

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT John Muir Elementary School

50711676052724
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 19, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

We believe that all students can grow, learn, and be successful in a safe and positive environment.

School Description:

John Muir Elementary school is centrally located in Modesto, California. It is one of 22 elementary schools within the Modesto City Schools elementary district. John Muir Elementary is part of a low socioeconomic area, with an enrollment of 545 students TK through Sixth grade. This includes our SDC-SH students and our students currently enrolled in MVA. Muir also houses both State Preschool and Federal Head Start Programs with an enrollment of 69 students. Enrolled in our TK-6 classes are 20% English Learners, primarily speaking Spanish, and 14% of students receive special education services. The Muir student population is as follows: 57% Hispanic or Latino, 22% White, 4% Asian, 3% African American and 13% other.

The Principal and Vice Principal provide shared leadership and a vision for school achievement. They work closely with the site Leadership team. Shared decision-making is facilitated in many different areas that effect the daily life of a student. The administrative team emphasizes the importance of positive staff attitudes toward the treatment of students and parents. Responsiveness, respect, consideration, and sensitivity are modeled. All staff members help students to treat each other with respect. Staff encourages a strong work ethic in all students and motivates them to learn using a variety of strategies. They recognize that students need to have a sense of belonging which can be achieved by the staff's unwavering belief that all students can learn and grow.

During the 2022-23 school year, Muir 3rd-6th grade students did complete the Smarter Balanced Assessment Consortium (SBAC). During the 2022-23 school year, there will be a continued focus on Great Instruction First Time (GIFT), we are also a school-wide MTSS site with all teachers in all grade levels participating in DIBELS. Teachers use Wonders, Language for Learning, Reading Mastery or Corrective Reading in an effort to increase school-wide literacy. Teachers will also participate in trainings for our new math program SWUN which is being used for the first time at our site. Also, all primary staff are going through LETRS training explaining the science of reading strategies to staff.

Implementing Positive Behavior Intervention Support (PBIS) strategies is a school-wide effort and all staff are involved as we switch to our online PBIS platform this year. Students are helped in conflict resolution toward peaceful alternatives. A student assistance specialist, family support specialist and behavioral health clinician support students emotionally. Students, parents, and staff are working together to build a sense of community within the school, so that all can feel pride and know they are important members of the John Muir Team. A Student Assistant Specialist from the Center for Human Services is on campus five days a week in order to meet with students who have demonstrated a need for short-term counseling. The Student Study Team meets as needed to discuss interventions for students who are referred. The team ensures that students who have difficulty in school, receive appropriate educational services. There is also a Behavioral Health Clinician on campus one day a week to assist students whose behaviors may be impeding their learning, as part of Tier II Support.

Muir will continue to provide opportunities for students to participate in the following extracurricular activities and programs: 10K with a Cop Miler Running Program, Yearbook, Good News Club, Band, Garden club and Recycling Club. Muir also has an engaging and active after school program (ASES). During After School Program (ASES), students are provided support with homework, taught character education, given the opportunity to participate in STEAM activities, sports and attend various field trips. For students identified as needing more intense intervention, RISE is offered to assist in closing the achievement gap. During the school day, teachers use Macmillan McGraw Hill (MMH) for English Language Arts, SWUN for Mathematics, Discovery Education for Science and Studies Weekly for Social Studies. Furthermore K-6 grade are committed to using Dynamic Indicator of Early Literacy Skills Assessments (DIBELS) complete with progress monitoring and benchmark assessments measuring progress of students' reading abilities. In addition, English Language Development (ELD) instruction is taught systematically and 30 minutes per day in all classrooms. There is after school and before school interventions offered for students needing extra academic supports. Muir partners with the County Office of Education to offer mentoring to second through sixth grade students. This program provides students with supports such as, character development and other mental health issues and/or concerns.

Teachers are provided with various Wednesday collaboration times throughout the year. Teachers will also be provided with extra opportunities to meet with their grade level teams to dissect student data, design learning targets based on essential standards and design common formative assessments to ensure all students are learning. Students requiring remediation, the grade levels will work together and determine when reteaching will transpire. All collaboration times are planned with school leadership.

