



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MUIR** SCHOOL

2022-23

37-68338-3730116
CDS Code

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:

Principal: Anjan, Stanley

Contact Person: Anjan, Stanley

Position: Principal

Telephone Number: 858-268-1954

Address: 4431 Mount Herbert Ave, Muir, San Diego, CA, 92117

E-mail Address: sanjan@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: John Muir Language Academy

PHONE: 619-605-4000

SITE CONTACT PERSON: Stanley Anjan

E-MAIL ADDRESS: sanjan@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|---|---|--------------------------------------|
| X | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/28/22</u> |
| X | Instructional Leadership Team | Date of presentation: <u>9/16/22</u> |
| X | Site Governance Team (SGT) | Date of presentation: <u>9/13/22</u> |
| X | Site Site Council | Date of presentation: <u>10/4/22</u> |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/4/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Stanley Anjan
Type/Print Name of School Principal

Karla De la Cruz
Type/Print Name of SSC Chairperson

Sara Aranda
Type/Print Name of ELAC Representative

Monika Hazel
Type/Print Name of Area Superintendent

Stanley Anjan
Signature of School Principal / Date

K. De la Cruz
Signature of SSC Chairperson / Date

[Signature]
Signature of ELAC Representative / Date

Monika Hazel
Signature of Area Superintendent / Date

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Site Plan for Student Achievement fulfills the requirements of a Title 1 School wide Program and Comprehensive Support and Improvement program.

The staff at John Muir Language Academy, Spanish Immersion Magnet is committed to providing a high quality education for each and every child. Our school is a dedicated district magnet without neighborhood boundaries. With a diverse student population representing the various communities of San Diego, we are committed to cultivating an inclusive school that embraces the intersecting identities of our scholars so that we may create a global learning community.

With a 90/10 One-Way Spanish Immersion program, we work to build a global community of empowered learners. In collaboration with students, parents, staff and partners we work each and every day to ensure that we cultivate a *“Safe, Supportive and Collaborative Culture”*. *Through a lens of continuous improvement, our team collaborates and takes action with equity at its core.* As reflective practitioners we are constantly refining our practice with the expectation that there is *“Effective Instruction in Each and Every Classroom”*.

By creating a strong social emotional program and with the implementation of research based Spanish literacy and language instructional materials our bilingual, biliterate and a bicultural environment will accelerate student achievement, while developing scholars to apply skills in real world situations and global settings. With a focus on Literacy and Language through Student Engagement strategies, our Professional Learning Communities of educators develop and enhance their knowledge of Spanish Literacy, Language development and Social Emotional learning.

Muir’s Culturally responsive and affirming instructional program will equip students with the *knowledge, language, literacy skills and values* to achieve academic excellence through a focus on **bilingualism, biliteracy and global responsibilities**. This School Plan for Student Achievement outlines the goals and strategies that will improve student achievement, attendance, and access for all of our global scholars.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD’s LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

John Muir Language Academy's community engaged in a collaborative process to develop the SPSA. In order to foster a culture of collaboration and achievement, it is imperative that all members of the Muir community are involved. In 2022-2022, multiple meeting opportunities were provided for stakeholders to engage in dialogue and provide input in the budget development process for the 2022-2023 budget. This included staff meetings, School Governance Team Meetings, English Learner Advisory Committee Meeting, School Site Council Meetings, and John Muir Association of Parents Meetings, Back to School Night, Open House, and UTK/K Orientation. Families will be reminded of important information through the new Parent Communication App, BLOOMZ. In collaboration with parent leaders and the John Muir Association of Parents will establish a Parent Center. Additionally, a Community Assistant II will also be funded to increase communication and establish stronger relationships.

ELAC: Thursday September 28, 2022 @ 4:00 pm

ILT: Friday Sept. 16, 2022 @ 9:00 am Rm B14

SGT: Tuesday Sept. 13, 2022 @ 3:10 am Rm B14

DATE SSC REVIEWED AND APPROVED FY23 BUDGET - March 1, 2022 at 2:45 pm

DATE SSC GAVE INPUT: Tuesday Sept 6, 2022 @ 3:10 pm B14

REVIEWED, AND APPROVED SPSA 2022-23 1, October 4, 2022 at 2:45 pm

RESOURCE INEQUITIES

Muir's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2021-22 SBAC results. An analysis of the 3rd-8th grade data revealed the following:

The school's overall data for the 2021-22 school year indicates that 33% of 3rd-8th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicates 39% of these students met or exceeded grade-level standards in ELA. This represents a decrease of 6% in the area of ELA from 2019 to 2022. Data from 2022 also indicates:

- 12% of English Language Learners met or exceeded standards in ELA, a 5% increase from 2019.
- 14% of Students with Special Needs met or exceeded standards in ELA, a decrease of 5% from 2019
- 50% of Homeless Foster youth met or exceeded standards in ELA
- 33% of Military Dependent scholars met or exceeded the standard
- 67% of white scholars met or exceeded standards
- 33% of LatinX scholars met or exceeded the standards
- 19% of our Black scholars met or exceeded the standards
- 50% of our multi-racial scholars met or exceeded the standard

And in analyzing the 2022 Math data 38% of Muir scholars met or exceeded the standards. In 2019 34% of 3rd-8th grade students met or exceeded standards in Mathematics. This shows a significant increase of 4% in the area of Mathematics from 2019 to 222. Mathematics data for 2022 also shows:

- 14% of English Language Learners met or exceeded standards, a 14% increase from 2019.
- 14% of Students with Disabilities met or exceeded standards, a 3% increase from 2019's - 11%
- 67% of our Foster/Homeless scholars met or exceeded standards
- 33% of Military dependent scholars met or exceeded standard in Math.
- 50% of white scholars met or exceeded standards
- 40% of LatinX scholars met or exceeded grade level standards
- 25% of Black scholars met or exceeded grade level standards
- 50% of our multi-racial scholars met or exceeded the standard

This data indicates that our focus students should continue to be English Language Learners and Students with Disabilities in order to focus on improving student achievement and closing the achievement gap.

As a Spanish Immersion, we will journey onward in ensuring that Spanish language instruction is well scaffolded. Through the incorporation of Guided Language Acquisition Model, we will strategically incorporate highly effective strategies, which will allow teachers to deliver academic content and language which can be used across-multiple contents to increase the engagement of students during the learning process. The 2019 California Dashboard Indicators, identified both ELA (orange) and Math (orange), as priority areas. For the 2022-2023 school year Muir will focus on:

-Staff professional development, Professional Learning Communities & Collaborative Learning Cycles for a continuous cycle of improvement. Sessions will focus on deepening our understanding of Critical Concepts (Common Core State Standards), lesson design, calibration and analysis of data, as well as how to utilize assessments to drive effective instruction. The SPED team will also engage in these supportive and collaborative teaching and learning opportunities.

-Students will be administered Spanish running Records from Fountas & Pinnell in grades UTK - 5th Grade in order to track students' independent and instructional level. Teachers will also progress monitor students on a monthly basis utilizing a common running record which will be kept in a student portfolio of literacy and language acquisition. Data dialogues with teachers will occur twice a year.

-To meet the language and academic needs of English Language Learners, designated English Language Teacher will provide push-in for small group support for 30 minutes a day. Teachers will also implement high level thinking and academic language through the use of visuals and sentence frames, as well as cross-cultural skills that will support our scholars to be biliterate citizens in a global community. Additionally, ELL's especially LTEL's will be provided small group intervention, either after-school or during Saturday School.

-To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies. Resource Teachers will work alongside classroom teacher to co-construct and plan lessons for co-teaching opportunities.

-To support the reading growth of all Muir scholar's additional original Spanish texts will be purchased for classroom libraries, guided reading lessons and for Shared or Read Aloud. The texts will be provided either digitally or in print.

These materials include:

- Estrellita
- Raz-Kids Espanol
- Times for Kids (espanol)
- Rockalingua
- iReady (Spanish Math & Spanish Literacy)

These programs will be used with fidelity, monitored, and used across the entire school.

-Visual & Performing Arts Visiting Teachers will be utilized to engage students in an arts wheel where students will engage and grow their abilities in Theater, Dance, Music and Visual art. During this time teachers will engage in Lesson Study, Professional Development, Professional Learning Communities and/or Collaborative Learning Cycles focused on Spanish Language, Literacy and Math.

In 2019 the California Dashboard indicated inequities in the area of Chronic Absenteeism (red) and in Suspensions (orange). To decrease these trends, we will focus on the following:

-Muir will gain an additional School Clerk who will work collaboratively and closely with the principal, school counselor, certificated staff, Community Assistant II and teachers to monitor attendance, truancies and other attendance issues.

-A Community Assistant II will also be funded in support of providing families a liaison or representative to engage and coordinate with the many upcoming events.

-Attendance expectations will be shared and revisited with families at morning announcements and at school events such as Kinder and New Student Orientations, Back to School Night, and Open House.

-In order to academically support and regain lost instruction, students will be afforded interventions on Saturday and/or after-school.

-Through the purchase of a new Parent Communication App, Bloomz, teachers will connect with students and families and build strong partnerships.

-An attendance Incentive Program will launch for the 20222 -2023 school year, which will allow those students who exhibit the expectations of the “Muir Way” to be celebrated

-Teachers will engage in professional learning around the use of GLAD strategies. The focus on Student Engagement will provide teachers with strategies to support language acquisition and student engagement within their lessons.

-The Equity Team will work alongside Area Family & Community Assistant to be able to investigate students and their families through Home-Visits, for extreme attendance issues.

-To strengthen home-school relationships with families and to increase parental involvement, families will be welcomed on campus at the newly opened Parent Center (B17). A Muir Student Family Handbook will be distributed for clear expectations.

As a collective the Muir community has spent time evaluating effectiveness of previously implemented strategies and has refined them for the 22-23 school year.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
01. Stanley Anjan	Principal
02. Karla De La Cruz	Classroom Teacher - Chair
03. Sandra Leonard	Classroom Teacher - Vice-Chair
04. Mary Galvin	Classroom Teacher - Secretary
05. Yvonne Walden	Other - Classified
06. K. Diaz	Student
07. T. Mixon	Student
08. Margart Insana	Parent
09. Maria De La Toba	Parent
10. Allison Kestenbaum	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

In 2021-2022, strategies/activities to improve Chronic Absenteeism were implemented. These included: monitoring of attendance, sharing attendance goals and expectations with all stakeholders, providing engaging lesson, providing families weekly communication and collaborating with stakeholders to develop a system and process for our site. Based on monthly attendance reports, there were significant increase on the absenteeism rate when compared to previous years.

This year, although we were fully reopened, COVID-19 cases still plagued our school campus. With multiple weeks at a time, students were not able to enter campus for a variation of reasons. Due to the high volume of COVID_19 cases on campus during the 2021-2022 year, we were not able to ascertain the true impact of the strategies we implemented. The data that we will share is impacted by two key variables;

1. Policies prohibited students and staff from entering campus if they were sick or exhibited symptoms.
2. An unlimited number of Mental Health days were granted to families and students during the 21-22 school year.

We will continue to monitor attendance as well as communicate and engage families in campaigning and solution seeking on how to best address chronic absenteeism. This year we have expanded our program by including our Cluster Military Liaison as well as our Cluster Family Services Assistant to support Home-Visits, Parent Learning, and Connectedness to resources and services.

During the 21-22 School Year, Teachers planned and collaborated around Restorative Practices. During planning and collaboration time the team was able to accomplish and implement effective engaging lessons.

- Pilot PowerTeacher Referral System: PowerSchool Interventions & Actions: Tripled the number of interventions, supports and services to students in lieu of suspensions from 6 consequences in 19-20 & 20-21 to 12 support services and interventions in lieu of suspensions.
- Restorative Community Circles: K-5th Grade completed 8 Youth led Community Circles implemented by grade level. The community Circles impacted and served 133 students. MS Youth Restorative Leadership Training which included 20 MS students who received RJP Community Circles Training. The students facilitated and led 2 Community Circles each across the campus.
- Second Step: 15 social emotional learning lessons were taught per grade level. The lessons impacted and served 133 students.
- CA Parent Survey: 89% of families feel they are invited to be active partners with the school to educate their child
- CA Healthy Kids Survey: 94% of students felt hopeful about their future
- CA Staff Survey: 91% of staff collaborate regularly, 96% of staff the school implemented good COVID related safety measures and protocols to keep students healthy, 96% of staff felt the site promoted trust and collegiality, 96% of staff participated in decision-making that affects school practices and policies.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The expenditures allocated to support this goal of monitoring and improving attendance were adequate. In order to address the large number of absences, we would have required more team members.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In order to decrease our absenteeism rate from 41% to 31% in 2022-23, the majority of the strategies listed above will continue, however a few modifications will be made in order to be intentional and strategic. The following are changes to our plan for the 22-23 school year:

1. No place for Hate: Will not be renewed this year. Identity and community building will be integrated into the Muir Way Guide alongside the Character Dev. & Community Circles lessons

2. ASB - Will not be available on the master schedule but will be formed and implemented as a club. MS team will collaborate to determine the best approach for implementation and construct a timeline and calendar.
3. We will continue with the Home Visit strategy for the 22-23 school year, however, with our Military Liaison, Community Assistant II and support from new school clerk will increase opportunity for support by:
 4. -Bloomz parent app
 5. -Host parent meeting for students with excessive tardies & absences.
 6. -Family Services Assistant w/ support regarding home visit and other personnel.
7. Positive Classroom Behavior Support Plans: During PLC's teachers will come to agreements on the Positive Behavior Support Plans, using Muir Way Guide and behavior matrix as grounding document.

***Identified Need**

During the 2022 the Chronic Absenteeism and Suspension Rates increased in both areas.
The overall chronic absenteeism rate is 41%.

Chronic Absenteeism Rates (subgroups):

English Language Learners - 17% in 2021 to 41% in 2022 (increase of 24%)

Students with Disabilities = 21 to 37% (increase of 16%)

Socioeconomically Disadvantaged = 20% in 2021 to 48% in 2022 (increase of 28%)

Over 66% of Muir's student population is considered socioeconomically disadvantaged.

(This group is addressed in the goal for all students).

