for the full year, purchased needed instructional resources, and executed interventions.

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

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

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

Focus on explicit use of precise academic language and evidence via a social justice concept will continue this school year. Progress will be monitored through teacher-created rubrics. Additionally, we will monitor specific claims relevant to this goal area on the CAASPP ELA and math tests.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

## Goal 2

At least 95% of ELL students will advance at least one level on the annual ELPAC assessment between 2020-21 and 2021-22 school years.

## Identified Need

ELPAC Assessment scores from the 18-19 and 20-21 school years were analyzed and compared. 84% of ELL students advanced one level or maintained their overall proficiency level on the assessment. We would like to see this percentage improve to 95% advancing at least one level overall on the ELPAC assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC assessment	84% of ELL students advanced one level or maintained level between 2018-19 and 2020-21	95% of ELL students will advance at least one level overall on the ELPAC between 2020-21 and 2021-22.

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)

English Language Learners

### Strategy/Activity

Verify that 100% of Muir teachers have ELL authorizations/CLAD/BCLAD.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

All students identified as ELL's will receive regular designated (at least 30 minutes/day) and integrated classroom EL instruction based on their language needs. All teachers will have ongoing professional development/support in integrated and designated ELD practices throughout the year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

ELAC members will participate in a Learning Walk to observe the designated and integrated EL supports provided in Muir classrooms.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

4th and 5th grade students in danger of becoming LTEL's will participate in a supplemental, daily ELD session during the school day with the Literacy and Language Interventionist.

**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)

[Empty box for Amount(s)]

District Funded

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

English Language Learners

### Strategy/Activity

Muir students who are newcomers to the language (and ELPAC level 1) will receive support through our Literacy and Language Interventionist and will have access to Rosetta Stone in the classroom.

### 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)

District Funded

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

English Language Learners

### Strategy/Activity

Teachers will share information specific to ELL's during Parent Teacher Conferences in November.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

English Language Learners

### Strategy/Activity

Provide visuals and other ELD supplies for all classrooms through site funding

### 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)

1100.00

Site Formula Funds  
4000-4999: Books And Supplies  
Books and supplies

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

All families of students entering SMMUSD/Muir will complete Home Language Survey and take ELPAC assessment upon arrival and annually, as appropriate. All families of students qualifying for reclassification per district guidelines will meet with school team to review data and make reclassification determination.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

2nd and 3rd grade English Language Learners

Strategy/Activity

Two sessions (1-2nd gr, 1-3rd gr) of Academic Vocabulary Toolkit school instruction for 2nd and 3rd gr English Language Learners will be conducted outside of the school day during the 2021-22 school year.

#### 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)

District Funded  
Teacher hourly

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

ELL students will have regular access to technology/keyboarding during the school day (ie: access to iPads, Chromebooks, laptops and to apps/programs such as Typing Club, Google Classroom, Seesaw, Lexia, Accelerated Reader, Moby Max, Brainpop, Raz Kids, NewsELA) and parents will have opportunities to learn how to access and use programs at home

### **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)

236.00

Title I 2020-21 Carryover  
4000-4999: Books And Supplies  
Raz Kids license. Other school purchased site license funding is reflected in Goal #1 strategies/activities

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

English Language Learners

#### **Strategy/Activity**

ELL students will have access to independent reading books at their just right level, both in and out of school. Books will be accessible at home at just right level weekly.

Materials will be sent home to practice what is being taught during daily designated ELD sessions.

If an ELL student is not making progress, a parent meeting will be set up to discuss. Additionally, parent can request a meeting with the teacher at any time.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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.

Goal was met and exceeded. 84% of students increased or maintained their level on ELPAC assessment.

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

Learning Walk did not take place due to transition back to in-person learning in the spring.

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.