The relationship between parents, students, classified, and certificated staff will continue to grow as all members meet to contribute to the development of school-wide strategies in the areas of curriculum, safety, and other matters. The School Site Council, English Language Parent Partnership, Parent Involvement/Engagement Committee, PBIS team, Parent Teacher Association, and certificated/classified staff collaborate to plan to meet the needs of students and families. Classroom conditions provide an orderly learning environment. Curriculum will include fostering academic, personal, and social skills development. Learning and productivity will be valued and coupled with high expectations. Instructional time will be maximized; disruptions will be minimized. Students will be encouraged to work together. Staff members will respond fairly and consistently to violations. Award assemblies for citizenship, academic excellence, and attendance are held monthly. Attendance and positive behavior is promoted through certificates and other incentives.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

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
 - ☒ Additional Targeted Support and Improvement
- Two or More Races (TOM) has been identified for ATSI.

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.

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by stakeholder groups. John Muir will continue to focus on all areas and continue to use the strategies that have proven effective. These strategies will continue to support increased student achievement. Collaboration time, continued Professional Development for all stakeholders, use of PBIS incentives, and continued parent education seminars and activities. Attendance reports consistently ran for TOM races. TOM will be reviewed and Saturday school assigned to increase attendance numbers. Parental meetings will occur 2 times per trimester at John Muir to focus on attendance. John Muir will reach out to CWA for attendance collaboration to focus on TOM. John Muir personnel will continue to monitor students of Two or More Races (TOM).

Resource Inequities

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

Based on 2022 CAASPP data, district benchmarks, school assessments, walkthrough information and common formative assessments there is a concern for a need of strategic walkthroughs with specific feedback, a focus on language supports, small group reteaching opportunities and fidelity to EL language instruction. Data will be used strategically to drive instruction and learning specific goals for students of Two or More Races (TOM). Attendance reviews, SART and SARB referrals have not proven effective in supporting TOM.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

John Muir Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of John Muir Elementary School's 2022-2023 SPSA which included the analysis of quantitative and qualitative data to determine the effectiveness within each goal, activities to continue discontinue and to revise. This occurred during February, March and April 2023 SSC, ELAC, Site Leadership and staff meetings. The SPSA goals were disseminated, reviewed and commented upon by various stakeholders. Qualitative and quantitative data was also analyzed to provide guidance and support.

Involvement Process for the 2023-24 SPSA and Update

Using input from all John Muir educational partners: SSC, ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022-2023 SPSA and then we discussed how to move forward for the 2023-2024 SPSA. Ideas and suggestions were formulated for the 23-24 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in January, February and March of 2023. Pertinent data was shared and analyzed. Site administration was made available to answer pertinent questions. Discussions were held and questions were formulated to address the concerns and goals. For the 23-24 year John Muir will focus on English Language Arts, Math, Attendance, Positive Behavior Intervention System (PBIS), Academic Equity, Opportunity, and Awareness, and Parent Involvement. 6 site goals in total.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Data shows that student interventions and a focus on foundational skills and acceleration have enabled growth in every single students from the beginning of the 2022 school year. All Kindergarten through 6th grade students enrolled at Muir Elementary School receive WIN time (What I Need) through MTSS. Also all students participated in Beginning of the Year (BOY) DIBELS testing and Middle of the Year (MOY) DIBELS testing with progress monitoring occurring. Data from the BOY to MOY show growth in the following areas: Composite scores have increased for Kinder-15%, 1st-6%, 4th-22%, 5th-9% and 6th-4%. 2 and 3rd have maintained consistent with a negligible decrease. While we have shown great growth since the beginning of the year, data shows that we can still improve overall. Muir teachers continued working through the cycle of inquiry in PLC teams to gather data and track student growth and needs. We made a strategic focus on English Language Development daily in all TK-6 and foundational skills. EL coaching was provided by the district to the site. John Muir teachers participated with this. The school will continue to focus SWD, EL and TOM students to insure the same pace of growth as other students is a possibility. A continued strategic focus on Literacy, Supports and ELD will continue.

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

Based upon available staffing throughout the year, we did begin intervention implementation when we projected to begin in later September. The focus is to start late August or early September. That said we did begin it earlier than the previous year. Once we met staffing needs to begin training, complete implementation occurred.

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.

We will continue to implement MCLASS DIBELS 8 implementation and progress monitoring, RISE, before/after school intervention, provide parntal education and supports from the district, and professional development for staff. We will continue to collaborate in PLC teams that follows the Continuous Cycle of Inquiry model. The metric data stayed static from 2018-2019 and goals were rolled over from 2022-2023 SPSA with additions to support unfinished learning. We had 7 EL students reclassified, this is an increase from the previous year. The site will continue to focus on ELD and foundational skills. We will progress monitor our EL students as well as our students with disabilities and TOM to ensure academic success. We will also use Wonders

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

Implement targeted intervention groups, incentives to support academic achievement, update technology and supports for academic growth.