Black /AA = 28% in 2021 to 54% in 2022 (increase of 26%)

LatinX Students = 20% in 2021 to 41% in 2022 (increase of 21%)

White Students = 14% in 2021 to 28% in 2022 (increase of 14%)

During the 2022 school year, Muir's suspension rate was at 5.5%

(Students were suspended at least one time).

Suspension Rates (subgroups):

English Language Learners = 8.7%

Students with Disabilities = 3.2%

Socioeconomically Disadvantaged = 6.1%

(Over 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

White = 3.6%

LatinX Students = 4.9%

Black/AA Students = 7.1%

According to the 2022 California School Parent Survey (CSPS), the average parent involvement rate is at 36.6% (With response of "strongly agree" in each of the indicators (see below).

103 parents completed the survey in a student population of 183 students (as of July 19, 2022)

Parent Involvement (indicators):

-School promotes parental involvement = 46%

-School encourages me to be an active participant with the school in educating my child = 41%

-School actively seeks the input of parents before making important decisions = 31%

-Parents feel welcome to participate at this school = 41%

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-8	Decrease overall school-wide chronic absenteeism rate.	20%	15%	Attendance	Trimester
June 2023	K-8	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators).	37.5%	47.5%	CAL-SCHLS (CSPS)	Annually
June 2023	K-8	Decrease overall school-wide suspension rate.	4.4%	2.4%	Suspension	Trimester

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-8	Students with Disabilities	Decrease chronic absenteeism rate	21%	16%	Attendance	Trimester
June 2023	K-8	Hispanic or Latino	Decrease chronic absenteeism rate	12%	7%	Attendance	Trimester
June 2023	K-8	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	23%	18%	Attendance	Trimester
June 2023	K-8	White	Decrease chronic absenteeism rate	18%	13%	Attendance	Trimester
June 2023	K-8	Students with Disabilities	Decrease suspension rate	3.2%	1%	Suspension	Trimester

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June 2023	K-8	Hispanic or Latino	Decrease suspension rate	4.9%	1%	Suspension	Trimester
June 2023	K-8	Socioeconomically Disadvantaged	Decrease suspension rate	6.1%	3.0%	Suspension	Trimester
June 2023	K-8	White	Decrease suspension rate	3.6%	1.0%	Suspension	Trimester
June 2023	K-8	English Learner	Decrease chronic absenteeism rate	20%	15%	Attendance	Trimester
June 2023	K-8	English Learner	Decrease suspension rate	8.7%	3%	Suspension	Trimester
June 2023	K-8	Black or African American	Decrease chronic absenteeism rate	42%	37%	Attendance	Trimester
June 2023	K-8	Black or African American	Decrease suspension rate	7.1%	3%	Suspension	Trimester

Supporting Black Youth - Additional Goals

- ✓ 1. John Muir Language Academy's Site Equity Team Student Success Team committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at John Muir Language Academy is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. John Muir Language Academy's site selection/hiring panel will complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, John Muir Language Academy will continue to pilot Power Teacher referral in order to develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. John Muir Language Academy will continue the Middle School RJ Youth Leadership Training in order to have MS students facilitate Community Circles in Elementary classrooms. This process will ensure all students can participate in restorative justice practices to support them through the suspension or expulsion process.
- ✓ 5. John Muir Language Academy's Site Equity Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. John Muir Language Academy will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. John Muir Language Academy staff will develop a student centered master schedule for grades 6-8 for the 2023-24 school year that will Increase access to advanced classes--SLIM (Spanish Language Immersion Magnet) for black youth.
- ✓ 8. John Muir Language Academy will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing

engagement and achievement of black youth and other marginalized groups.

Monitoring Attendance

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

All students at Muir will benefit from these strategies in the area of Chronic Absenteeism, specifically the following groups: Students with Disabilities, LatinX, White, Students who are Socioeconomically Disadvantaged, English Learners and Black Youth. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

For the 2022-2023 school year John Muir Language Academy will ensure that each and every classroom implement the following strategies:

- Increase Student Engagement across content through the use of GLAD strategies
- Increase the level of student engagement during Guided reading groups
- Teachers will utilize the new Parent communication tool Bloomz in order to strengthen relationships as well as reiterate to students and parents the importance of being at school daily.
- Teachers will celebrate students meeting the 96% attendance goal

Besides classrooms messaging and implementing attendance initiatives, the school will also continue to refine structures and systems that will assist us in decreasing the chronic absenteeism. As a Certified Level 1: Safe, Supportive & Collaborative school community, we will expand our support services by onboarding two new positions as well as continue to grow and refine our school committees; The School Culture Team, The Equity Team and The Student Success Team.

School Clerk II & Community Assistant II:

These positions once filled will work closely in supporting student and family with a range of possible issues that may be causing the students chronic absenteeism. The additional School Clerks position is to manage and oversee attendance and coordinate with counselor, family and Community Assistant II for meetings and services.

The School Culture Team:

- Will work with developing and communicating attendance expectations and Muir's vision, which will be shared and revisited with families at morning announcements on a weekly basis and at other school events such as Back To School Night.
- Will develop common collateral and signage for each classroom and the school campus.
- Will grow the Empowerment Center's programs, to include anti-racist anti-bias learning. The Empowerment Center will celebrate diversity and inclusivity by presenting monthly during the weekly assembly, implement Restorative Circles lessons developed in alignment with our Character of the Month program. This will help students develop a sense of belonging and help improve attendance as well as potentially decrease number of suspensions.

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- Will engage and work alongside the School Counselor to develop and implement John Muir's "The Muir Way Guide", a Framework for a Safe, Supportive and Collaborative School Culture in order to improve attendance, as well as decrease suspensions.

The Equity Team:

- Will work alongside the office staff with the principal, school counselor, certificated staff, and teachers to monitor attendance.
- Will work alongside the Attendance Clerk to maintain weekly communication with families and if necessary home visits to support families and ensure students are in school.
- Will monitor the monthly attendance data to identify students who are not on track for reaching the schools goal of 96% attendance rate for the year. Students who are in significant need of interventions will be referred to SST team with recommended interventions based on data collected pertaining to each child.

Student Success Team:

- Will work alongside the Attendance Clerk to monitor the progress of interventions developed regarding attendance interventions developed for individual students.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03699A	Supplies		\$1,474.00	\$1,474.00	0369-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies for Social Emotional Learning and the sites Empowerment Center. Social Emotional learning resources, texts and materials will be purchased so that classrooms may engage in Community Circles, and Restorative Practices. (Supplies will include SEL visual supports for classrooms, SEL texts, Talking Pieces for each room, DEI resources to support an inclusive school community.)
N0369BJ	Non Clsrn Tchrr Hrly		\$4,038.00	\$4,999.45	0369-31820-23-1957-2100-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers will collaborate and work within committees (Equity Team, Student Success Team, and School Culture Team) to ensure progress monitoring and tiered interventions are appropriately in place to ensure that equitable resource and resources are provided to students.
N0369BQ	Clerical OTBS Hrly		\$2,919.00	\$3,999.32	0369-31820-23-2451-2700-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		In order to support with the monitoring of attendance, Clerical OTBS will be required to ensure current and up to date data is collected, engagement with families to learn and understand barriers that are creating

								chronic absenteeism, and attendance to additional Equity Team and SART meetings.
*Additional Supports for this Strategy/Activity								
<p>We are expanding our team to include a Community Assistant II and a School Clerk II. Additionally we will require support from our office staff, SGS, Clerk and other classified personnel to support us with attendance monitoring and communication efforts.</p> <p>Teachers will play an important part of this work. They will be required to continue their efforts to cultivate a culture of care and joy through their participation in the following committees: The Equity Team, The School-Culture Team and the Student Success Team. They will meet after school hours to complete additional tasks related to attendance.</p>								
Safe Supportive Culture								
*Students to be served by this Strategy/Activity								
<p>All students at Muir will benefit from these strategies in the area of Suspension Rate, specifically the following groups: Students with Disabilities, LatinX, White, Students who are Socioeconomically Disadvantaged, English Learners and Black Youth. Note: 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.</p>								
*Strategy/Activity - Description								
<p>For the 2022-2023 school year John Muir Language Academy will ensure that each and every classroom implements the following strategies:</p> <ul style="list-style-type: none"> - Teachers develop and implement co-constructed classroom norms - Teachers implement a Positive Classroom Behavior Plan - Incorporate Restorative Practices into their classrooms through Second Step Lessons, Restorative Circles, etc. - Teachers celebrate students displaying and engaging in "The Muir Way" (a guide for a safe, supportive and collaborative culture) - Teachers will continue with the PowerTeacher Referral system for increased data collection - Teachers will host intervention and support services on Saturday and or After-school. <p>Besides classrooms messaging and implementing behavior initiatives, the school will also put in place new structures and systems to address suspensions. The site will continue to support The School Culture Team, The Equity Team and The Student Success Team, which will meet on a monthly basis to address the following:</p> <p>The School Culture Team:</p> <ul style="list-style-type: none"> - Will work alongside the office staff with the principal, school counselor, certificated staff, and teachers to monitor suspension data. - Will work at updating and editing "The Muir Way Guide", which will be shared and taught to families through the "Noticias Montaneros", and at other school events such as Back To School Night, Parent Teacher Conferences, etc. - Will construct and develop a Parent & Student Handbook - Will develop common collateral and signage for each classroom and the school campus displaying Character Traits of the month (aligned with Social Emotional Competencies - Will re-open the Student Empowerment Center in the new facility ensuring we provide students a campus that is a safe space for conflict resolution and student empowerment in an effort to decrease suspensions. 								

The Equity Team:

- Will work alongside the families to maintain communication utilizing the Bloomz parent communication app and if necessary provide home visits to support families and ensure students are in school.
- Will monitor the monthly suspension data and identify students who are exhibiting excessive behaviors to identify alternatives to suspensions and ensure appropriate interventions are implemented as well as address and reevaluate classroom and school-wide systems in order to provide feedback for refinement ensuring we decrease suspensions.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03691A	Community Asst II - NEW POSN, SBB2538357	0.25000	\$9,914.25	\$13,608.10	0369-09800-00-2905-2495-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Will work to cultivate relationships between families & school. Will assist in home-visits as well as provide resources to families including educational learning series
N036913	Supplies		\$1,241.00	\$1,241.00	0369-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies will be needed for the development of a Positive Attendance Program (i.e.: pencils, student journals, lanyards, stickers, classroom posters. Supplies will also be needed for the Parent Center (i.e.: paper, Spanish books, bulletin board paper, borders, etc.) Supplies will also be needed for bicultural materials to enhance our Spanish Language classroom environments & for bicultural activities (posters, supplemental Spanish materials, etc.)
N03696K	Non Clsrn Tchrr Hrlly		\$3,000.00	\$3,714.30	0369-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Will provide hourly rate for teachers to work on developing relationships w/ community by collecting street data to better inform practice, know and understand who the students are. Teachers can also provide additional school safety support
N0369A0	Software License		\$8,000.00	\$8,000.00	0369-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		In order to promote and strengthen communication across the school, teacher and family, the school will purchase BLOOMZ School Communication App. The software license will increase the schools ability to share information with individual families as well as with the whole school community.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

In 2021-2022, strategies/activities to improve academic outcomes for students in Mathematics and Spanish Language Arts/ELA were implemented. These included: Tutoring, Interventions, Supplies, and Increasing Spanish Texts in Classrooms, Professional Learning and Professional Development. Based on the strategies provided it was evident that there was some impact from the strategies provided. Through Professional Development and Professional Learning Communities our site constructed and came to agree upon instructional materials. The Professional Development grounded our site on identifying areas around literacy to refine our practice. As a site last year although, they were not consistent, due to staffing shortages and other COVID-19 related issues.

The school's overall data for the 2021-22 school year indicates that 33% of 3rd-8th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicates 39% of these students met or exceeded grade-level standards in ELA. This represents a decrease of 6% in the area of ELA from 2019 to 2022. Data from 2022 also indicates:

-12% of English Language Learners met or exceeded standards in ELA, a 5% increase from 2019.

-14% of Students with Special Needs met or exceeded standards in ELA, a decrease of 5% from 2019

-33% of LatinX scholars met or exceeded the standards

-19% of our Black scholars met or exceeded the standards

And in analyzing the 2022 Math data 38% of Muir scholars met or exceeded the standards. In 2019 34% of 3rd-8th grade students met or exceeded standards in Mathematics. This shows a slight increase of 4% in the area of Mathematics from 2019 to 2022. Mathematics data for 2022 also shows:

-14% of English Language Learners met or exceeded standards, a 14% increase from 2019.

-14% of Students with Disabilities met or exceeded standards, a 3% increase from 2019's - 11%

-40% of LatinX scholars met or exceeded grade level standards

-25% of Black scholars met or exceeded grade level standards

This data indicates that our focus students should continue to be English Language Learners and Students with Disabilities in order to focus on improving student achievement and closing the achievement gap.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The intent was to provide teachers with the resources and support needed to meet student goals on the ELA Smarter Balanced Assessments. Due to COVID-19 and staffing shortages PLC's were not able to be held effectively and consistently during the 2021-2022 school year.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

As a Spanish Immersion, we will journey onward in ensuring that Spanish language instruction is well scaffolded. Through the incorporation of Guided Language Acquisition (GLAD) Model, we will strategically incorporate highly effective strategies, which will allow teachers to deliver academic content and language which can be used across-multiple contents to increase the engagement of students during the learning process. For the 2022-2023 school year Muir will focus on:

-Staff professional development, Professional Learning Communities & Collaborative Learning Cycles for a continuous cycle of improvement. Sessions will focus on deepening our understanding of Critical Concepts (Common Core State Standards), lesson design, calibration and analysis of data, as well as how to utilize assessments to drive effective instruction. The SPED team will also engage in these supportive and collaborative teaching and learning opportunities. Additionally, we will engage in the following:

- Instructional Leadership Team visitations to other One Way Spanish Immersion Schools (Within SDUSD & SDCOE)
- Learn about GLAD Strategies to increase Student Engagement
- Analyze data and student work to drive effective instruction at Tier 1, Tier 2, and Tier 3 levels for all classroom teachers and Education Specialists
- Implement Balanced Spanish Literacy approach with a focus on assessment, Read Aloud/Shared Reading (Direct Instruction) and Guided Reading (Small Group Instruction).
- Pilot administration of iReady assessments for all students in grades UTK/Kinder -5th Grade in Spanish and 6th through 8th grade English, twice this year.
- Administer F&P Assessment in grades UTK /K-5th
- Monitor student progress monthly and create student portfolios so that during PLCs student data can lead teacher discussion and learning.

