School Year: **2020-21**

# 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 | 01-61143-6105316 | May 12, 2020 | June 12, 2020 |

## Purpose and Description

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

# Comprehensive

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

During the 2010-2011 school year, a group of Muir teachers attended professional development

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

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. In addition, the school,

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

Research supports the premise that the best assistance for students who require additional support occurs during the regular school day. With this premise in mind, faculty and parents have moved toward increasing the school's intervention capacity within their

# School and Student Performance Data

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

| Overall Participation for All Students | | |
|---|---|---|
| # of Students Enrolled | # of Students Tested | # of Students with |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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** | 36.21 | 28.95 | 29.31 | 44.83 | 55.26 | 62.07 | 18.97 | 15.79 | 8.62 |
| **Grade 4** | | | | | | | | | |

# School and Student Performance

Communicating Reasoning

Demonstrating ability to support

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | * | * | * | * | * | * | * | * |
| Grade 1 | * | * | * | * | * | * | * | * |
| Grade 2 | * | * | * | * | * | * | * | 5 |
| Grade 3 | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | 7 |
| All Grades | | | | | | | 31 | 23 |

| Overall Language<br>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 | | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | | * | * | * |
| All Grades | 35.48 | 21.74 | * | 30.43 | * | 30.43 | * | 17.39 | 31 | 23 |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

| Written Language<br>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 |

| Writing Domain<br>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 | | | |

# School and Student Performance Data

## Student Population

This section provides information about the school’s student

# School and Student Performance Data

## Overall Performance

**2019 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br> <br>Green | **Chronic Absenteeism**<br> <br>Orange | **Suspension Rate**<br> <br>Blue |
| **Mathematics**<br> <br>Green | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

# School and Student Performance Data

## Academic Performance
## Mathematics

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

Lowest

# School and Student Performance Data

## Academic Performance
## College/Career

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 |
|---|---|---|---|---|

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

| | |
|---|---|
| Lowest Performance | Red |

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian |
| --- | --- | --- |
| | | |
| Red | No Performance Color | No Performance Color |
| 25.9 | Less than 11 Students - Data Not Displayed for Privacy | 15.6 |
| Increased +7.2 | 1 | Increased +8.2 |
| 58 | | |

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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 Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 7 |

This

* Teachers will implement the Teacher's College Reading and Writing program (TCRWP), FastTrack Phonics program in grades K - 2, and spelling lessons with the support of the Literacy Coach.

* Teachers will participate in district wide training and the coach will provide ongoing training to personnel during staff meetings and through model lessons in classes.

* Teachers will be released (using

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Students will receive individual and group services for speech, auditory, and language development skills by

the school day. Intervention team and teachers will gather and review data on a 6 - 8 week cycle to analyze student progress and fidelity of services.

RTI Coordinator will coordinate COST and RTI meetings to monitor the coordination of services for and progress of all intervention and special ed students. At RTI meetings, school staff will collaborate to determine, discuss, coordinate and track physical, mental, and emotional supports for students in need.

Select teachers will provide targeted After School Intervention to students who are below grade level in math. Additional tutors will be provided through the BUILD program to provide tutoring in reading, which will be coordinated by selected teachers.

* Provide a Summer Intervention program for incoming 4th and 5th graders that targets students who were below grade level in 3rd and 4th grade to minimize summer learning loss. This would be two weeks of summer literacy instruction for about 20 students. Any carryover funds would be applied to this program.

1) .85 FTE RTI CoordinatorRTI Coach

34,750 -BSEP

21,090-Title 1

**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) |
|---|---|
| 34,750 | BSEP |
| 21,090 | Title I A - Basic Funding |

## Strategy/Activity 6

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

ACTIVITY #6:  ENRICHMENT:
*  Provide Physical Education to Kindergarten, 4th and 5th grade students.
*  Provide Dance classes the three Kindergarten classes and facilitate art integration with the K-5 classroom teachers to ensure art is incorporated into the curriculum.
1)  Dance Enrichment for K: $9,500 from BSEP
2)  VAPA Grant:  $8,000 from VAPA

**Proposed Expenditures for this Strategy/Activity**

# 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

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

# Goal 2

Improve school-wide attendance rates particularly for students of color in order to end racial predictability of academic achievement.

## Identified Need

Attendance rates.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome |
|---|---|

* The Family Engagement Site Coordinator will contact families to offer assistance with bus transportation,

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)

All Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

MENTAL HEALTH SUPPORT:

With a long-range goal of across-the-board mental health support to all students and families, a licensed counselor will work to meet the needs of the John Muir community. The counselor will meet individually with

Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons.

Culturally Responsive materials will be purchased to support instruction. Additional planning time and Professional Development will be provided if funding becomes available.

Translation will be provided for newsletters and automated phone messages. Translation will be provided for parent-teacher conferences and meetings. State and Federal Carryover funds when available will be used for additional translation services.

**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 Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

Organized parent groups will be trained and supported at our site and district to strengthen their ability to collaborate with

Walk-a-thon, Art Auction, May Fair, and Grizzlies Day.  Translation and child care services will be provided for meetings as needed

The staff will continue to work with PTA Executive board to coordinate special presentations for monthly PTA meetings such as presentations on literacy, homework, disaster preparedness, SBA results, etc.

**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 Kindergartners- 5th grade students with a focus on the subgroups targeted in the LCAP.

Strategy/Activity

John Muir School will have a BUSD provided Family Engagement Site Coordinator who will interact with individuals from

Staff will participate in monthly safety drills (fire, earthquake and lockdown) and after school staff will practice drills 2 - 3x a year as well.

The emergency container, classrooms and office will continue to be stocked with safety supplies. Safety supplies can include items such as lanterns, batteries, flashlights, emergency food and first aid supplies.

The Safety committee will meet monthly to coordinate drills,

# 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

# Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

# 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

# Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Stakeholder InvfC1(vb)-1(957 Tm [ )]TÆT EMC /0.03900146 18

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

# 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.

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

X 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.

X Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as

# 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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Identified Improvement as Annual Measurable Outcomes, Plann Review and applicable(4.)] TJ ET EMC /P /MCI4 318 >BDC BT 1 0 0 -1 79.3710028 52.65299988 Tm /GS1 gs 0

# Appendix C: Select State and Federal Programs

**For**
**For**

| John Muir (128) 5/14/20 Budget Item | Goal/ Strategy | Obj Code | | | | | | | | | | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | BGT | FTE | BGT | FTE | BGT | FTE | BGT | FTE | BGT | FTE | |
| Lit Coach | | 1102 | | | | | | | | | | 0.40 | 0.40 |
| Lit Coach | 1/1 | 1102 | 26,000 | 0.25 | | | | | | | | 0.35 | 0.60 |
| RtI Coordinator | 1/5 | 1102 | 34,750 | 0.28 | 21,090 | 0.17 | | 0.40 | | | | | 0.85 |
| ELD TSA | | 1102 | | | | | | 0.40 | | | | | 0.40 |
| K Grade Dance | 1/6 | 1102 | 9,500 | 0.08 | | | | | | | | 0.27 | 0.35 |
| Mental Helath Counselor | 2/3 | 1202 | 24,885 | 0.29 | | | 13,000 | 0.15 | | | 5,000 | 0.06 | 0.50 |
| Extended Day Intervention | 1/1 | 1116 | | | | | 4,310 | | | | | | |
| Parent Involvement | 3/2 | 4380 | | | 435 | | | | | | | | |