ELA PD

Based on PLC input we identified the following area of need in professional development PLC release time

To address this the school can:

Offer staff additional time to continue PLC work. Substitute teachers were offered throughout the year to provide collaborative opportunities between grade levels. This opportunity will continue to be provided throughout the next academic year.

Additionally we analyzed specific data to indicate the following need(s):

Students with Disabilities, students of Two or More races (TOM) and our EL students need support to recoup skills.

Discuss the areas of strength and need based on data analysis:

Based upon data analysis, school wide our students were making growth in ELA. However EL students, Two or More Races (TOM) and SWD students will continue to be an area of focus/support

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve distance form Standard by +15 points or maintain green/blue status Fall CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -45.7	Goal -30.7
English Learners (EL)	Actual -73	Goal -58
Students with Disabilities (SWD)	Actual -82.4	Goal -67.4
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					
Schoolwide (SW)	During the school day, provide teachers with substitutes for curriculum development training/coaching with the goal of providing clarity (a laser-like focus) related to grade-level unwrapping of standards, learning progressions, success criteria and common formative assessments. After the school day, provide teachers with professional development and additional collaboration time to develop processes on how to unwrap essential standards, create learning targets, design common formative assessments and having data conversations.	Working with the Muir leadership team members teachers will use extra hours of collaboration to lesson design by creating products with clear standards, success criteria (rubrics), learning targets, required vocabulary and a time frame as to when the unit will be taught. Student success will be monitored using the following: DIBELS, district benchmarks, teacher-generated common formative assessments and writing samples.	Substitute Teachers	Title 1 Professional Development	9977
			Conference Travel	Title 1 Professional Development	3000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	District coaches who specialize in their given field and/or in school improvement and who can provide teachers with tools needed for student achievement through professional development and coaching.	Data will determine if teachers are using the tools learned during professional development sessions.			
	Provide Computer based intervention for intermediate grades. Update technology to include software, programs, supplies, and equipment. Update technology to include software, programs, supplies, and equipment	Intervention will be monitored by staff looking at students progress from data provided by the intervention program. Data based on students growth through the program.	Computer Programs	Title 1 Supplies and Services	1500
	Provide teachers with professional development and release time related to English Language Development and English Language Arts presented by instructional coach and district specialists.	Students will be monitored using mClass progress monitoring, teacher-generated Common Formative Assessments, Modesto City School Benchmarks and Wonders Assessments related to professional development.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide students with before/after school intervention specific to meeting individual grade level ELA targets/standards.	Using pre and post assessments, teachers will teach reading (3-6) and foundational skills (K-2) to close the achievement gaps. Administration and coach have a plan to meet with teachers to ensure a pre-assessment, progress monitoring and post assessments are used when designing intervention groups.	Additional Intervention	Title 1 Certificated	3061
			Additional Intervention/Supervision	Title 1 Classified	1363
			Supplies & Services: Misc. Instructional Materials, Service Repair Contracts, Reprographics	Title 1 Supplies and Services	18506
English Learners (EL)	The intervention paraprofessional will be used to support teachers with effective instructional strategies (as prescribed by the text authors) and provide English Learner students with intervention.	The intervention paraprofessional and teachers will use pre and post assessments to place and progress monitor students as prescribed by the authors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide additional time for teachers to specifically collaborate related to English Language Learner strategies such as composition of sentence frames and intentional planning to help our English Learners.	Teachers will use extra hours of collaboration to lesson design by creating products (a graphic organizer will be provided by the administrator) with clear standards, success criteria (rubrics), learning targets, required vocabulary and a time frame as to when the unit will be taught. EL student success will be monitored using the following: mClass, district benchmarks, teacher-generated common formative assessments and writing samples.	Additional Collaboration Time/ Curriculum development	Title 1 Professional Development	0
	English Learner progress monitoring will occur during collaboration times and will include data collection and "next steps" as it relates to English Learners.	Products will be collected after collaboration times that indicate English Learner growth and targeted instruction.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional Development for teachers allowing teachers the opportunity to understand English Language Development.	Modesto City School's English Language Development department to provide professional development opportunities for parents and teachers related to ELPAC and strategies to be used at school and at home to help students develop their language.			