Students will be administered Spanish running Records from Fountas & Pinnell in grades UTK - 5th Grade in order to track students' independent and instructional level. Teachers will also progress monitor students on a monthly basis utilizing a common running record which will be kept in a student portfolio of literacy and language acquisition. Data dialogues with teachers will occur twice a year.

To meet the language and academic needs of English Language Learners, designated English Language Teacher will provide push-in for small group support for 30 minutes a day. Teachers will also implement high level thinking and academic language through the use of visuals and sentence frames, as well as cross-cultural skills that will support our scholars to be biliterate citizens in a global community. Additionally, ELL's especially LTEL's will be provided small group intervention, either after-school or during Saturday School.

To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies. Resource Teachers will work alongside classroom teacher to co-construct and plan lessons for co-teaching opportunities.

To support the reading growth of all Muir scholar’s additional original Spanish texts will be purchased for classroom libraries, guided reading lessons and for Shared or Read Aloud. The texts will be provided either digitally or in print. These materials include:

- Estrellita
- Raz-Kids Espanol
- Times for Kids (espanol)
- Rockalingua
- iReady (Spanish Math & Spanish Literacy)

These programs will be used with fidelity, monitored, and used across the entire school.

-Visual & Performing Arts Visiting Teachers will be utilized to engage students in an arts wheel where students will engage and grow their abilities in Theater, Dance, Music and Visual art. During this time teachers will engage in Lesson Study, Professional Development, Professional Learning Communities and/or Collaborative Learning Cycles focused on Spanish Language, Literacy and Math.

Additionally, in an effort to accelerate student outcomes in ELA and Bi-Literacy, with the support of our Reading Support Teacher, Grades UTK/Kinder thru 5th grade will engage and participate in the Literacy Acceleration Plan, with targeted Tier I and Tier II small group Guided Reading Instruction for UTK - 3rd grade. Alongside small group supports, staff will engage with a Biliteracy Consultant to build our knowledge and best practices in Biliteracy.

***Identified Need - English Language Arts**

The school's overall CAASPP data for the 2022 school year indicates 33% of 3rd-8th grade students met or exceeded grade level standards in ELA. In the 2019 school year, the data indicates 38.8% of 3rd-8th grade students met or exceeded grade level standards in ELA. This represents a decrease of 5% in the area of ELA from 2022 to 2019. During 2022 12% of ELL's met or exceeded standards in ELA. Data from 2019 indicates that 6.7% of English Language Learners met or exceeded standards, an increase of 5.3% from 2019. Additionally, 14% of Special Education students met or exceeded standards during 2022 and in 2019 18.5% of Students with Special Needs met or exceeded standards in ELA, decreasing by 4.5%.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase percentage of students meeting and exceeding grade level standards	38%	48%	CAASPP ELA	Annually
June 2023	4	Increase percentage of students meeting and exceeding grade level standards	31%	41%	CAASPP ELA	Annually

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June 2023	5	Increase percentage of students meeting and exceeding grade level standards	22%	32%	CAASPP ELA	Annually
June 2023	6	Increase percentage of students meeting and exceeding grade level standards	23%	33%	CAASPP ELA	Annually
June 2023	7	Increase percentage of students meeting and exceeding grade level standards	38%	48%	CAASPP ELA	Annually
June 2023	8	Increase percentage of students meeting and exceeding grade level standards	29%	39%	CAASPP ELA	Annually
June 2023	3-8	Increase percentage of students meeting and exceeding grade level standards	33%	43%	CAASPP ELA	Annually
June 2023	UTK	Increase percentage of students meeting and exceeding grade level standards	0%	10%	Fountas and Pinnel	3 times per year
June 2023	K	Increase percentage of students meeting and exceeding grade level standards	33.3%	43.3%	Fountas and Pinnel	3 times per year
June 2023	1	Increase percentage of students meeting and exceeding grade level standards	44.4%	54.4%	Fountas and Pinnel	3 times per year
June 2023	2	Increase percentage of students meeting and	83.3%	93.3%	Fountas and Pinnel	3 times per year

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	18%	28%	CAASPP ELA	Annually
June 2023	3-8	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	7%	17%	CAASPP ELA	Annually
June 2023	3-8	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	34%	44%	CAASPP ELA	Annually
June 2023	3-8	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	10%	20%	CAASPP ELA	Annually
June 2023	3-8	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	41.7%	51.7%	FAST aReading	3 times per year
June 2023	3-8	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	10%	20%	FAST aReading	3 times per year

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-8	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	59.5%	69.5%	FAST aReading	3 times per year
June 2023	3-8	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	42.9%	52.9%	FAST aReading	3 times per year

*Identified Need - Math

In the area of Mathematics, in 2019 34% of 3rd-8th grade students met or exceeded standards in Mathematics, while this year 38% of student met or exceeded the grade level standards. This shows an increase of 4% in the area of Mathematics from 2019 to 2022.

Mathematics data for 2019 also shows 0% of English Language Learners meeting or exceeding standards and during the 2021-2022 school year 14% of students met or exceeded the standards.

11.1% of Students with Disabilities meeting or exceeding standards in Mathematics in 2019, and in 2022 we increased to 14%.

Based on this data, we need to continue:

To support student progress in Mathematics through strategic tutoring for elementary and middle school students based on baseline data with a focus on specific Math skills

Professional development

Monthly PLCs will focus on:

- A deep understanding of Critical Concepts (Spanish Common Core State Standards & CA World Language Standards)
- Instructional Leadership Team visits to other One Way Spanish Immersion schools (within SDUSD & SDCOE)
- Professional learning on instructional practices that promote language acquisition
- Lesson design
- Analysis of data and student work to drive effective instruction at Tier 1, Tier 2, and Tier 3 levels for all classroom teachers and Education Specialists.
- Administer formative assessments for all students in grades UTK/Kinder through 8th grade
- Monitor student progress during PLCs and data monitoring meetings.

To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific GLAD strategies in order to increase level of Student Engagement.

To meet the needs of our Black scholars our Middle School teachers will identify a foci students for lesson study cycles. Our Middle school team will shift from understanding our "Satellite data", to understanding their strengths and their area of need "map data" to understanding who they are and their intersecting identities. Through the cycle of continuous improvement, we will refine our practice from a student-centered lens. The Middle School team will apply this process across contents.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards	52%	62%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards	15%	25%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards	22%	32%	CAASPP Math	Annually
June 2023	6	Increase the percentage of students meeting and exceeding grade level standards	46%	56%	CAASPP Math	Annually
June 2023	7	Increase the percentage of students meeting and exceeding grade level standards	33%	43%	CAASPP Math	Annually
June 2023	8	Increase the percentage of students meeting and exceeding grade level standards	39%	49%	CAASPP Math	Annually
June 2023	3-8	Increase the percentage of students meeting and exceeding grade level standards	34%	44%	CAASPP Math	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards	40%	50%	DEMI	3 times per year

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	4	Increase the percentage of students meeting and exceeding grade level standards	60%	70%	DEMI	3 times per year
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards	80%	90%	DEMI	3 times per year
June 2023	6	Increase the percentage of students meeting and exceeding grade level standards	60%	70%	DEMI	3 times per year
June 2023	7	Increase the percentage of students meeting and exceeding grade level standards	52%	62%	DEMI	3 times per year
June 2023	8	Increase the percentage of students meeting and exceeding grade level standards	48%	58%	DEMI	3 times per year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	Students with Disabilities	Increase percentage of students meeting and exceeding grade level standards.	14%	24%	CAASPP Math	Annually
June 2023	3-8	English Learner	Increase percentage of students meeting and exceeding grade level standards.	14%	24%	CAASPP Math	Annually
June 2023	3-8	Hispanic or Latino	Increase percentage of students meeting and exceeding grade level standards.	40%	50%	CAASPP Math	Annually

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-8	Black or African American	Increase percentage of students meeting and exceeding grade level standards.	25%	35%	CAASPP Math	Annually
June 2023	3-8	Students with Disabilities	Increase percentage of students at proficient and strong in knowledge, application and communication	11%	21%	DEMI	3 times per year
June 2023	3-8	English Learner	Increase percentage of students at proficient and strong in knowledge, application and communication	0%	10%	DEMI	3 times per year
June 2023	3-8	Hispanic or Latino	Increase percentage of students at proficient and strong in knowledge, application and communication	40%	50%	DEMI	3 times per year
June 2023	3-8	Black or African American	Increase percentage of students at proficient and strong in knowledge, application and communication	25%	35%	DEMI	3 times per year

*Identified Need - English Learners

In 2022, English Language Learners made up 12% of the overall student population. According the California Dashboard, English Language Learner students were performing at 59.5 points below standards in ELA and 62.2 points below standards in Mathematics in 2019. The Summative ELPAC assessment was administered in the Spring of 2022, and 100% of students were assessed.

During the 22-23 school year we will monitor our students through designated ELD Push-in to support the various levels of performance on the ELPAC: 3 - scholars are at Level 4 (well developed),

13 - scholar are at Level 3 (moderately developed),
10 - scholar are at Level 2 (somewhat developed),
and
1 - Scholars are at Level 1 (minimally developed).

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1	English Learner	Decrease percentage of students identified as ELL's	18%	11%	Summative ELPAC	Annually
June 2023	2	English Learner	Decrease percentage of students identified as ELL's	7%	3%	Summative ELPAC	Annually
June 2023	3	English Learner	Decrease percentage of students identified as ELL's	7%	3%	Summative ELPAC	Annually
June 2023	4	English Learner	Decrease percentage of students identified as ELL's	11%	3%	Summative ELPAC	Annually
June 2023	5	English Learner	Decrease percentage of students identified as ELL's	14%	7%	Summative ELPAC	Annually
June 2023	6	English Learner	Decrease percentage of students identified as ELL's	18%	11%	Summative ELPAC	Annually
June 2023	7	English Learner	Decrease percentage of students identified as ELL's	7%	0%	Summative ELPAC	Annually
June 2023	8	English Learner	Decrease percentage of students identified as ELL's	11%	3%	Summative ELPAC	Annually
June 2023	K	English Learner	Decrease percentage of students identified as ELL's	3%	0%	Summative ELPAC	Annually

***Identified Need - Graduation/Promotion Rate**

The school's overall CAASPP data for the 2019 school year indicates 38.8% of 3rd-8th grade students met or exceeded grade level standards in ELA. In the 2022 school year, the data indicates 31% of 3rd-8th grade students met or exceeded grade level standards in ELA. This represents a decrease of 7% in the area of ELA from 2019 to 2022. Data from 2022 also indicates that 6% of English Language Learners met or exceeded standards in ELA and 12.5% of Students with Special Needs met or exceeded standards in ELA.

To support student progress in ELA, strategic tutoring support will be provided for elementary and middle school students based on baseline data with a focus on specific ELA skills.

Additionally, professional development and monthly PLCs will focus on:

- developing a deep understanding of Critical Concepts (Common Core State Standards)
- lesson design to include dELD
- analysis of data and student work to drive effective instruction at Tier 1, Tier 2, and Tier 3 levels for all classroom teachers and Education Specialists
- administer formative assessments for all students in grades Kinder through 8th grade, three times per year
- monitor student progress during PLCs and data monitoring meetings
- To meet the language and academic needs of English Language Learner dELD push -in support will support with small group math support in English to support their mastery of English/
- To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies, push-in support from the SPED team will allow for co-teaching, reinforcing the high impact strategies.
- To meet the needs of Black Youth, scholar's, during PLC, teachers will identify a foci student. From a student-centered approach, teachers will plan for increased student engagement, ensuring multiple strategies (GLAD, SDAIE, etc.) are imbedded into their lessons.

Lastly, our counselors will be provided for students and families to inform and prepare our students for articulation to High School as well as College and Career preparedness. Our counselor will engage in :

- College & Career Readiness for families
- High School Articulation
- Additionally, one on one or small group Social-Emotional Interventions will be provided for students in need of Tier III services and resources.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students reading at or above grade level.	36%	46%	CAASPP ELA	Trimester
June 2023	8	Increase the percentage of students reading at or above grade level.	29%	39%	CAASPP ELA	Trimester

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	English Learner	Increase the percentage of students reading at or above grade level.	6%	16%	CAASPP ELA	Trimester
June 2023	3-8	Students with Disabilities	Increase the percentage of students reading at or above grade level.	13%	10%	CAASPP ELA	Trimester
June 2023	3-8	Black or African American	Increase the percentage of students reading at or above grade level.	16%	26%	CAASPP ELA	Trimester
June 2023	3-8	Socioeconomically Disadvantaged	Increase the percentage of students reading at or above grade level.	29%	39%	CAASPP ELA	Trimester

Professional Learning Communities

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

All students at Muir will benefit from this strategy in the areas of Spanish Language Arts/English Language Arts and Mathematics, specifically the following groups:

Students with Disabilities, LatinX, Black Scholars and students who are Socioeconomically Disadvantaged.

Note: 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

To support student progress in Math & Spanish/English Literacy and Language development, professional development and monthly PLCs will focus on a deep understanding of Critical Concepts (Spanish Common Core State Standards, CA World Language Standards and the Dual Language Framework), lesson design with a focus on highly effective student engagement strategies (GLAD), analysis of data and student work and assessments to drive

effective instruction at Tier 1, Tier 2, and Tier 3 levels for all classroom teachers and Education Specialists. We will administer formative assessments for all students in grades Kinder through 8th grade and monitor student progress during PLCs and data monitoring meetings. This year teachers will also create student portfolios so that we may progress monitor students Spanish Language & Literacy acquisition from UTK through 8th grade.

In an effort to accelerate student outcomes in Bi-Literacy, with the support of our Reading Support Teacher, Grades UTK through 5th grade will engage and participate in the Literacy Acceleration Plan, with targeted Tier I and Tier II small group Guided Reading Instruction for Kinder through 3rd Grade. Alongside small group supports, staff will engage with a Biliteracy Consultant to build our knowledge and best practices in the area of Spanish Language & Literacy.