After reviewing the progress on goal at end of 2020-21SY, change was made to increase the expected outcome. Regular progress monitoring of ELL progress will take place, and parent meetings will take place if students are not making expected progress. Materials will be sent home to practice what is being taught during daily designated ELD sessions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Goal 3

All Muir students and their families will engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Identified Need

Our families, staff, and students have participated in surveys at rates of at least 70%. Most recent survey results indicate satisfaction with regard to collegial working environment and family involvement. There is a desire for more community-building within and among students, staff, and parents. Students in grades 3-5 complete an annual Olweus questionnaire for feedback regarding school climate and bullying. The most recent survey data indicates 25% of students reported being bullied, with the highest percentage in grade 3. The most frequent type of bullying is verbal and the playground is the #1 location for bullying to occur. Our chronic attendance rates have maintained.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey Data (ie Climate Surveys, Olweus Survey), Attendance records	70% of students were in the Excellent and Satisfactory attendance categories at EOY; 14% were considered chronically absent	Increase in participation and positive outcomes on surveys; increase in positive attendance

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

Social-Emotional Learning and Circle of Friends Committees are in place to support teachers through the intentional implementation of SEL and inclusion

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Reward and recognize students with improved/positive attendance and for positive behavior

### 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)

200.00

#### Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Certificate/incentives costs and CARES card  
supplies/incentives

## 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

K-5 students will participate in an additional 11 weeks of arts instruction.

### 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)

19351.93

#### Source(s)

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And  
Operating Expenditures  
PS Arts

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All K-2 students

### Strategy/Activity

K-2 students will participate in 30 weeks of music instruction.

### 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)

11700.00

Source(s)

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Music Rhapsody

### **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

Olweus Kickoff, monthly character, and/or literature assemblies for students/families and all classrooms will participate in community circles/class meetings as daily social-emotional learning. Whole-school reads of character/social justice books will be incorporated into all classes.

#### **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)

2000.00

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Books and supplies

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Teachers and staff will participate in ongoing professional development in the areas of social justice standards, culturally relevant practices, social-emotional learning, and behavior.

#### **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)

District Funded

Facilitation by Coordinator of American Cultures and Ethnic Studies, SEL Teacher on Special Assignment, and District Behaviorist

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Home-school communication with families re: attendance, homework, school policies. Spanish-language translations will be made available. Additionally, opportunities will be made available for parents to learn strategies to support their children both social-emotionally and academically.

#### 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)

District Funded

Attendance letters, email/phone/text messages to families, school website

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

PTA meetings and community-building events held at least monthly throughout the school year.

#### 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)

Parent-Teacher Association (PTA)

PTA funded

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All families and families of Spanish speaking students.

#### Strategy/Activity

Teacher presenters at meetings outside of school day and interpretation in Spanish, childcare available at parent meetings

### 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)
722.97	Title I 2021-22 Allocation 2000-2999: Classified Personnel Salaries Interpretation-Spanish (Parent Involvement)
150.00	Title I 2021-22 Allocation 2000-2999: Classified Personnel Salaries Childcare (Parent Involvement)
350.00	Title I 2021-22 Allocation 1000-1999: Certificated Personnel Salaries Teacher Hourly for participation in Parent presentations/outreach outside of school day (Parent Involvement)

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

While not all strategies were able to be implemented due to remote learning, engagement was positive. We had an average of 70% of students represented in family surveys. 70% of students were in the Excellent and Satisfactory attendance categories at EOY 20-21; 14% were considered chronically absent.

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

The SOS hours for attendance purposes were not used due to ongoing personnel changes. CARES Cards were not used due to distance learning. All parent meetings and family events were virtual. Not all books for whole-school reads were purchased due to pandemic timelines.

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

The measurement tools for this goal will continue to include, not only attendance rates, but stakeholder survey data. Funding for SOS hours will be repurposed, as we now have a fully staffed front office.





# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,559.91

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District Funded	\$19,855.03
Lottery: Instructional Materials	\$2,497.00
Site Formula Funds	\$7,500.00
Stretch Grant (Ed Foundation)	\$37,356.00
Title I 2020-21 Carryover	\$51,918.00
Title I 2021-22 Allocation	\$96,433.88

Subtotal of state or local funds included for this school: \$215,559.91

Total of federal, state, and/or local funds for this school: \$215,559.91

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Paula Lytz	Principal
Amy Prevett	Classroom Teacher
Melissa Trubo	Classroom Teacher
Daniel Wheeler	Classroom Teacher
Nancy Navarro	Other School Staff
Randi Goodman	Parent or Community Member
Diana Maruri	Parent or Community Member
Aimee Koeplin	Parent or Community Member
Christina Allen	Parent or Community Member
Aaron Lyles	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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 11.18.2021.

Attested:



Principal, Paula Lytz on 12.6.2021



SSC Chairperson, Aimee Koeplin on 12.6.2021

# 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](mailto: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](mailto: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](mailto: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**asurable, **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](mailto: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





DRAFT--not yet approved--DRAFT--not yet approved--DRAFT--not yet approved

**English Learner Committee (ELAC)**

School: John Muir Elementary

Date of ELAC meeting: November/8/2021

Members present: Sign in via Zoom attendance, 5 parents total-all 5 are ELAC members. 3 parents of EL students, 2 parents of non-EL students, 2 staff SMMUSD

**Mandated Topics:** (Check the topic(s) covered)

	1. Assist in the development of school-wide need assessment.
	2. Assist with efforts to make parents aware of the importance of regular school attendance.
x	3. Advise the principal and staff in the development of a site plan for ELs and submit plan to the School Site Council for consideration of inclusion in the Single Plan for Student Achievement (SPSA)
	4. Receives training to assist members in carrying out their legal responsibilities.
x	5. Elect representative(s) for the District English Learner Advisory Committee/ or fill other open offices

**I Welcome:** Zoom opened at 5:30pm The meeting started at 5:41pm.

**II Meeting Minutes:** Read minutes from October 2021 ELAC. Corrections to the date of the minutes read to reflect the year 2021 and the addition of the number 6 to reflect the number of ELAC members elected at the meeting. Motion to approve the minutes as amended was made by member Onofre. 2nd by member Lopez. Minutes were approved as amended.

**III Principal Report:** Principal gave updates on campus construction and upcoming school schedule changes due to holidays.

**IV ELAC Mandated Topic(s):**

Nomination and Election of ELAC Officers-Principal shared roles and responsibilities of open officer positions-president, co-president, secretary, and DELAC representative. Parents self-nominated. ELAC member Nancy Orozco self-nominated for the DELAC representative position. ELAC members voted Orozco into the DELAC representative role. There were no nominations for president, co-president, or secretary.

Advise in the development of Single Plan for Student Achievement (SPSA)-Principal reviewed 2020-21 SPSA Goal #2 focusing on English Language Learners. ELPAC and reclassification data was presented. Members discussed the goal and advise the School Site Council to consider the following for the 2021-22 SPSA: At least 95% of ELL students will advance at least one level or maintain their level on the annual ELPAC assessment between 2020-21 and 2021-22 test administrations. There was discussion as to whether to leave the word maintain in the goal. Principal reviewed 2020-21 supports for Goal #2. The members recommend the following for 2021-22: Teachers share information specific to ELL's during Parent Teacher Conferences in November, materials sent home to practice what is being taught during daily designated ELD sessions, ELL students will have access to independent reading books at their just right level, both in and out of school. Books will be accessible at home at just right level weekly, if an ELL student is not making progress, a parent meeting will be set up to discuss. Additionally, parent can request a meeting with the teacher at any time, provide visuals and other EL supplies for all classrooms. The advice will be placed on the John Muir Elementary ELAC Recommendation Form and shared with School Site Council at the 11.10.2021 meeting. Principal asked the elected DELAC representative to sign the recommendation form, as there is no ELAC President at this time. DELAC representative declined to sign the form.

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SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

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**V Public Comments:** A parent stated that this year will be better and that we need to help our kids.

**VI Announcements:**

-RazKids is now available for all English Language Learners at Muir. Check email for specifics.