	<p>Provide identified English Learners with the opportunity to participate in intervention with a focus on decoding, comprehension or writing. RISE program, an intensified intervention program, will be offered to significantly below grade level English Language Learner students in grades 1-6.</p> <p>The Family Support Specialist (FSS) will serve as a liaison between parents in the Hispanic community and school faculty. The FSS collects social data as well as family background information from parents to assist educators and associated professionals in referring parent and/or child to appropriate school district resources and services, and may also organize workshops, field trips and seminars to inform parents of topics of interest and relevant resources and services in the community. This position is in support of all SPSA goals.</p>	<p>Using Pre and Post Assessments, teachers will teach reading (3-6) and foundational skills (K-2) to close the achievement gaps. Administration and instructional coach have a plan to meet with teachers to ensure a pre-assessment, progress monitoring and post assessments are used when designing intervention groups.</p> <p>Observations and data collection</p>	
Students			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	The special education district curriculum coach will provide special education teachers and para-professionals with professional development and modeled instruction on fluency, foundational skills and whole group reading to special education staff.	The principal will conduct walk throughs in special education classrooms related to fluency, progressions and foundational skill development of special education students.			
	Substitutes will be provided for data conversations and lesson design time related to progress monitoring data and "next steps" for students. Working with the classroom teacher, resource teacher will progress monitor students with disabilities' student achievement. Special Education teachers to progress monitor student reading fluency and comprehension and provide extra interventions when needed.	Resource teacher, general education teachers and administrator will have time to design lessons, monitor fluency progression, dissect intervention progress monitoring progressions, IEP goals and DIBELS scores (when applicable). Principal and teachers will review student data and decide on students who need additional supports (provision of after school intervention) in relation to foundation skills, fluency, comprehension or writing.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Student with disabilities with low progress monitoring scores will be invited to participate in after school interventions with the following focus areas: foundational skills, fluency, comprehension or writing. RISE program, an intensified intervention program, will be offered to significantly below grade level special education students in grades 2-6.	Using pre and post assessments, teachers will teach reading (3-6) and foundational skills (K-2) to close the achievement gaps of Special Education Learners. Administration and instructional coach have a plan to meet with teachers to ensure a pre-assessment, progress monitoring and post assessments are used when designing intervention groups.			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Data shows that a focus on foundational skills and acceleration have enabled growth in students from the beginning of the 2022 school year. All Kindergarten through 6th grade students enrolled at Muir Elementary School have been using SWUN curriculum. Muir teachers continued working through the cycle of inquiry in PLC teams to gather data and track student growth and needs. We made a strategic focus on Beyond The Basic Facts math practice daily in all TK-6 and foundational skills. SWD and our EL students are not showing the same pace of growth as other students. This indicates that there needs to be a continued strategic focus on math supports.

We have used designated SWUN district days at the site with substitute coverage to provide trainings and implementation of SWUN curriculum. Teacher also used collaboration days to prepare for the state testing window.

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 SWUN program was not virtual but was in person this year. SWUN Personnel provided support and guidelines to our staff. They implemented it in the classroom. SWUN was implemented with greater fidelity due to training. Data suggests that are students are still struggling with current Math standards. An emphasis on BTBF to help build foundational skills is a focus this year. Administrators met with SWUn personnel to map the year and used classroom walkthroughs to verify implementation of the SWUN curriculum.

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 following changes will be implemented to achieve the above Math goal: data conversations, additional staff development focused on standard alignment and lesson plans, and continued staff training for new SWUN curriculum.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 50-59% of All students are in need of support / intervention in the area of: Basic Math Facts

To address this the school can:

Implement additional supports to use the SWUN curriculum with fidelity. We will also continue to provide release time for continued collaboration amongst the teachers. We will support the PLC days with fidelity and provide data dissemination.

MATH PD

Based on Observations we identified the following area of need in professional development PLC Release Time

To address this the school can:

Math training to implement standards. Applying the curriculum and using it with fidelity. Use of anchor Charts, continued training, data analysis during PLCs, support teacher collaboration on non PLC Days.

Additionally we analyzed specific data to indicate the following need(s):

Many students have "learning gaps" because of lack of access to math curriculum from previous years. Additionally, student engagement and checking for understanding tools will be expected in math lessons.