Additionally, monthly professional development, PLCs & Planning time will be afforded to teachers to strengthen our Guaranteed & Viable Curriculum, which will focus on:

- Developing a deep understanding of Critical Concepts (Spanish Common Core State Standards, Ca World Language Standards and DL Framework)
- Lesson design that will focus on enhancing Student Engagement through GLAD Strategies.
- Analysis of data and student work to drive effective instruction at Tier 1, Tier 2, and Tier 3 levels for all classroom teachers and Education Specialists
- Implementation of Balanced Spanish Literacy approach with a focus on assessment, Read-Aloud/Shared Reading (Direct Instruction), Guided Reading (Small Group Instruction) and writing.
- Implementation of Spanish Envision Mathematics, with the support of iReady Spanish Math and ST Math to support the vast range of language learners in Spanish and English.
- Administration of formative assessments for all students in grades UTK through 8th grade, three times per year, F&P & FAST Assessment for Spanish/English and the DEMI for Mathematics.
- Administration of Spanish F&P Assessments in grades UTK-5th grade, to progress monitor student growth and identify students not at grade level reading.
- Data Dialogues and monitoring of student progress will be embedded into PLC's, so that we may better gain insight on our students stories and how best to support them.
- Designated ELD push-in to support to address the language and academic needs of English Language Learners in both Math and SLA/ELA. Those students requiring additional supports, strategies and interventions (Saturday/After-School Tutoring) to ensure they are making academic gains.
- Implementation of high impact strategies to address the goals outlined in the students' IEPs so that we may meet the needs of our Students with Disabilities.
- During PLC teachers will identify Black scholars, and through a student-centered approach will progress monitor growth and implement a range of strategies and interventions (Saturday/After-School Tutoring) to ensure they are supported.
- Implementation of VAPA wheel, will allow for teachers in grades UTK, Kinder, 4th and 5th grade to be able to engage in Lesson Study and PLC's.
- Implementation of Restorative Practices (Community Circles) and the opening of our Student Empowerment Center will ensure we meet the social emotional needs of each of our learners in order to assist them in successfully participating in lessons for all subjects, specifically in ELA and Math.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03696X	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,190.50	0369-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting Teachers will allow for Muir teachers to engage in PLC's which will focus on data dialogue, Spanish literacy learning, observations of lessons and collaborative planning sessions
N0369BI	Prof&Curriclm DevHrlyClstrmTchr		\$10,000.00	\$12,381.00	0369-30106-23-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Funds will allow for teachers to collaborate and meet after hours to develop lessons, visit other programs to observe and gain insight on highly effective practices in literacy, language and math, attend learning sessions grounded in Spanish/ ELA Common Core, Increase knowledge of effective Student Engagement practices (GLAD), dive into the Dual Language Framework, attend OLA & SDCOE trainings for multilingual learners and other professional collaboration opportunities.
N0369BK	Interprogram Svcs/VAPA		\$10,000.00	\$10,000.00	0369-31820-23-5738-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		VAPA wheel will allow teachers in grade UTK, Kinder, 4th & 5h grade to meet throughout the year to collaborate in PLC's, while students engage in Visual And Performing Arts Wheel.
*Additional Supports for this Strategy/Activity									
Access to Culturally Rich and Diverse Texts Resources									
*Students to be served by this Strategy/Activity									
<p>All students at Muir will benefit from this strategy in the area of Spanish Language Arts/English Language Arts and Mathematics specifically the following groups: Students with Disabilities, LatinX, Black Scholars and students who are Socioeconomically Disadvantaged. Note: 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.</p>									
*Strategy/Activity - Description									
<p>Last year, Instructional Leadership Team and the School Governance Team finalized and approved a Program Allocation Plan in alignment with that of Spanish Immersion 90/10 program. In alignment with the program allocations plan teachers worked through PLC to identify high quality supplemental materials and texts across content. The materials support a culturally rich and inclusive school environment and are not translations of English, instead authentic Spanish texts. All classrooms will receive culturally relevant and diverse print rich texts various Lexile reading levels along with resources to enhance classrooms. This will ensure that students have increased access to texts in both English and Spanish, and through all core content areas, with a focus on Mathematics and SLA/ELA.</p>									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0369AZ	Supplies		\$3,649.00	\$3,649.00	0369-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional supplemental materials and resources will be purchased to enhance Spanish texts across content in support of the Spanish Immersion Language program. (To support the reading growth of all Muir scholar's additional original Spanish texts will be purchased for classroom libraries, guided reading lessons and for Shared or Read Aloud. The texts will be provided either digitally or in print. These materials include: Estrellita Twiggs Science Spanish Times for Kids (español) etc.
N0369BL	Software License		\$15,614.00	\$15,614.00	0369-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		To support the reading growth of all Muir scholar's additional original Spanish texts will be purchased for classroom libraries, guided reading lessons and for Shared or Read Aloud. The texts will be provided either digitally or in print. These materials include: Estrellita Raz-Kids español Times for Kids (español) Rockalingua iReady (Math & English)

Subgroups Interventions

*Students to be served by this Strategy/Activity

All students at Muir will benefit from this strategy in the area of Spanish Language Arts/English Language Arts and Mathematics specifically the following groups:

Students with Disabilities, LatinX, Black Scholars and students who are Socioeconomically Disadvantaged.

Note: 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

-To meet the language and academic needs of English Language Learners, designated English Language Teacher will provide push-in for small group support for 30 minutes a day. Teachers will also implement high level thinking and academic language, as well as cross-cultural skills that will support our scholars to be biliterate citizens in a global community. Additionally, ELL's especially LTEL's will be provided small group intervention, either after-school, Spring Break School and /or during Saturday School.

-To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies. Teachers will also work in collaboration to design lessons to provide the class and students a co-teaching learning experience during intervention program time, either Saturday School, Spring Break School and/or After-school Intervention Programs through small group

support. Additionally the Special Education team will address the goals outlined in the students' IEPs through the use of specific high impact strategies and the implementation of iReady that will support students in Mathematics and SLA/ELA that will further support students with vocabulary development, reading comprehension and mathematical concepts.

-To meet the needs of our Black scholars teachers will implement culturally responsive instructional practices, [QLIs/QTPs, GLAD strategies, ethnic studies pedagogy] to increase student engagement and achievement of black scholars and other marginalized groups during the day and within Intervention Programs that include Saturday School, After-School Intervention and a range of other interventions.

-To meet the needs of our most vulnerable students Social Emotional Interventions will be provided to students in order to support graduation and promotion for all students. Counseling services and interventions through:

- Home-Visits to engage and support students and families
- Meetings to promote Articulation to High School, with a focus on College and Career Preparedness.
- One-on-One or small group Tier II services and resources

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03695N	Classroom PARAS Hrly		\$5,000.00	\$6,850.50	0369-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		In order to provide a range of interventions for ELL's, LatinX and our Black scholars students will be afforded opportunities for Saturday School / Spring Break / School and additional Interventions. Para's will support with small group push-in and work collaboratively with teachers to plan appropriate supports for students.
N036977	Clerical OTBS Hrly		\$5,000.00	\$6,850.50	0369-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]		In order to provide a range of interventions for ELL's, LatinX and our Black scholars students will be afforded opportunities for Saturday School / Spring Break School and additional Interventions. OTBS Hrly. will ensure that clerical support is provided for these intervention programs by supporting through attendance, communication to families, support with updating student records and supporting with a range of clerical duties while the interventions are in progress.
N0369BH	Prof&Curriclm DevHrlyClstrmTchr		\$11,000.00	\$13,619.10	0369-30100-23-1170-1000-1110-01000-0000	Title I Basic Program	[no data]		In order to provide a highly effective instruction for intervention, teacher will collaborate to develop lessons attend learning sessions grounded in Spanish Common Core, Increasing Student

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									Engagement and other professional development learning opportunities which will include content learning for SLA/ELA & Math.
N0369BM	Classroom Teacher Hrly		\$4,038.00	\$4,999.45	0369-31820-23-1157-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		In order to provide a range of interventions for ELL's, LatinX and our Black scholars students will be afforded opportunities for Saturday School / Spring Break School and additional Interventions. Teachers will provide additional instructional learning opportunities to ensure that those students have high quality instruction both whole group and in small group to meet the range of needs of our most vulnerable scholars.
N0369BO	Custodian Hrly		\$1,459.00	\$1,998.98	0369-31820-23-2251-8100-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		In order to provide a range of interventions for ELL's, LatinX and our Black scholars students will be afforded opportunities for Saturday School / Spring Break School and additional Interventions. Custodial Hrly will ensure that classroom environments and all learning spaces are welcoming and prepared as spaces worth of scholars.
N0369BR	Counselor Hrly		\$3,230.00	\$3,999.07	0369-31820-23-1260-3110-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		In order to provide supports and interventions for our most vulnerable students' counselors will provide intervention services that include Home visits, information and preparation for students regarding articulation to High School as well as College and Career preparedness. Additionally, one on one or small group Social-Emotional Interventions will be provided for students in need of Tier III services and resources.

Tutoring

*Students to be served by this Strategy/Activity

All students at Muir will benefit from this strategy in the area of Spanish Language Arts/English Language Arts and Mathematics specifically the following groups:

Students with Disabilities, LatinX, Black Scholars and students who are Socioeconomically Disadvantaged.

Note: 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

To support English Language Learners /LTEL's, Students with Disabilities, Black scholars and our Socioeconomically Disadvantaged scholars progress in ELA and Mathematics, strategic tutoring support will be provided for elementary and middle school students based on baseline data with a focus on specific SLA/ELA and Math skills. Tutoring services and supports will be held in person and virtually (for those students who are unable to attend in

person). As a magnet, a majority of our Black, LatinX and socioeconomically disadvantaged youth are bussed into our site. By offering tutoring in hybrid form, teachers can assist students both on site and from the home.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N036974	Classroom Teacher Hrly		\$4,000.00	\$4,952.40	0369-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers will support ELL/LTEL, Black scholars, Students with Disabilities and socioeconomically disadvantaged students with additional opportunities with targeted supports through tutoring. .

Professional Development

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

All students at Muir will benefit from this strategy in the area of Spanish Language Arts/English Language Arts and Mathematics specifically the following groups:

Students with Disabilities, LatinX, Black Scholars and students who are Socioeconomically Disadvantaged.

Note: 66% of Muir's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Additional professional development will allow for teachers to collaborate and learn after hours to develop lessons attend learning sessions grounded in Spanish Common Core, Increasing Student Engagement, diving into the Dual Language Framework, attend OLA & SDCOE trainings for multilingual learners and other professional development learning opportunities. Professional development in support of strengthening and deepening teacher practice and pedagogy. These opportunities will increase teacher understanding of Critical Concepts (Spanish Common Core State Standards, Worlds Language Standards and Dual Language Framework), lesson design, calibration and analysis of data, as well as how to utilize assessments to drive effective instruction. The SPED team will also engage in these supportive and collaborative teaching and learning opportunities. Education Specialists will provide Professional Learning opportunities for Para's to support differentiated and targeted supports for students with disabilities.

Muir SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0369BN	Prof&Curriclm DevHrlyClsrmTchr		\$12,115.00	\$14,999.59	0369-31820- 23-1170- 2130-0000- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Funds will allow for teachers to collaborate and learn after hours to develop lessons attend learning sessions grounded in Spanish Common Core, Increasing Student Engagement (GLAD strategies), diving into the Dual Language Framework, attend OLA & SDCOE trainings for multilingual learners and other professional development learning opportunities.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

To involve parents, bilingual opportunities were provided virtually in order to strengthen relationships between staff and parents. Three in person events were held in August, December, and June to unite families and Muir staff in celebration of our scholars. Families attended virtual learning sessions, meetings for shared decision making and engaged over the summer by participating in our "Summer of Spanish" learning sessions and meet-ups in order to support their child from experiencing the "Summer Slide". Events such as Back to School Night, parent-teacher conferences, participation in SSC and SGT governance committees, and the John Muir Association of Parents events were heavily attended. These events also included JMUG/Coffee with the Principal held once a month. Additionally, parents of English Language Learners also launched an ELAC, attending both district and site based meetings. Parent learning sessions that were held over the course of the year included: 3 session Restorative Parent Learning Series, Cyber-Bullying Parent Workshop, and Literacy Acceleration Parent Learning Series hosted by the Family Engagement Team.

Actions and strategies implemented were effective based on California Parent Survey results, parent feedback and number of attendees per event. 89% of families agree that the school encourages families to be active partners with the school in educating their child and 83% of parents felt welcomed to participate at the school.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

While parents were encouraged to attend school events, we need to continue to find creative ways to engage more families at all grade levels to increase their involvement. Events were well attended for the most part as evidenced in the sign in sheets for those events where signing in was required. The goal is to continue to increase the number of parents that attend school events by making them feel seen, welcomed, and accepted.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In order to increase the number of parents who are involved and directly support their children, parent training and meeting opportunities will be offered to all parents (those in the English Program and those in the Language Immersion Program) on topics of interest and need to parents. In collaboration with John Muir Association of Parents, our community will construct a year at a glance with Family and Community Celebrations, which will include events that support the bicultural and biliterate community we are cultivating.

All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement. Teachers and staff, as well as the Muir Parent Association will be enlisted to help disseminate information about parent trainings in addition to weekly school website and School Messenger communications. We will launch a new School/Parent Communication App, Bloomz. The app has PBIS functions and was developed with a platform much like Facebook. This will allow us to strengthen communication school to family, teacher to family and eventually family to family.

As a community we have determined the need to have a Community Assistant II on our campus, who will lead and manage the Parent Center, volunteer apps, and support with our new parent app. This newly funded position will ensure families feel welcomed on campus.

***Identified Need**

According to our 2022 California School Parent Survey (CSPS), the average parent involvement rate was at 36.6% (see indicators below).

*Note: The percentages only include the response of "Strongly Agree."

103 parents completed the survey in a student population of 183 students.

Parent Involvement indicators that include only "Strongly Agree" responses:

- School promotes parental involvement = 46%
- School encourages me to be an active participant with the school in educating my child = 41%
- School actively seeks the input of parents before making important decisions = 31%
- Parents feel welcome to participate at this school = 41%

According to our 2022 California School Parent Survey (CSPS), 49% of parents believed the school communicated with parents regarding school.