-Site Council Meeting 11.10.2021 @ 3:30pm

-Site Council Meeting 11.17.2021 @ 3:30pm

**The meeting was adjourned at: 7:08pm**

**Respectfully submitted by Paula Lytz**

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**BORRADOR--aún no aprobado--BORRADOR--aún no aprobado--BORRADOR--aún no aprobado**

**Comité Asesor para Estudiantes de Inglés (ELAC)**

Nombre de la Escuela Primaria John Muir  
Minutas de la Junta del ELAC de noviembre/8/2021

PRESENTES: Actas vía Zoom, que representa 5 padres en total, 3 padres de ELLs, 2 padres de estudiantes que no son ELLs, 2 personal escolar

**Mandated Topics:** (Check the topic(s) covered)

	1. Ayudar con la evaluación de las necesidades de la escuela.
	2. Ayudar en los esfuerzos para hacer que los padres estén conscientes de la importancia que sus hijos asistan a la escuela regularmente.
X	3. Asesorar al director y al personal en el desarrollo de un plan escolar para Estudiantes de Inglés y someter el plan al Concilio Escolar para la consideración de la inclusión en el Plan Único para el Rendimiento Académico Estudiantil (SPSA, por sus siglas en inglés)
	4. Recibir entrenamiento para ayudar a los miembros a cumplir con sus responsabilidades.
X	5. Elegir representante(s) para el DELAC/ u otros puestos dentro del ELAC

**I Bienvenida:** El Zoom abrió a las 5:30pm. La junta inició a las 5:41.

**II Minuta(s) de la(s) Junta(s):** Lea las minutas de ELAC de octubre de 2021. Correcciones a la fecha de las actas para reflejar el año 2021 y la adición del número 6 para reflejar el número de miembros de ELAC elegidos en la reunión. El miembro Onofre hizo la moción para aprobar las actas con las enmiendas. 2do por el miembro López. Las actas fueron aprobadas con las enmiendas.

**III Informe de Directora:** La directora brindó actualizaciones sobre la construcción del campus y los próximos cambios en el horario escolar debido a los días festivos.

**IV Requisito(s) Legal(es) de ELAC:**

Nominación y elección de oficiales de ELAC-La directora describió los roles y responsabilidades de los puestos de oficiales abiertos: presidente, copresidente, secretario y representante de DELAC. Padres auto nominados. Nancy Orozco, miembro de ELAC, se nominó a sí misma para el puesto de representante de DELAC. Los miembros de ELAC eligieron a Orozco como representante de DELAC. No hubo nominaciones para presidente, copresidente o secretario.

Asesorar en el desarrollo del el SPSA Plan Escolar-La directora revisó la meta n. ° 2 del SPSA 2020-21 centrándose en los estudiantes que aprenden inglés. Se presentaron datos de ELPAC y reclasificación. Los miembros discutieron la meta y aconsejaron al Consejo Escolar que considere lo siguiente para el SPSA 2021-22: Al menos el 95% de los estudiantes ELL avanzarán al menos un nivel o mantendrán su nivel en la evaluación anual ELPAC entre 2020-21 y 2021-22 administraciones de prueba. Se discutió si dejar la palabra mantener de la meta. La directora revisó los apoyos de 2020-21 para la Meta n. ° 2. Los miembros recomiendan lo siguiente para 2021-22: los maestros comparten información específica sobre ELL durante las conferencias de padres y maestros en noviembre; los materiales se envían a casa para practicar lo que se enseña durante las sesiones diarias de ELD designadas; los estudiantes de ELL tendrán acceso a libros de lectura independientes en su nivel "just right," tanto dentro como fuera de la escuela. Los libros estarán disponibles en casa al nivel correcto semanalmente; si un estudiante ELL no está progresando, se programará una reunión con los padres para discutir. Además, los padres pueden solicitar una reunión con el maestro en cualquier momento; proporcionar elementos visuales y otros útiles de EL para todos los salones de clases. El consejo se colocará en el formulario de recomendación de ELAC John Muir y se compartirá con el Consejo Escolar en la reunión del 11.10.2021. La directora le pidió al representante electo de DELAC que firmara el formulario de recomendación, ya que no hay un presidente de ELAC en este momento. El representante de DELAC se negó a firmar el formulario.