Discuss the areas of strength and need based on data analysis:

Based upon data analysis, students made growth from beginning of the year to end of the year on foundational math skills, however, they are still performing below in many standards. A focus on Math standards will help to improve student performance outcomes. We will provide interventions to our students who need extra math support.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve the distance from standard by +17 points or maintain green/blue status Fall CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -66.3	Goal -49.3
English Learners (EL)	Actual -75.4	Goal -58.4
Students with Disabilities (SWD)	Actual -91.1	Goal -74.1
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	<p>K-6th grade teachers will be given the opportunity to participate in extra grade level collaborations to discuss best math practices, dissect student data and create lessons with clear success criteria aimed at student achievement of grade level math standards. In addition, during the school day, provide teachers with substitutes for curriculum development training and lesson studies. Funded Under Goal 1</p>	<p>Working with Muir's leadership team members and instructional coach, collaboration times to create math units of study with specific learning targets, success criteria, learning progressions and common formative assessments.</p>			
	<p>Before school and after school intervention Funded Under Goal 1</p>	<p>Pre- and Post-Assessments</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Purchase field trips allowing students to experience standards-based outdoor education with a STEM focus. Funded Under Goal 1	Upon return from a STEM related field trip, teachers will provide students with math and technology opportunities aimed at meeting the objective of the proposed, standards-based field trip.			
English Learners (EL)	Use Interim assessment data to determine additional targeted math intervention for English Language Learner students before and after school tutoring. Funded Under Goal 1	After school intervention teachers will use pre and post assessments to determine student growth during math intervention.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	English learner students' math benchmark assessments and constructed responses will be monitored by teachers, students and administrative members to ensure English Learners are making math growth. Funded Under Goal 1	The teachers will progress monitor English Language Learners using interim assessment tools and common formative assessments to test for math achievement and make instructional decisions regarding math intervention.			
	Provide additional time for teachers to specifically collaborate related to English Language Learner strategies such as composition of sentence frames and intentional planning to help our English Learners. Funded Under Goal 1	Working with Muir's leadership team, teachers will use their designated collaboration times to create math units of study with specific learning targets, success criteria, learning progressions and common formative assessments. Teachers to provide parents with their students' math data after unit assessments.			
	Provide parents with a parent education meetings with the focus on English Learner strategies they can use to help their scholars. Funded Under Goal 1	The administrator will conduct an ELPP, English Language Parent Partnership, meetings to ensure that parents are comfortable with math.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Provide ongoing training to special education teachers related to instructional strategies for students with various disabilities Funded Under Goal 1	The principal will conduct walk throughs and data will be used to progress monitor the use and effectiveness of math program.			
	Teachers will progress monitor students using assessments to ensure math achievement or progress. Funded Under Goal 1	Assessment data will be used to assist with lesson development and reteaching.			
	Teachers being evaluated will construct goals aimed at increasing math achievement for Students with Disabilities. Funded Under Goal 1	Teachers being evaluated will progress monitor students with disabilities regarding the end of February math goal that they constructed at the beginning of the year.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Muir attempted to implement all noted strategies to increase attendance and decrease chronic absenteeism. However, due to residual COVID concerns Muir's students with disabilities' chronic absenteeism remains significantly higher than other subgroups so it will be monitored daily by administrative team and School Records Clerk.

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

Due to COVID quarantine guidelines and changes throughout the year, our Attendance Rate and Chronic Absenteeism Rate have been affected.

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.

Muir will add to staff a bilingual community aide to help support attendance rates. Bilingual Community Aide was hired.

Also 2 or More Races (TOM) is the ATSI qualifier for chronic absenteeism, a data analysis of TOM will be implemented this year.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Identify students, monitor and provide supports including incentives and rewards to help increase attendance.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
use SAS, BCM, FSS with support from administration and bilingual community aide present attendance data to stakeholders inclusive of teachers, regarding additional supports for students who struggle with attendance.

Additionally we analyzed specific data to indicate the following need(s):

More support with communication to changing guidelines to families.

Discuss the areas of strength and need based on data analysis:

Based upon ever changing COVID quarantine guidelines our site needs additional support to communicate changes to family and keep track of quarantines and attendance options (support from community aide)