103 parents completed the survey in a student population of 183 students.

Communication indicators that include only "Strongly Agree" responses:

- Communication with parents about school

*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent participation of the CA Parent Survey.	103 (56%)	30 (30%)	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the number of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	48.5%	58.5%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the number of parents responding "strongly agree" communication w/ parents about school	49%	75%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CSPS.	48%	58%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in indicator 2: School encourages me to be an active partner with the school in educating my	53%	63%	Other - Describe in Objective

		child from all parent groups as measured by CSPS.			
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CSPS.	46%	56%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CSPS.	47%	57%	Other - Describe in Objective

Parent Input

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Secure experts to provide the training on biliteracy in support of language and literacy learning. Teachers and staff will make an effort to directly connect with families through our new parent communication app inviting and encouraging families to attend trainings and meetings and participate in school events. Family input will be collected via our webpage under the Parents tab - with a link for parent input, allowing us to gather topics to address at learning sessions, committee meetings, or on suggestions on how we might improve as a school site.

Family Community Engagement Center

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

*Strategy/Activity - Description									
For the 2022 - 2022 school year, John Muir Language Academy will re-open the Family & Community Engagement Center. The center will house both families and community partners for parent learning opportunities. Our new position, Community Assistant II, will manage the center and work alongside our John Muir Association of Parents. In collaboration with parents' partners and staff this center will host content rich opportunities for families to learn academic strategies that include Early Billiteracy skills and Restorative Practices for the home.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03697O	Supplies		\$1,034.00	\$1,034.00	0369-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent meetings, community engagement events, Cafe con el Director, Family Fridays and parent committee meetings will include items such as refreshments, paper, bulletin board paper, borders, visitor badges etc.
N0369BP	Other Support Prsnl PARAS Hrly		\$729.00	\$998.81	0369-31820-23-2281-2490-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Community Assistant II and Parra's will engage with families to provide support and assistance through parent learning series align to Literacy Acceleration, by hosting sessions on Reading Behaviors, Student Reading Levels and Student Goals.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Muir Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 44,019
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 61,609
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 145,173

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 20,982
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 20,982

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 18,563
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 18,563

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 145,173

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Muir	09800 LCFF Intervention Support	Community Asst II	2905 Other Nonclsrn PARAS	Other Nonclsrn PARAS	0.25	\$9,914.25
Muir			3000 Benefits		0	\$3,693.85
Muir		Community Asst II Total			0.25	\$13,608.10
Muir		(blank)	1957 Non Clsrn Tchr Hrly	Non Clsrn Tchr Hrly	0	\$3,000.00
Muir			3000 Benefits		0	\$714.30
Muir			4301 Supplies	Supplies	0	\$1,241.00
Muir		(blank) Total			0	\$4,955.30
Muir	09800 LCFF Intervention Support Total				0.25	\$18,563.40
Muir	30100 Title I Basic Program	(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$11,000.00
Muir			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$5,000.00
Muir			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$5,000.00
Muir			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$5,000.00
Muir			3000 Benefits		0	\$7,510.60
Muir			4301 Supplies	Supplies	0	\$1,474.00
Muir			5841 Software License	Software License	0	\$8,000.00
Muir		(blank) Total			0	\$42,984.60
Muir	30100 Title I Basic Program Total				0	\$42,984.60
Muir	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	\$1,034.00
Muir		(blank) Total			0	\$1,034.00
Muir	30103 Title I Parent Involvement Total				0	\$1,034.00
Muir	30106 Title I Supplmnt Prog Imprvmt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$4,000.00
Muir			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$10,000.00
Muir			3000 Benefits		0	\$3,333.40
Muir			4301 Supplies	Supplies	0	\$3,649.00
Muir		(blank) Total			0	\$20,982.40
Muir	30106 Title I Supplmnt Prog Imprvmt Total				0	\$20,982.40
Muir	31820 ESSA Schl Imp (CSI) Funding	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$4,038.00
Muir			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$12,115.00
Muir			1260 Counselor Hrly	Counselor Hrly	0	\$3,230.00
Muir			1957 Non Clsrn Tchr Hrly	Non Clsrn Tchr Hrly	0	\$4,038.00
Muir			2251 Custodian Hrly	Custodian Hrly	0	\$1,459.00
Muir			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$729.00
Muir			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$2,919.00
Muir			3000 Benefits		0	\$7,466.67
Muir			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$10,000.00
Muir			5841 Software License	Software License	0	\$15,614.00
Muir		(blank) Total			0	\$61,608.67
Muir	31820 ESSA Schl Imp (CSI) Funding Total				0	\$61,608.67

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

John Muir Language Academy

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, John Muir Language Academy has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

John Muir Language Academy has developed a written Title I parent & family engagement policy with input from Title I parents. ***Input is gathered during meetings where all parents are invited to attend and actively participates such as: SSC, SGT, ELAC, Coffee with Principal, and JMAP General meetings.***

It has distributed the policy to parents of Title I students.

The policy is distributed to parents via hard copy provided to students, shared at parent meetings: Back to School Night, SSC, SGT, ELAC, and JMAP (JMUG) Cafe con el Director.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how John Muir Language Academy school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

***Annual Title I Parent Meeting is during Back to School Night
Each parent is given access to the Title I powerpoint presentation via the school website.***

Translation services are offered at the meeting for those parents that are not English speakers.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child

care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- *School Site Council Meetings*
- *English Language Learner Committee*
- *Cafe con el Director*
- *Family Friday*
- *Community Events & Celebrations*

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- *School Site Council Meetings*
- *English Language Learner Committee*
- *Cafe con el Director*
- *Family Friday*
- *Community Events & Celebrations*

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- *School Office Staff disseminates and posts the information in Main Office*
- *Information is disseminated through school website*
- *Weekly SchoolMessenger e-mails provide program updates*
- *Bloomz Parent App provides information to parents about district, school and classroom events*

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- *Provide each family a curriculum information at annual Back to School Night*
- *Report Cards*
- *Parent Portal Access*
- *Parent conferences as needed and requested*
- *Program Allocation w/ Parent Resources accessible online]*

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- *Parent-Teacher Conferences*
- *Meetings with Counselor, Resource Teachers and other support staff*
- *IST/Student Success Team meeting*
- *Meetings with Administration*
- *School Governance Team Input Form*

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- *School Governance Team Input Form*
 - *Located on webpage*
- *Parents may provide feedback to the plan during SSC meetings*
 - *Comments & feedback recorded in minutes*
 - *SSC Minutes posted on school site webpage and LEA*

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- *The school's responsibility to provide high-quality curriculum and instruction*
- *The ways parents will be responsible for supporting their children's learning*
- *The importance of ongoing communication between parent and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities to volunteer and participate in their child's class; and opportunities to observe classroom activities.*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- *Provide each family an opportunity to review curriculum at annual Back to School Night.*
- *Report cards.*
- *Parent Portal Access*
- *Parent teacher conferences as scheduled and as needed*

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of

parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- *School Site Council Meetings*
- *School Governance Team Meetings*
- *English Learner Advisory Committee Meetings*
- *Parent teacher volunteer opportunities*
- *Professional Development around Restorative Practices and Literacy Acceleration UTK - 5*
- *School staff and parents will co-construct with SDUSD Family Engagement “Spanish of Learning” summer learning experience*
- *Launch and implement Bloomz Parent Communication App*

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- *John Muir Language Academy will fund a partial Community Liaison and establish a Parent Center to be able to provide learning opportunities and resources for families*

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- *Launch and implement Bloomz Parent Communication App*
- *Schoolmessenger - Weekly Updates & Monthly Principal Call*
- *Noticias Montanero Monthly Newsletter*

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, John Muir Language Academy, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of

migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- *School Governance Team Meetings*
- *English Learner Advisory Committee Meetings*
- *Parent teacher volunteer opportunities*
- *Back to School Night, UTK/Kinder Orientation, Middle School Parent Teacher Conferences twice a year, School-wide Meet & Greet*
- *Monthly Parent Engagement community events*

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022 - 2023

JOHN MUIR LANGUAGE ACADEMY

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

*To involve parents in the Title I program at **John Muir Language Academy**, the following practices have been established:*

- *Learning environment that enables participating children to meet the Common Core State Standards and our school goals of developing **Biliterate, Bilingual and Bicultural** students.*
- *Work to ensure a **safe, supportive and collaborative culture** with a consistent application of the site discipline plan while maintaining high expectations for student achievement.*
- *Provide parent meetings and communication to discuss individual student's achievement, as well as provide child's progress. Utilizing a **Standards Referenced Reporting system**, our team will engage through a variety of strategies which may include six-week progress reports, semester report cards, Student Success Team Meetings, Safety Plan Meetings, and academic updates via the PowerSchool Parent/Student Portal (<https://powerschool.sandi.net/public>).*
- *Provide a **welcoming and safe environment** for students, parents*

and community members, in which parents are provided opportunities to engage, actively participate as well as solution seek, when appropriate, regarding their child’s academic journey.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

- *Parent-Teacher Conferences*
- *Meetings with Counselor, Resource Teachers and other support staff*
- *IST/Student Success Team meeting*
- *Meetings with Administration*

- *School Governance Team Input Form*

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

- *Provide each family a curriculum information at annual Back to School Night*
- *Report Cards*
- *Parent Portal Access*
- *Parent conferences as needed and requested*

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- *By offering resources to help parents support and work with their children at home and at school.*
- *By providing information about school and district resources for student academic improvement.*
- *By evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in Title I activities.*
- *By improving communication between the school and home.*
- *By discussing current student assessment data and student progress.*
- *By conferencing with teachers.*
- *School Site Council Meetings*
- *School Governance Team Meetings*
- *English Learner Advisory Committee Meetings*
- *Parent teacher volunteer opportunities*

- *Professional Development around Restorative Practices and Literacy Acceleration UTK - 5*
- *School staff and parents will co-construct with SDUSD Family Engagement "Spanish of Learning" summer learning experience*
- *Launch and implement Bloomz Parent Communication App*

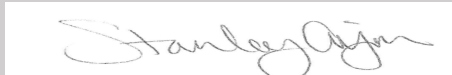
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- Through SchoolMessenger in multiple languages
- Through Cafe con el Director, Family Friday's and John Muir Morning Coffee in multiple languages
- Through fliers and collateral in multiple languages
- By discussing current student assessment data and student progress w/ Translators and in multiple languages
- By providing opportunities for parent one on one meetings in support of access, learning and understanding of student academic and social emotional progress.
- Through parent Emails/online programs in multiple languages:
 - New parent app. Bloomz, which incorporates, PBIS, school and class communication

This Compact was adopted by the John Muir Language Academy on 09/27/2022, and will be in effect for the period of the 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: 10/07/2022