**BORRADOR--aún no aprobado--BORRADOR--aún no aprobado--BORRADOR--aún no aprobado**



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

**BORRADOR--aún no aprobado--BORRADOR--aún no aprobado--BORRADOR--aún no aprobado**

**V Comentarios Públicos:** Un padre dijo que este año será mejor y que debemos ayudar a nuestros hijos.

**VI Anuncios:**

- RazKids ahora está disponible para todos los estudiantes del idioma inglés en Muir. Consulte el correo electrónico para más información.
- Reunión del Consejo Escolar 11.10. 2021 a las 3:30pm
- Reunión del Consejo Escolar 11.17. 2021 a las 3:30pm

**La junta se clausuró a las 7:08pm**

**Respetuosamente presentado por:** Paula Lytz

**BORRADOR--aún no aprobado--BORRADOR--aún no aprobado--BORRADOR--aún no aprobado**



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# John Muir Elementary

## ELAC RECOMMENDATION FORM/Formulario de recomendación del ELAC

TO/PARA:  SSC/Concilio Escolar  
 Principal/Director  
 Other/Otro:

ELAC Meeting Date/Fecha de la reunión: **11.8.2021**

ELAC Recommendation(s)/recomendación(es):

- X Single Plan (SPSA) /Plan Escolar
- Needs Assessment/ Encuesta necesidades
- Student Attendance/Asistencia del estudiante
- Other/Otro :

**The ELAC members recommend the following SPSA Goal #2/Los miembros de ELAC recomiendan la siguiente Meta # 2 de SPSA:**

-At least 95% of ELL students will advance at least one level or maintain their level on the annual ELPAC assessment between 2020-21 and 2021-22 test administrations/ *Al menos el 95% de los estudiantes ELL avanzarán un nivel o mantendrán su nivel en la evaluación anual ELPAC entre los años escolares 2020-21 y 2021-22.*

**The ELAC members recommend the following supports for Goal #2/Los miembros de ELAC recomiendan los siguientes apoyos para Meta # 2:**

→ Teachers share information specific to ELL's during Parent Teacher Conferences in November/*Los maestros comparten información específica sobre los estudiantes ELL durante las conferencias para padres y maestros en noviembre*

→ Materials sent home to practice what is being taught during daily designated ELD sessions/*Materiales enviados a casa para practicar lo que se enseña durante las sesiones diarias de ELD designadas*

→ ELL students will have access to independent reading books at their just right level, both in and out of school. Books will be accessible at home at just right level weekly/*Los estudiantes ELL tendrán acceso a libros de lectura independientes en su nivel adecuado, dentro y fuera de la escuela. Los libros estarán accesibles en casa al nivel adecuado semanalmente.*

→ If an ELL student is not making progress, a parent meeting will be set up to discuss. Additionally, parent can request a meeting with the teacher at any time/*Si un estudiante ELL no está progresando, se programará una reunión con los padres para discutir. Además, los padres pueden solicitar una reunión con el maestro en cualquier momento.*

→ Provide visuals and other EL supplies for all classrooms/*Proporcionar elementos visuales y otros suministros de estudiantes EL a todos los salones.*

ELAC President/Presidente \_\_\_\_\_ Date/fecha:

Principal/Director: *Paula Lytz*

11.8.2021



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Response to ELAC / Respuesta al ELAC: \_\_\_\_\_ Date/fecha:

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Signature-Position/Firma-cargo \_\_\_ Date/fecha: \_\_\_\_\_

Principal/Director \_\_\_ Date/fecha:

**\*Attach a copy of SSC Minutes Reflecting ELAC recommendations discussed and SSC response to ELAC recommendations**