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase attendance rates by .5% and decrease chronic absenteeism by 1%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 88%	Goal 88.5%	Actual 54%	Goal 53%
English Learners (EL)	Actual 89%	Goal 89.5%	Actual 46%	Goal 45%
Students with Disabilities (SWD)	Actual 86%	Goal 86.5%	Actual 61.43%	Goal 60.43%
Other Student Groups Two or More Races TOM	Actual 91.75%%	Goal 92.25%	Actual 42%	Goal 41%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Provide students and families with incentives for monthly and yearly for attendance improvements and perfection.	Communication with Student Records Clerk regarding chronically absent students as well as best weekly and monthly attendance in classes and grade levels.	Student recognition and incentive rewards	Title 1 Supplies and Services	1602
	Principal to hold first day school expectation assembly to review valid reasons for absences.	Principal and Student Records Clerk will communicate daily regarding student absenteeism. The Student Records Clerk, principal and attendance liaison will communicate monthly to review poor attendance.			
	Principal to solicit private donors to contribute to attendance giveaways for improved and/or perfect attendance.	Monthly and yearly attendance with a focus on sub groups will be collected and reviewed and a plan for next steps related to attendance achievement or lack thereof.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Bilingual Community Aide to conduct home visits for students with excessive absenteeism and tardies.	Bilingual Community Aide and Student Records Clerk will communicate daily regarding student absenteeism.			
	Family Support Specialist will conduct parent informational meetings regarding the correlation between student achievement and attendance.	Family Support Specialist, extra clerical assistance and translators will be secured to ensure smooth/seamless parent meetings and activities per month SART meetings will be held to hold students/families with chronic absenteeism accountable and provide next steps to help them. We will also review whole school student attendance data with the SART members.			
English Learners (EL)		TCII, principal and/or attendance liaison will conduct home visits to students with chronic absenteeism.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	TCII will provide translated communication with English Learner families through phone dialers, phone calls, and written forms of communication encouraging parent involvement and student attendance. Extra hours will be purchased for translating during parent meetings on attendance.				
	The principal and administrative assistant will secure extra clerical support and translators for Round Up, conferences, parent meetings and other events that require clerical support.	Extra clerical assistance and translators will be secured to ensure smooth/seamless parent meetings and activities.			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	Principal to review district and school's attendance policies and guidelines to special education students' families specifically reviewing data related to school attendance and achievement.	Principal and Student Records Clerk to meet monthly to review Students with Disabilities attendance and form next steps.			
	Provide students with disabilities incentives for improved or perfect attendance.	Principal to collect all home visit data and communicate with attendance liaison regarding students with disabilities with chronic absenteeism and/or tardies.			
	Due to the poor attendance of our students with disabilities population, the principal will review this subgroup daily with the student records clerk and through the IEP process educate these families.	During the monthly parent meetings and IEP's, principal will review attendance and academic data to students with disabilities families (data dashboard).			
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups Two or More Races (TOM)	Due to the poor attendance of our students of Two or more Races (TOM), the principal will review this subgroup daily with the student records clerk and educate these families.	TCII, principal and/or attendance liaison will conduct home visits to students with chronic absenteeism.			
	Bilingual Community Aide to conduct home visits for students with excessive absenteeism and tardies.	Bilingual Community Aide and Student Records Clerk will communicate daily regarding student absenteeism.			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

There was evidence of Positive Behavior Intervention and Supports (PBIS) strategies being implemented and used to fidelity, with supports from outside service providers to promote our site's atmosphere. Teachers and students reviewed and recited the Peace Builder pledge on a daily basis to communicate behavior expectations. The PBIS team moved forward with creating an online interactive store for staff to reward students and for students to make purchases from creating a schoolwide PBIS program with all staff buy-in. This demonstrates that all students are our students.

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

Based upon the return of students and the severity of their needs, an extra emphasis has been placed on social emotional learning.

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.

A continued emphasis on Social Emotional Learning will be included in staff trainings. Professional Development will be offered to all staff members regarding the importance of using Positive Reinforcement as well as provision of quality service to the community and to each other.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Classroom disruption data we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Use SAS, FSS, BCM and Second Step trainings to support Social emotional needs.

PBIS PD

Based on Observations we identified the following area of need in professional development De-escalation

To address this the school can:

All staff needs updated training and support in properly implementation of Second Step curriculum

Additionally we analyzed specific data to indicate the following need(s):

We looked at referral data to determine if we need additional targeted support for certain classes.

Discuss the areas of strength and need based on data analysis:

Based upon schoolwide implementation of our digital PBIS points/store. We have seen a decrease in referrals and of task behaviors.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement appropriate supports through PBIS and SEL to decrease suspension rates.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual .38%	Goal .08%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Students will receive incentives/rewards/recognition for improved behaviors on the playground and in the classroom.	PBIS team will meet to discuss student discipline data and make recommendations related to continued reduction of suspensions for at-risk subgroups.			
	School-wide assembly with outside consultants with topics that emphasize non-bullying, peacebuilding, good citizenship and positive character building.	PBIS team will discuss and move forward with the purchase of incentives for students who display desired behavior or have improved behaviors (individual incentives, silver shoes, spoon and soccer balls).			
	Organized, structured activities during recess that encourage positive social interactions	PBIS team will discuss and monitor students referrals during lunchtime and reward students who display desired behavior or have improved behaviors.	PAL Structured Recess Activities- 3 Days per week	Title 1 Supplies and Services	15000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Purchase instructional materials, supplies and technology to assist with student engagement, positive reinforcement by reducing classroom referrals and subsequent suspensions.	Mental Health Clinicians to discuss relationship building and reduction of referrals and incidents to all stakeholders at various meetings. Student Assistant Specialist will be a member of PBIS team where the team reviews discipline data.			
	With assistance from SAS and BCM, provide supports, classroom presentations and skills with a focus on social emotional health.	Number of SAS and BCM referrals.	Student Assistance Specialist (1 Day)	Title 1 Supplies and Services	13800
English Learners (EL)	TCII to provide translated communication with English Learner families through meetings, home visits, school events, etc related to English Learner students' positive behaviors. Funded Under Goal 1	Spanish products will be created and translations will be provided for English Learner families related to positive behaviors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Purchase additional translator and clerical time to be used to engage families and encourage parent involvement at school events related to positive behaviors. Extra clerical assistance and translators will be secured to ensure smooth/seamless parent meetings and activities.	Principal and Administrative Assistant will secure translators and extra clerical for parent meetings and activities related to PBIS.			
Students with Disabilities (SWD)	Principal will collaborate with Modesto City Schools Special Education department to discuss alternatives to suspensions and possible professional development to staff to assist with students with disabilities and behavioral issues.	Principal and Student Assistant Specialist will meet with special education students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Behavior Case Manager and staff to conduct staff meeting regarding special needs students and behaviors that are results of the <u>students' disabilities.</u>	Behavior Case Manager will assist principal with parent and student meetings related to students with special needs and adhering to the Modesto City School's Code of Conduct.			
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

The strategies implemented include the following: STEM activities in the classrooms, MTSS reading intervention school wide and social emotional supports as needed for all TK-6th students, and an increase. Expansion of computer lab opportunities to explore robotics. These strategies had a positive impact on STEM and college to career awareness.

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

In person assemblies were not able to be held due to COVID restrictions.

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.

We will continue the strategies in the plan for the 2022-2023 school year. In addition, we will provide enrichment to targeted students, as well as field trips to area colleges and universities for targeted students to further exposure to STEM and college and career awareness. In addition, we will transition back to an in-person Career Day for all TK-6th grade.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 0-49% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

Provide opportunities and exposure to various experiences.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on PLC input we identified the following area of need in professional development Access to specific PD

To address this the school can:

Provide additional training with an emphasis on equity.

Additionally we analyzed specific data to indicate the following need(s):

In the professional development catalog to see what staff participated in training outside trainings that were provided by staff.

Discuss the areas of strength and need based on data analysis:

We would like to continue to develop staff in understanding equity opportunities to support students and equitable experiences.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Improve access to opportunities to provide equitable outcomes.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide students the opportunity to experience off campus activities that promote learning of diverse cultures and experiences.	Field Trip follow up from the teacher by having students write and share information relating to the activity.	Funding for Field Trips	Title 1 Supplies and Services	3000
	Provide students assemblies with a focus on diversity and education.	Informal conversations and feedback will be used to monitor effectiveness.	Funding for Assemblies	Title 1 Supplies and Services	0
	Expose students to a variety of careers and/or guest speakers in an effort to help students explore opportunities they may have never considered.	Career Fairs/Guest speakers with an emphasis on exposure to different career paths.			
English Learners (EL)			Funding for books/cultural supplies	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Students will have exposure to culturally diverse books/posters.	Walkthroughs will be used to ensure students are exposed to various cultures.			
Students with Disabilities (SWD)	Students will have access and experiences to promote equitable opportunities.	Data on community based experiences.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

John Muir believes parents are an integral part of student success. As a result, the staff and administration members provided ample opportunities for parents to receive assistance as they worked to help their children succeed. Although there were many opportunities for parent involvement and engagement, there was a struggle for consistent attendance. The staff remains committed to continuing to build trust with families as well as being creative with strategies to help continue to boost parent participation and attendance to meetings and school-wide functions and events. For the 2022-23 school year, parent engagement opportunities will be monitored for attendance as staff members remain committed to parent partnership and meeting the needs of our families.

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

Due to changing COVID guidelines and rates we believe it had a negative impact on parent participation in meetings. However, with recent lifting of certain guidelines, we have seen an improvement of in person parental involvement.