Stanley Anjan



9/29/2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	194	57.2	184	56.0	145	53.8	103	38.8	100	31.0	-26.2	-7.8	194	42.8	184	44.6	146	40.4	103	34.0	99	36.4	-6.4	2.4
Female	83	63.9	84	66.7	61	55.7	43	39.5	35	28.6	-35.3	-10.9	83	47.0	84	47.6	61	44.3	43	34.9	34	29.4	-17.6	-5.5
Male	111	52.3	100	47.0	84	52.4	60	38.3	65	32.3	-20.0	-6.0	111	39.6	100	42.0	85	37.6	60	33.3	65	40.0	0.4	6.7
African American	11	45.5	12	50.0	6	-	10	10.0	19	15.8	-29.7	5.8	11	9.1	12	8.3	6	-	10	20.0	18	22.2	13.1	2.2
Asian	2	-	1	-	0	-	3	-	2	-	-	-	2	-	1	-	0	-	3	-	2	-	-	-
Filipino	4	-	3	-	1	-	1	-	2	-	-	-	4	-	3	-	1	-	1	-	2	-	-	-
Hispanic	100	49.0	98	52.0	79	46.8	52	32.7	63	28.6	-20.4	-4.1	100	39.0	98	41.8	80	36.3	52	28.8	63	38.1	-0.9	9.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	3	-	3	-	0	-	0	-	-	-	1	-	3	-	3	-	0	-	0	-	-	-
White	56	66.1	54	63.0	44	59.1	23	56.5	9	-	-	-	56	53.6	54	53.7	44	50.0	23	56.5	9	-	-	-
Multiracial	18	83.3	12	75.0	10	80.0	14	50.0	5	-	-	-	18	44.4	12	58.3	10	50.0	14	28.6	5	-	-	-
English Learner	18	11.1	9	-	10	0.0	15	6.7	16	6.3	-4.8	-0.4	18	5.6	9	-	10	0.0	15	0.0	16	6.3	0.7	6.3
English-Speaking	176	61.9	175	58.3	135	57.8	88	44.3	84	35.7	-26.2	-8.6	176	46.6	175	46.9	136	43.4	88	39.8	83	42.2	-4.4	2.4
Reclassified†	21	85.7	42	59.5	38	60.5	21	42.9	20	30.0	-55.7	-12.9	21	76.2	42	40.5	39	30.8	21	47.6	20	40.0	-36.2	-7.6
Initially Eng. Speaking	155	58.7	133	57.9	97	56.7	67	44.8	64	37.5	-21.2	-7.3	155	42.6	133	48.9	97	48.5	67	37.3	63	42.9	0.3	5.6
Econ. Disadv.*	104	48.1	99	47.5	87	43.7	72	29.2	73	28.8	-19.3	-0.4	104	31.7	99	28.3	88	26.1	72	23.6	72	34.7	3.0	11.1
Non-Econ. Disadv.	90	67.8	85	65.9	58	69.0	31	61.3	27	37.0	-30.8	-24.3	90	55.6	85	63.5	58	62.1	31	58.1	27	40.7	-14.9	-17.4
Gifted	66	77.3	60	75.0	44	70.5	19	73.7	5	-	-	-	66	69.7	60	76.7	44	56.8	19	68.4	5	-	-	-
Not Gifted	128	46.9	124	46.8	101	46.5	84	31.0	95	31.6	-15.3	0.6	128	28.9	124	29.0	102	33.3	84	26.2	94	35.1	6.2	8.9
With Disabilities	34	17.6	30	16.7	29	13.8	27	18.5	24	12.5	-5.1	-6.0	34	11.8	30	16.7	29	17.2	27	11.1	23	13.0	1.2	1.9
WO Disabilities	160	65.6	154	63.6	116	63.8	76	46.1	76	36.8	-28.8	-9.3	160	49.4	154	50.0	117	46.2	76	42.1	76	43.4	-6.0	1.3
Homeless	0	-	1	-	2	-	0	-	8	-	-	-	2	-	1	-	2	-	0	-	2	-	-	-
Foster	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Military	16	75.0	15	60.0	10	50.0	1	-	3	-	-	-	16	43.8	15	60.0	10	30.0	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	30	80.0	9	-	10	50.0	0	-	28	35.7	-44.3	-	30	66.7	9	-	10	60.0	10	40.0	28	50.0	-16.7	10.0
Female	14	85.7	4	-	4	-	0	-	13	30.8	-54.9	-	14	71.4	4	-	4	-	5	-	13	30.8	-40.6	-
Male	16	75.0	5	-	6	-	0	-	15	40.0	-35.0	-	16	62.5	5	-	6	-	5	-	15	66.7	4.2	-
African American	2	-	0	-	0	-	0	-	8	-	-	-	2	-	0	-	0	-	0	-	8	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	11	54.5	5	-	5	-	0	-	18	44.4	-10.1	-	11	54.5	5	-	5	-	5	-	18	61.1	6.6	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	10	90.0	3	-	4	-	0	-	0	-	-	-	10	80.0	3	-	4	-	3	-	0	-	-	-
Multiracial	6	-	0	-	1	-	0	-	2	-	-	-	6	-	0	-	1	-	2	-	2	-	-	-
English Learner	2	-	0	-	1	-	0	-	4	-	-	-	2	-	0	-	1	-	1	-	4	-	-	-
English-Speaking	28	85.7	9	-	9	-	0	-	24	41.7	-44.0	-	28	71.4	9	-	9	-	9	-	24	58.3	-13.1	-
Reclassified†	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	2	-	0	-	-	-
Initially Eng. Speaking	27	85.2	8	-	9	-	0	-	24	41.7	-43.5	-	27	70.4	8	-	9	-	7	-	24	58.3	-12.1	-
Econ. Disadv.*	11	63.6	6	-	4	-	0	-	20	25.0	-38.6	-	11	45.5	6	-	4	-	5	-	20	40.0	-5.5	-
Non-Econ. Disadv.	19	89.5	3	-	6	-	0	-	8	-	-	-	19	78.9	3	-	6	-	5	-	8	-	-	-
Gifted	13	100.0	1	-	3	-	0	-	5	-	-	-	13	92.3	1	-	3	-	1	-	5	-	-	-
Not Gifted	17	64.7	8	-	7	-	0	-	28	35.7	-29.0	-	17	47.1	8	-	7	-	9	-	28	50.0	2.9	-
With Disabilities	4	-	30	16.7	2	-	0	-	5	-	-	-	4	-	30	16.7	2	-	2	-	5	-	-	-
WO Disabilities	26	84.6	9	-	8	-	0	-	23	39.1	-45.5	-	26	69.2	9	-	8	-	8	-	23	52.2	-17.0	-
Homeless	0	-	1	-	1	-	0	-	2	-	-	-	0	-	1	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	1	-	1	-	0	-	2	-	-	-	3	-	1	-	1	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	33	63.6	29	65.5	8	-	0	-	14	21.4	-42.2	-	33	45.5	29	62.1	8	-	15	40.0	14	21.4	-24.1	-18.6
Female	14	57.1	13	69.2	2	-	0	-	7	-	-	-	14	50.0	13	69.2	2	-	7	-	7	-	-	-
Male	19	68.4	16	62.5	6	-	0	-	7	-	-	-	19	42.1	16	56.3	6	-	8	-	7	-	-	-
African American	2	-	2	-	0	-	0	-	4	-	-	-	2	-	2	-	0	-	4	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	15	73.3	12	33.3	4	-	0	-	6	-	-	-	15	53.3	12	50.0	4	-	6	-	6	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	15	53.3	11	90.9	4	-	0	-	4	-	-	-	15	46.7	11	63.6	4	-	3	-	4	-	-	-
Multiracial	1	-	3	-	0	-	0	-	0	-	-	-	1	-	3	-	0	-	2	-	0	-	-	-
English Learner	4	-	2	-	0	-	0	-	3	-	-	-	4	-	2	-	0	-	2	-	3	-	-	-
English-Speaking	29	65.5	27	70.4	8	-	0	-	11	27.3	-38.2	-	29	51.7	27	66.7	8	-	13	46.2	11	27.3	-24.4	-18.9
Reclassified†	0	-	2	-	0	-	0	-	1	-	-	-	0	-	2	-	0	-	0	-	1	-	-	-
Initially Eng. Speaking	29	65.5	25	76.0	8	-	0	-	10	30.0	-35.5	-	29	51.7	25	68.0	8	-	13	46.2	10	30.0	-21.7	-16.2
Econ. Disadv.*	15	60.0	11	45.5	4	-	0	-	8	-	-	-	15	26.7	11	27.3	4	-	11	27.3	8	-	-	-
Non-Econ. Disadv.	18	66.7	18	77.8	4	-	0	-	6	-	-	-	18	61.1	18	83.3	4	-	4	-	6	-	-	-
Gifted	16	75.0	13	84.6	1	-	0	-	5	-	-	-	16	68.8	13	92.3	1	-	1	-	5	-	-	-
Not Gifted	17	52.9	16	50.0	7	-	0	-	14	21.4	-31.5	-	17	23.5	16	37.5	7	-	14	35.7	14	21.4	-2.1	-14.3
With Disabilities	4	-	4	-	29	13.8	0	-	4	-	-	-	4	-	4	-	29	17.2	5	-	4	-	-	-
WO Disabilities	29	65.5	25	68.0	8	-	0	-	10	20.0	-45.5	-	29	51.7	25	64.0	8	-	10	60.0	10	30.0	-21.7	-30.0
Homeless	0	-	1	-	2	-	0	-	8	-	-	-	0	-	1	-	2	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	2	-	0	-	0	-	1	-	-	-	5	-	2	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	38	57.9	33	60.6	29	72.4	0	-	9	-	-	-	38	26.3	33	48.5	29	55.2	9	-	9	-	-	-
Female	15	60.0	15	66.7	14	64.3	0	-	1	-	-	-	15	26.7	15	46.7	14	50.0	3	-	1	-	-	-
Male	23	56.5	18	55.6	15	80.0	0	-	8	-	-	-	23	26.1	18	50.0	15	60.0	6	-	8	-	-	-
African American	3	-	2	-	1	-	0	-	0	-	-	-	3	-	2	-	1	-	0	-	0	-	-	-
Asian	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Filipino	3	-	0	-	0	-	0	-	1	-	-	-	3	-	0	-	0	-	0	-	1	-	-	-
Hispanic	17	41.2	16	68.8	12	41.7	0	-	5	-	-	-	17	17.6	16	56.3	12	41.7	4	-	5	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	9	-	13	61.5	12	91.7	0	-	1	-	-	-	9	-	13	53.8	12	58.3	2	-	1	-	-	-
Multiracial	5	-	2	-	3	-	0	-	2	-	-	-	5	-	2	-	3	-	2	-	2	-	-	-
English Learner	6	-	1	-	1	-	0	-	3	-	-	-	6	-	1	-	1	-	0	-	3	-	-	-
English-Speaking	32	68.8	32	62.5	28	75.0	0	-	6	-	-	-	32	28.1	32	50.0	28	57.1	9	-	6	-	-	-
Reclassified†	0	-	3	-	4	-	0	-	1	-	-	-	0	-	3	-	4	-	0	-	1	-	-	-
Initially Eng. Speaking	32	68.8	29	65.5	24	83.3	0	-	5	-	-	-	32	28.1	29	55.2	24	62.5	9	-	5	-	-	-
Econ. Disadv.*	20	40.0	14	35.7	11	45.5	0	-	7	-	-	-	20	20.0	14	28.6	11	36.4	6	-	7	-	-	-
Non-Econ. Disadv.	18	77.8	19	78.9	18	88.9	0	-	2	-	-	-	18	33.3	19	63.2	18	66.7	3	-	2	-	-	-
Gifted	9	-	16	75.0	14	85.7	0	-	1	-	-	-	9	-	16	75.0	14	71.4	19	68.4	1	-	-	-
Not Gifted	29	51.7	17	47.1	15	60.0	0	-	8	-	-	-	29	13.8	17	23.5	15	40.0	9	-	8	-	-	-
With Disabilities	4	-	2	-	3	-	0	-	3	-	-	-	4	-	2	-	3	-	27	11.1	3	-	-	-
WO Disabilities	34	61.8	31	61.3	26	76.9	0	-	6	-	-	-	34	26.5	31	51.6	26	57.7	9	-	6	-	-	-
Homeless	0	-	1	-	2	-	0	-	8	-	-	-	0	-	1	-	2	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	1	-	0	-	0	-	-	-	3	-	5	-	1	-	0	-	0	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
Grade 6

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	32	37.5	45	44.4	28	46.4	0	-	14	21.4	-16.1	-	32	34.4	45	35.6	29	27.6	20	30.0	14	42.9	8.5	12.9
Female	16	43.8	17	47.1	12	58.3	0	-	5	-	-	-	16	37.5	17	29.4	12	25.0	6	-	5	-	-	-
Male	16	31.3	28	42.9	16	37.5	0	-	9	-	-	-	16	31.3	28	39.3	17	29.4	14	42.9	9	-	-	-
African American	2	-	3	-	1	-	0	-	1	-	-	-	2	-	3	-	1	-	3	-	1	-	-	-
Asian	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Hispanic	20	35.0	23	43.5	16	50.0	0	-	13	23.1	-11.9	-	20	35.0	23	30.4	17	35.3	11	18.2	13	46.2	11.2	28.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
White	6	-	12	33.3	8	-	0	-	0	-	-	-	6	-	12	41.7	8	-	2	-	0	-	-	-
Multiracial	1	-	3	-	3	-	0	-	0	-	-	-	1	-	3	-	3	-	2	-	0	-	-	-
English Learner	3	-	4	-	4	-	0	-	2	-	-	-	3	-	4	-	4	-	6	-	2	-	-	-
English-Speaking	29	41.4	41	46.3	24	54.2	0	-	12	25.0	-16.4	-	29	37.9	41	39.0	25	32.0	14	42.9	12	50.0	12.1	7.1
Reclassified†	8	-	13	53.8	8	-	0	-	6	-	-	-	8	-	13	38.5	9	-	5	-	6	-	-	-
Initially Eng. Speaking	21	28.6	28	42.9	16	56.3	0	-	6	-	-	-	21	23.8	28	39.3	16	37.5	9	-	6	-	-	-
Econ. Disadv.*	23	34.8	28	42.9	22	40.9	0	-	10	20.0	-14.8	-	23	34.8	28	21.4	23	17.4	15	13.3	10	40.0	5.2	26.7
Non-Econ. Disadv.	9	-	17	47.1	6	-	0	-	4	-	-	-	9	-	17	58.8	6	-	5	-	4	-	-	-
Gifted	8	-	11	63.6	7	-	0	-	2	-	-	-	8	-	11	63.6	7	-	6	-	2	-	-	-
Not Gifted	24	33.3	34	38.2	21	42.9	0	-	12	25.0	-8.3	-	24	29.2	34	26.5	22	18.2	14	7.1	12	33.3	4.1	26.2
With Disabilities	34	17.6	9	-	7	-	0	-	4	-	-	-	8	-	9	-	7	-	8	-	4	-	-	-
WO Disabilities	24	50.0	36	52.8	21	57.1	0	-	10	20.0	-30.0	-	24	45.8	36	38.9	22	31.8	12	41.7	10	50.0	4.2	8.3
Homeless	0	-	1	-	2	-	0	-	1	-	-	-	0	-	1	-	2	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	2	-	0	-	0	-	-	-	4	-	3	-	2	-	0	-	0	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	31	51.6	29	44.8	37	48.6	0	-	21	47.6	-4.0	-	31	51.6	29	34.5	37	35.1	21	33.3	21	42.9	-8.7	9.6
Female	15	73.3	15	53.3	15	46.7	0	-	3	-	-	-	15	53.3	15	40.0	15	40.0	10	20.0	3	-	-	-
Male	16	31.3	14	35.7	22	50.0	0	-	18	50.0	18.7	-	16	50.0	14	28.6	22	31.8	11	45.5	18	44.4	-5.6	-1.1
African American	1	-	2	-	2	-	0	-	4	-	-	-	1	-	2	-	2	-	0	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	19	52.6	20	45.0	19	52.6	0	-	13	46.2	-6.4	-	19	47.4	20	35.0	19	31.6	11	36.4	13	38.5	-8.9	2.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
White	8	-	4	-	12	25.0	0	-	1	-	-	-	8	-	4	-	12	33.3	6	-	1	-	-	-
Multiracial	3	-	1	-	2	-	0	-	1	-	-	-	3	-	1	-	2	-	3	-	1	-	-	-
English Learner	1	-	1	-	3	-	0	-	3	-	-	-	1	-	1	-	3	-	3	-	3	-	-	-
English-Speaking	30	53.3	28	46.4	34	52.9	0	-	18	50.0	-3.3	-	30	53.3	28	35.7	34	38.2	18	38.9	18	44.4	-8.9	5.5
Reclassified†	5	-	12	66.7	11	72.7	0	-	7	-	-	-	5	-	12	50.0	11	36.4	6	-	7	-	-	-
Initially Eng. Speaking	25	48.0	16	31.3	23	43.5	0	-	11	63.6	15.6	-	25	44.0	16	25.0	23	39.1	12	33.3	11	54.5	10.5	21.2
Econ. Disadv.*	15	46.7	20	45.0	25	48.0	0	-	17	47.1	0.4	-	15	33.3	20	30.0	25	28.0	17	29.4	17	47.1	13.8	17.7
Non-Econ. Disadv.	16	56.3	9	-	12	50.0	0	-	4	-	-	-	16	68.8	9	-	12	50.0	4	-	4	-	-	-
Gifted	7	-	7	-	9	-	0	-	5	-	-	-	7	-	7	-	9	-	5	-	5	-	-	-
Not Gifted	24	41.7	22	45.5	28	42.9	0	-	21	47.6	5.9	-	24	41.7	22	27.3	28	32.1	16	25.0	21	42.9	1.2	17.9
With Disabilities	34	17.6	9	-	6	-	0	-	6	-	-	-	6	-	9	-	6	-	6	-	6	-	-	-
WO Disabilities	25	64.0	20	65.0	31	54.8	0	-	15	66.7	2.7	-	25	60.0	20	50.0	31	35.5	15	40.0	15	60.0	0.0	20.0
Homeless	0	-	1	-	2	-	0	-	4	-	-	-	0	-	1	-	2	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	2	-	0	-	0	-	-	-	0	-	4	-	2	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Muir
Grade 8

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	29	55.2	31	54.8	27	44.4	0	-	14	28.6	-26.6	-	29	37.9	31	41.9	27	29.6	28	39.3	13	23.1	-14.8	-16.2
Female	9	-	15	80.0	13	61.5	0	-	6	-	-	-	9	-	15	53.3	13	46.2	12	50.0	5	-	-	-
Male	20	50.0	16	31.3	14	28.6	0	-	8	-	-	-	20	35.0	16	31.3	14	14.3	16	31.3	8	-	-	-
African American	1	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	3	-	1	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	17	47.1	18	50.0	19	42.1	0	-	8	-	-	-	17	35.3	18	33.3	19	26.3	15	33.3	8	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	8	-	8	-	3	-	0	-	3	-	-	-	8	-	8	-	3	-	7	-	3	-	-	-
Multiracial	2	-	3	-	1	-	0	-	0	-	-	-	2	-	3	-	1	-	3	-	0	-	-	-
English Learner	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	3	-	1	-	-	-
English-Speaking	28	57.1	30	56.7	26	46.2	0	-	13	30.8	-26.3	-	28	39.3	30	43.3	26	30.8	25	44.0	12	25.0	-14.3	-19.0
Reclassified†	7	-	8	-	12	58.3	0	-	5	-	-	-	7	-	8	-	12	33.3	8	-	5	-	-	-
Initially Eng. Speaking	21	42.9	22	54.5	14	35.7	0	-	8	-	-	-	21	33.3	22	40.9	14	28.6	17	41.2	7	-	-	-
Econ. Disadv.*	19	57.9	16	50.0	19	42.1	0	-	11	27.3	-30.6	-	19	36.8	16	31.3	19	21.1	18	33.3	10	20.0	-16.8	-13.3
Non-Econ. Disadv.	10	50.0	15	60.0	8	-	0	-	3	-	-	-	10	40.0	15	53.3	8	-	10	50.0	3	-	-	-
Gifted	13	69.2	7	-	7	-	0	-	2	-	-	-	13	53.8	7	-	7	-	6	-	2	-	-	-
Not Gifted	16	43.8	24	45.8	20	40.0	0	-	12	25.0	-18.8	-	16	25.0	24	29.2	20	25.0	22	36.4	11	18.2	-6.8	-18.2
With Disabilities	7	-	6	-	9	-	0	-	2	-	-	-	7	-	6	-	9	-	6	-	1	-	-	-
WO Disabilities	22	68.2	25	64.0	18	66.7	0	-	12	33.3	-34.9	-	22	50.0	25	48.0	18	44.4	22	45.5	12	25.0	-25.0	-20.5
Homeless	0	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	0	-	0	-	-	-	1	-	0	-	3	-	0	-	0	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

Goal 1 - Safe, Collaborative and Inclusive Culture**Safe Supportive Culture*****Strategy/Activity - Description**

For the 2021-2022 school year John Muir Language Academy will ensure that each and every classroom implements the following strategies:

- Teachers develop and implement co-constructed classroom norms
- Teachers implement a Positive Classroom Behavior Plan
- Incorporate Restorative Practices into their classrooms through Second Step Lessons, Restorative Circles, etc.
- Teachers celebrate students displaying and engaging in "The MuirWay" (a guide for a safe, supportive and collaborative culture)
- Teachers in grades 3-8 will pilot the PowerTeacher Referralsystem for increased data collection

Besides classroom messaging and implementing behavior initiatives, the school will also put in place new structures and systems to address suspensions. The site will develop and implement Safe, Supportive Collaborative committees, which will include; The School Culture Team, The Equity Team and The Student Success Team, which will meet on a monthly basis to address the following:

The School Culture Team:

- Will work alongside the office staff with the principal, school counselor, certificated staff, and teachers to monitor suspension data.
- Will work with developing and implementing "The Muir Way Guide", which will be shared and taught to families through the "Mountaineer Moments Newsletter", and at other school events such as Back To School Night, Parent Teacher Conferences, etc.
- Will develop common collateral and signage for each classroom and the school campus displaying Character Trains of the month (aligned with Social Emotional Competencies)
- Will implement year 2 of the "No Place for Hate" program, a year long initiative/curriculum to be implemented school-wide to help students develop a sense of belonging to help decrease number of suspensions.
- Will engage and work alongside the School Counselor to convert the Counseling Center into the Student Empowerment Center. providing students campus safe space for conflict resolution, student empowerment an effort to decrease suspensions.

The Equity Team:

- Will work alongside the families to maintain communication and if necessary provide home visits to support families and ensure students are in school.
- Will monitor the monthly suspension data and identify students who are exhibiting excessive behaviors to identify alternatives to suspensions and ensure appropriate interventions are implemented as well as address and reevaluate classroom and school-wide systems in order to provide feedback for refinement ensuring we decrease suspensions.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$2,661.80	30100-2151	Assist the teachers with re-engagement /connection	The support of Parras was helpful in ensuring that students were provided support and small group intervention. In grade levels that small group was facilitated students did decrease from: <ul style="list-style-type: none"> 85.1% at or above grade level in the Fall to 53.1% in the Spring on the F&P 	This strategy was key to ensuring successful cycles of support for students. Although the data indicated a decrease in F&P results, we attribute it to the 41% chronic absenteeism that we faced due to COVID-19.	Increase funding if possible
Clerical OTBS Hrly		\$2,661.80	30100-2451	Assist with family connection	The support of Clerical was essential in ensuring that families were informed and supported in having students at school and at interventions throughout the year. On the CA Parent Survey: <ul style="list-style-type: none"> 87% of families believed that staff go out of their way to assist students 92% of families believed we promote academic success for all students. 	This strategy was key to ensuring successful cycles of support for students, student attendance was still an issue, however, would have been worse without the support of clerical	Increase funding if possible
Classroom Teacher Hrly		\$4,387.44	30106-1157	Student, family connection	Teachers worked with building relationships with families connecting in order to support student learning. Teachers provided learning opportunities with families to engage and build knowledge of in classroom learning to the home. Teachers also provided hybrid (online and	Teacher facilitated learning for students and families helped establish relationships and engage students in interventions, more interventions needed to support student outcomes.	Increase funding if possible

Muir SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>in school interventions to improve student outcomes. On the CA Parent Survey:</p> <ul style="list-style-type: none"> 89% of families reported that teachers communicate with parents about what students are expected to learn. 80% of families reported that our school informs parents on how to support their child with work in the home. 		
Supplies		\$163.00	30106-4 301	Family connection	<p>Supplies were purchased for Parent events. On the Ca Parent Survey:</p> <ul style="list-style-type: none"> 83% of families feel welcomed to participate in the school <p>And on the CA Staff Survey:</p> <ul style="list-style-type: none"> 88% of staff believe that we have a school that is welcoming and that facilitates parental involvement. 	Parent events were successful and engaging. Supplies allowed us to provide families with materials for learning, more funding wawa needed to provide even better resources	Increase funding if possible
Custodian Hrly		\$2,000.00	31820-2 251	Custodial will be available for Saturday student and family events and activities geared to prepare students for college and career exploration.	<p>In order to create safe and secure family engagement event opportunities, family engagement events were held on Saturdays. Custodial assisted in ensuring that the site was secure and that the facilities were clean. On the CA Parent Survey:</p> <ul style="list-style-type: none"> 82% of families reported that the school has clean and well maintained facilities. 	More funding would have ensured that more opportunities were available for students and families.	Increase funding if possible
Clerical OTBS Hrly		\$5,000.01	31820-2 451	Attendance clerk/ office personnel will work alongside the attendance team to expedite the operational components of the attendance initiative (run reports, send out letters make phone calls, etc.	<p>Clerical was instrumental in ensuring that attendance did not fall through the cracks. It was essential to have our team meeting regularly to ensure that students were in attendance or on contract. Although we saw a massive decrease in chronic absenteeism:</p> <ul style="list-style-type: none"> Hoonuit reported Muir w/ 41% of students Chronically Absent CA Staff Survey reported that 96 % of staff strongly agreed that we implemented good COVID-19 measures in place to keep students safe. 	Small staff presented a problem when number of students out became high alongside staff attendance.	Work to increase school staffing in office to support attendance, enrollment and other clerical duties.

Goal 2 - English Language Arts

Access to Culturally Rich and Diverse Texts Resources

*Strategy/Activity - Description

All classrooms will receive culturally relevant and diverse print rich texts of various lexile reading levels along with resources to enhance classrooms ensuring that students have an increased access to biliteracy texts in both English and Spanish as well as classrooms that support effective biliteracy teaching and learning.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriculum DevHrlyClassroomTeacher		\$12,000.00	31820-1170	Professional development for teachers to collaborate/develop additional strategies to increase student learning and achievement.	During the 21-22 School Year, Teachers planned and collaborated around Guided reading and Reading Behaviors, with strategic goal setting and understanding of student growth area. During planning and collaboration time the team was able to utilize supplemental texts to plan and implement Guided Reading Groups. F&P data which was utilized to assess and group students indicated that: <ul style="list-style-type: none"> 85.1% at or above grade level in the Fall to 53.1% in the Spring on the F&P 	Learning opportunities were all online last year. Staff felt that effectiveness of the training and the virtual aspect created difficulty in being able to collaborate and dialogue. We also found that during Fall, teachers were not calibrated on scoring running records.	For the 22-23 school year PD and teacher learning will return in person. More opportunities will be presented to also engage with SDCOE and OLA for site visits,etc. Teachers will also focus on calibrating and refining our lens on progress monitoring.
Other Support Personnel PARAS Hrly		\$5,000.01	31820-2281	Additional support within the classroom for our English Learners. Students will be able to receive support on Saturdays to	Parra Support was essential in providing additional opportunities to support students in order to increase and improve student outcomes.	Data did not show significant gains by ELL's.	Schedule and promote an increased number of interventions for the 22-23 school year.

Muir SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				strengthen their English literacy			
Software License		\$15,000.00	31820-5841	Renewal of software licenses such as Raz-Kids and Achieve 3000.	<p>Raz Kids programming was beneficial and supportive to the literacy block in alignment with Guided Reading focus for the year. Utilizing the FAST Assessment we were able to see minimal growth in students reading and at the least maintain students scoring in low risk/advanced range.</p> <ul style="list-style-type: none"> ● 56.9% in the Fall ● 50.5 in the Winter ● 57.7% in the Spring 	Achieve 3000 was not being utilized across the site. With other variables, staff felt that this license was ineffective in supporting 90/10 program	For 22-223 school year, the site will focus on: Razkids with an expansion to RazKids Espanol. Training opportunities and collaboration on how to use the materials will be afforded to teachers.

Goal 4- Supporting English Learners

Subgroups Interventions

*Strategy/Activity - Description

To support English Language Learner progress in ELA and Math, teachers will implement high impact strategies during dELD. In addition, we have purchased Achieve 3000 and RazKids, reading comprehension program that will further support all students with vocabulary development and reading comprehension skills.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriculum Development Visiting Teacher		\$8,386.70	30100-1192	PLC and Teacher Development	<p>During the 21-22 School Year, Teachers planned and collaborated around Guided reading and Reading Behaviors, with strategic goal setting and understanding of student growth area. During planning and collaboration time the team was able to utilize SDIAE strategies and dELD to ensure EL's were supported.</p> <p>F&P data which was utilized to assess and group students indicated that:</p> <ul style="list-style-type: none"> 85.1% at or above grade level in the Fall to 53.1% in the Spring on the F&P <p>Utilizing the FAST Assessment we were able to see minimal growth in students reading and at the least maintain students scoring in low risk/advanced range.</p> <ul style="list-style-type: none"> 56.9% in the Fall 50.5 in the Winter 57.7% in the Spring 	<p>Due to lack of Visiting teachers were inconsistent and/or unavailable, Visiting teachers could not be confirmed, thus having us to rely on other means in order to provide PLC's for teachers.</p>	<p>Given that Visiting teachers were not effective, we will utilize VAPA AEP for PLC pull out. And reduce the amount of PD Visiting teacher allocation for the 22-23 school year.</p>

Goal 5 - Supporting Students with Disabilities

Subgroups Interventions

*Strategy/Activity - Description

To Meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies. In addition, we have purchased Achieve 3000, a reading comprehension program that will further support all students with vocabulary development and reading comprehension skills.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$4,159.00	30100-4301	Instructional Material	<p>During the 21-22 School Year, Teachers planned and collaborated around Guided Reading and balanced literacy, including Ed Specialist. During planning and collaboration time the team was able to accomplish and implement effective lessons.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> - <u>CA Staff Survey</u> <ul style="list-style-type: none"> - 96% of staff believe that the school promotes academic success for all students - 96% of staff feel that the school emphasizes helping students academically when they need it. 	Staff felt that all materials and supplies required to effectively teach was available.	No change to this area at this time, besides possibly increasing supply allocation, should it be needed.

Goal 7 - Family Engagement

Family Community Engagement Center

*Strategy/Activity - Description

For the 2021-2022 school year, John Muir Language Academy will open the Family & Community Engagement Center. The center will house both families and community partners for parent learning opportunities, Primetime & Arc Program Offices as well as house our John Muir Association of Parents. In collaboration with parents partners and staff this center will host content rich opportunities for families to learn academic strategies that include Early Billiteracy skills and Restorative Practices for the home.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$995.00	30103-4301	Parent Engagement	Supplies for parent center were purchased and allowed for robust learning opportunities with families. Data Sources: Supplies were purchased for Parent events. On the Ca Parent Survey: <ul style="list-style-type: none"> 83% of families feel welcomed to participate in the school And on the CA Staff Survey: <ul style="list-style-type: none"> 88% of staff believe that we have a school that is welcoming and that facilitates parental involvement. 	Due to facility and modernization, supplies have been helpful but parents are requesting a space to store and work from	22-23 we will open a parent center and ensure that supplies can be stored for parent learning series along with ensuring that the center is staffed with support.