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.

Changes will be made based upon COVID guidelines.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student SEL issues

To address this the school can:

Provide different opportunities to give feedback

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

provide training to staff to help support families.

Additionally we analyzed specific data to indicate the following need(s):

Parent feedback from Roundup to indicate times parents would prefer to attend meetings. Most parents feedback varied with a slightly larger group preferring beginning of the day, drop off times.

Discuss the areas of strength and need based on data analysis:

Based upon input from parents in SSC, ELAC and informal conversations parents would like to see classes offered to support families and additional family nights with food.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 To increase parent participation in meetings and activities throughout the year in an effort to build community and school/home relationships.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	The principal and administrative assistant will secure extra clerical support for Round Up, Literacy parent meetings and other events that require clerical support and child care.	Extra clerical assistance, translators and child care will be secured to ensure smooth/seamless parent meetings and activities.	Provide extra clerical support	Title 1 Parent Involvement	683
	Provide Communication materials to all families.	Through distribution of materials.	Provide Written Communications to Families	Title 1 Parent Involvement	500
	Reading, Math and Science Nights where families are offered child care and refreshments. Teachers will teach parents about grade level English Language Arts standards.	During Academic Nights, teachers will create standards-based make and takes for parents to use in the home environment to assist with student learning.	Provide Families with Refreshments	Title 1 Parent Involvement	500
		Data will be analyzed of parent participation throughout the year.	Provide families with resources	Title 1 Parent Involvement	614

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parents will be able to check out devices so they can increase their opportunity in parent involvement as it relates to student achievement				
	Curriculum Development and Teacher presentation				
English Learners (EL)	Offer parents the opportunity to participate in classes to support their proficiency in different capacities.	Based upon parent Involvement.	Staffing to support Classes for parents	Title 1 Parent Involvement	0
	Provide parents with opportunities to increase their knowledge of report card standards and proficiency levels as it relates to English Language Art and Reclassification.	The principal will conduct parent meetings (agenda, minutes and products will be produced) where she will be discussing state and district benchmarks with stakeholders as well as strategies that potentially can assist students with reading and writing proficiency and EL reclassification	Provide Classified support for translations, childcare, etc.	Title 1 Parent Involvement	183
	School Wide Postage		Provide external communications to parents	Title 1 Parent Involvement	100

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Provide parents the opportunities to participate and increase their knowledge of their students rights.	Provide access to district Community Advisory Committee.			
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Provide students with after school intervention specific to meeting individual grade level English Language Arts goals. Provide low performing English Learners with the opportunity to participate in intervention with a focus on decoding, comprehension or writing.				Goal 1
	Instructional Paraprofessional (5 hours)	Title 1 Positions	39186	
Provide additional clerical support with an emphasis on translations and communications with our EL translations extra support for Round Up, Literacy parent meetings and other events that require clerical support.				Goal 1, Parent Involvement
	Typist Clerk II Translator (3 Hours)	Title 1 Positions	23681	
Provide additional support communicating with families regarding the importance of attendance. Visiting families to support positive attendance rates.				Goal 1, Goal 3
	Bilingual Community Aide (2 Hours)	Title 1 Positions	13128	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	75995	0.00
Title 1 Professional Development	12977	0.00
Title 1 Parent Involvement	2580	0.00
Title 1 Certificated	3061	0.00
Title 1 Classified	1363	0.00
Title 1 Supplies and Services	54408	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$150,384
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$150,384
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$150,384.00
Grand total budgeted including carryover from Section 11	\$150,384

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: John Muir Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Samantha Ford Term: 2021-2023 XParent Community Member	1. Name: Armando A. Medina Principal
2. Name: Rebecca Beckwith Term: 2021-2023 XParent Community Member	2. Name: Heather Phillips Term: 2021-2023 Teacher
3. Name: Rachel Gisltrap Term: 2022-2024 XParent Community Member	3. Name: Genie Saldana Term: 2022-2023 & 2023-2024 Teacher
4. Name: Vacant Term: XParent Community Member	4. Name: Marcos Alberto Term: 2022-2024 Teacher
5. Name: Vacant Term: XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Shannon Cross Term: 2022-2023 & 2023-2024 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Maribel De La Cruz	English Language Advisory Council (ELAC)
Heather Phillips	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/19/2023 03:00 pm

Attested:

Heather Phillips	SSC Chairperson
Genie Saldana	SSC Vice Chairperson
Samantha Ford	SSC Secretary