Goal 8- Graduation/Promotion Rate

Subgroups Interventions

*Strategy/Activity - Description

To meet the language and academic needs of English Language Learners, teachers will implement high impact strategies during Designed English Language Development.

To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies.

To meet the needs of Black Youth, students' social emotional needs will be addressed to assist them in successfully participating in lessons for all subjects, specifically in ELA and Math.

In addition, we have purchased Achieve 3000, a reading comprehension program that will further support all students with vocabulary development and reading comprehension skills.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor -	0.15000	\$18,683.98	30100-1210	Support students academically, socially and emotionally.	This FTE was covered by the district and funds were redirected to other expenditures to increase funding.	Counselors are needed.	None
School Counselor -	0.15000	\$18,683.98	30106-1210	Support students academically, socially and emotionally.	This FTE was covered by the district and funds were redirected to other expenditures to increase funding.	Counselors are needed.	None
Software License		\$9,000.00	30100-5841	Student intervention/support	Raz Kids programming was beneficial and supportive to the literacy block in alignment with Guided Reading focus for the year. Utilizing the FAST Assessment we were able to see minimal growth in students reading and at the least maintain students scoring in low risk/advanced range.	Achieve 3000 was not benign utilized across the site. With other variables, staff felt that this license was ineffective in supporting 90/10 program	For 22-223 school year, the site will focus on: Razkids with an expansion to RazKids Espanol. Training opportunities and collaboration on how to

Muir SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<ul style="list-style-type: none"> • 56.9% in the Fall • 50.5 in the Winter • 57.7% in the Spring 		use the materials will be afforded to teachers.
Postage Expense		\$21.00	30106-5920	Parent Notifications	<p>Parents are receiving information about their child. In the CA Parent Survey:</p> <ul style="list-style-type: none"> • 90% of parents felt that the school did well with informing them about how their child is doing in school. 	Although this has been historically the way we have engaged with families, we need innovative ways to connect and strengthen relationships.	Purchase and implement Bloomz in order to have effective communication with families and real time inf.
Classroom Teacher Hrly		\$4,999.99	31820-1157	Professional development for teachers to collaborate/develop additional strategies to increase student learning and achievement.	<p>Teachers agreed that it was effective for them to work in PLC time and look at assessment data in order to improve teacher practice and get feedback from their lessons. On the CA Parent Survey:</p> <ul style="list-style-type: none"> • 89% of families reported that teachers communicate with parents about what students are expected to learn. • 80% of families reported that our school informs parents on how to support their child with work in the home. 	Data however, seemed to lack alignment with teaching and student progress monitoring. New assessments in Spanish will support increasing our progress monitoring of students. This year we will focus on establishing norms for identifying calibrated and aligned assessments.	This year we will focus on continuing our PLC's but have a strong focus on assessment, data dialogues and capturing evidence of student engagement.
Supplies		\$11,377.00	31820-4301	Resources will be purchased to increase student access to books in spanish/english, as well as resources and materials that strengthen all core content in support of college and career readiness.	<p>Increase number of high quality texts to support biliteracy across content. In reviewing the <u>CA Staff Survey</u>:</p> <ul style="list-style-type: none"> • 96% of staff believe that the school promotes academic success for all students • 96% of staff feel that the school emphasizes helping students academically when they need it. 	More materials are needed as the program has not had sufficient materials.	Increase the number of Spanish texts to support student learning in Spanish Language & Literacy across content.

What are my leadership strategies in service of the goals?

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The high leverage strategies that I will actualize as a leader are as follows:

- Monitor Instructional Content, Pedagogy and Student Engagement using the critical concepts with a focus on Student Engagement
- Monitor student learning and provide structural support in the master schedule and increase Student Engagement across content
- Target Professional Learning and Implementation to standards based learnings monthly w a focus on Student Engagement
- Build strong relationships with staff, community and students so that they feel supported to achieve their goals
- Organize structures and systems to support all LCAP goals with a strong focus on LCAP Goal #1

- Build families as partners to create a true learning partnership so that students and families can thrive at Muir in order to build a Safe, Supportive & Collaborative Culture and improve outcomes for all students
- Continue to refine “The Muir Way Guide” our school culture framework, so that students' social and emotional wellness is being addressed throughout the day as needed.

SCHOOL NAME: **MUIR**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: **09800**SCHOOL YEAR: **2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Safe Supportive Culture*****Strategy/Activity - Description**

For the 2021-2022 school year John Muir Language Academy will ensure that each and every classroom implements the following strategies:

- Teachers develop and implement co-constructed classroom norms
- Teachers implement a Positive Classroom Behavior Plan
- Incorporate Restorative Practices into their classrooms through Second Step Lessons, Restorative Circles, etc.
- Teachers celebrate students displaying and engaging in "The MuirWay" (a guide for a safe, supportive and collaborative culture)
- Teachers in grades 3-8 will pilot the PowerTeacher Referralsystem for increased data collection

Besides classroom messaging and implementing behavior initiatives, the school will also put in place new structures and systems to address suspensions. The site will develop and implement Safe, Supportive Collaborative committees, which will include; The School Culture Team, The Equity Team and The Student Success Team, which will meet on a monthly basis to address the following:

The School Culture Team:

- Will work alongside the office staff with the principal, school counselor, certificated staff, and teachers to monitor suspension data.
- Will work with developing and implementing "The Muir Way Guide", which will be shared and taught to families through the "Mountaineer Moments Newsletter", and at other school events such as Back To School Night, Parent Teacher Conferences, etc.
- Will develop common collateral and signage for each classroom and the school campus displaying Character Trains of the month (aligned with Social Emotional Competencies)
- Will implement year 2 of the "No Place for Hate" program, a year long initiative/curriculum to be implemented school-wide to help students develop a sense of belonging to help decrease number of suspensions.
- Will engage and work alongside the School Counselor to convert the Counseling Center into the Student Empowerment Center. providing students campus safe space for conflict resolution, student empowerment an effort to decrease suspensions.

The Equity Team:

- Will work alongside the families to maintain communication and if necessary provide home visits to support families and ensure students are in school.
- Will monitor the monthly suspension data and identify students who are exhibiting excessive behaviors to identify alternatives to suspensions and ensure appropriate interventions are implemented as well as address and reevaluate classroom and school-wide systems in order to provide feedback for refinement ensuring we decrease suspensions.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly	\$2,396.20	09800-1957	PLC	<p>During the 21-22 School Year, Teachers planned and collaborated around Restorative Practices. During planning and collaboration time the team was able to accomplish and implement effective lessons.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> - <u>PowerSchool Interventions & Actions:</u> <ul style="list-style-type: none"> - Tripled the number of interventions, supports and services to students in lieu of suspensions from 6 consequences in 19-20 & 20-21 to 12 support services and interventions in lieu of suspensions. . - <u>Restorative Community Circles:</u> <ul style="list-style-type: none"> - K-5th Grade: 8 Community circles implemented by grade level 133 students served. - MS Youth Leadership Training: <ul style="list-style-type: none"> - 20 MS students received RJP Community Circles Training. Implemented 2 	<ol style="list-style-type: none"> 1. No Place for Hate - implementation of all criteria was 100%. Staff survey of the required lessons indicated that 96% of teachers did not see an impact of lessons on student behaviors in the classroom. Students Exit tickets from lessons indicated that 75% of students did not find the lessons engaging and 80% felt that there was no impact on their perspective on identity and community. 2. Associated Student Body for MS: The elective created a section of approx. 25 students. Due to our school size and the MS Master Schedule, this leadership opportunity was mandated and not a student driven decision. Through end of year ASB survey only 35% of ASB students indicated they would want ASB for a second year. 	<ol style="list-style-type: none"> 1. No place for Hate: Will not be renewed this year. Identity and community building will be integrated into the Muir Way Guide alongside the Character Dev. & Community Circles lessons fo 2. ASB - Will not be available on the master schedule but will be formed and implemented as a club. MS team will collaborate to determine the best approach for implementation and construct a timeline and calendar. 3. We will continue with the HomeVisit strategy for the 22-23 school year, however, with our Military Liaison,

Muir SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>Community Circles each</p> <ul style="list-style-type: none"> - <u>Second Step:</u> <ul style="list-style-type: none"> - 15 lessons per grade level implemented 133 students served - <u>CA Parent Survey:</u> <ul style="list-style-type: none"> - 89% of families feel they are invited to be active partners with the school to educate their child - <u>CA Healthy Kids Survey:</u> <ul style="list-style-type: none"> - 94% of students felt hopeful about their future - <u>CA Staff Survey:</u> <ul style="list-style-type: none"> - 91% of staff collaborate regularly. - 96% of staff the school implemented good COVID related safety measures and protocols to keep students healthy - 96% of staff felt the site promoted trust and collegiality - 96% of staff participated in decision-making that affects school practices and policies. 	<ol style="list-style-type: none"> 3. Home Visits: Due to COVID- 19 Guidelines and safety for staff home visits were not done frequently. Communication with parents had to increase via zoom, calls and email. 0% of Homevisits were completed 4. Positive Classroom Behavior Plans were completed in isolation and not in alignment with and/or grounded in the Muir Way Guide. For vertical articulation and language targets, there is a need for alignment. 	<p>Community Assistant II and support from new school clerk will increase opportunity for support by:</p> <ol style="list-style-type: none"> a. Blomz parent app b. Host parent meeting for students with excessive tardies & absences. c. With w/ Family & Community Cluster Assistant w/ support regarding homevisit and other personnel. <p>4. Positive Classroom Behavior Support Plans: During PLC’s teachers will come to agreements on the Positive Behavior Support Plans, using Muir Way Guide and behavior matrix as grounding document..</p>
Supplies	\$305.00	09800-4301	Student instruc. material	<p>During the 21-22 School Year, Teachers planned and collaborated around Restorative Practices. During planning and collaboration time the team was able to accomplish and implement effective lessons.</p> <p>Data Sources:</p>	<p>Staff felt that all materials and supplies required to effectively teach was available.</p>	<p>No change to this area at this time, besides possibly increasing supply allocation, should it be needed.</p>

Muir SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<ul style="list-style-type: none"> - <u>CA Staff Survey</u> <ul style="list-style-type: none"> - 96% of staff believe that the school promotes academic success for all students - 96% of staff feel that the school emphasizes helping students academically when they need it. 		
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Goal 2 - English Language Arts

Access to Culturally Rich and Diverse Texts Resources

*Strategy/Activity - Description

All classrooms will receive culturally relevant and diverse print rich texts of various lexile reading levels along with resources to enhance classrooms ensuring that students have an increased access to biliteracy texts in both English and Spanish as well as classrooms that support effective biliteracy teaching and learning.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriclm Dev Vist Tchr		\$5,990.50	09800-1192	PLC	During the 21-22 School Year, Teachers planned and collaborated around Guided reading and Reading Behaviors, with strategic goal setting and understanding of student growth area. During planning and collaboration time the team was able to utilize supplemental texts to plan and implement Guided Reading Groups.	Due to lack of Visiting teachers were inconsistent and/or unavailable, Visiting teachers could not be confirmed, thus having us to rely on other means in order to provide PLC's for teachers.	Given that Visiting teachers were not effective, we will utilize VAPA AEP for PLC pull out. And reduce the amount of PD Visiting teacher allocation for the 22-23 school year.

Goal 3 - Mathematics

Subgroups Interventions

*Strategy/Activity - Description

To meet the language and academic needs of English Language Learners, teachers will implement high impact strategies during Designed English Language Development.

To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies.

To meet the needs of Black Youth, students' social emotional needs will be addressed to assist them in successfully participating in lessons for all subjects, specifically in ELA and Math.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$11,981.00	09800-1157	PLC	Teachers agreed that it was effective for them to work in PLC time and look at DEMI assessment data in order to improve teacher practice and get feedback from their lessons.	Data however, seemed to lack alignment with teaching and student progress monitoring. New assessment may be needed such as (iReady) in order to effectively support student progress monitoring in Math. This year we will focus on establishing norms for identifying calibrated and aligned assessments.	This year we will focus on continuing our PLC's but have a strong focus on assessment, data dialogues and capturing evidence of student engagement.

Goal 8- Graduation/Promotion Rate

Subgroups Interventions

*Strategy/Activity - Description

To meet the language and academic needs of English Language Learners, teachers will implement high impact strategies during Designed English Language Development.

To meet the needs of Students with Disabilities, teachers will address the goals outlined in the students' IEPs through the use of specific high impact strategies.

To meet the needs of Black Youth, students' social emotional needs will be addressed to assist them in successfully participating in lessons for all subjects, specifically in ELA and Math.

In addition, we have purchased Achieve 3000, a reading comprehension program that will further support all students with vocabulary development and reading comprehension skills.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Postage Expense		\$9.57	09800-5920	Parent Notifications	Parents are receiving information about their child	Although this has been historically the way we have engaged with families, we need innovative ways to connect and strengthen relationships.	Purchase and implement Bloomz in order to have effective communication with families and real time inf.

What are my leadership strategies in service of the goals?

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The strategies that I will actualize as a leader are as follows:

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The high leverage strategies that I will actualize as a leader are as follows:

- Monitor Instructional Content, Pedagogy and Student Engagement using the critical concepts with a focus on Student Engagement
- Monitor student learning and provide structural support in the master schedule and increase Student Engagement across content
- Target Professional Learning and Implementation to standards based learnings monthly w a focus on Student Engagement

Muir SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- Build strong relationships with staff, community and students so that they feel supported to achieve their goals
- Organize structures and systems to support all LCAP goals with a strong focus on LCAP Goal #1
- Build families as partners to create a true learning partnership so that students and families can thrive at Muir in order to build a Safe, Supportive & Collaborative Culture and improve outcomes for all students
- Continue to refine “The Muir Way Guide” our school culture framework, so that students' social and emotional wellness is being addressed throughout the day as needed.