



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Muir Middle School's	16 63891 6010359	1/30/24	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

John Muir Middle School has been identified for Additional Targeted Support and Improvement (ATSI) concerning the following groups:

- Students with disabilities regarding Chronic Absenteeism, Academic Perf. (ELA/Math) and Suspension Rate

By implementing actions, John Muir Middle School is working toward increasing these student outcomes and closing the gaps between student groups.

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

John Muir Middle School has worked to align goals, expected outcomes, actions, and funds to support its students' improved performance and growth. We have 2 district LCAP Goals. These are the same goals we use for our Single Plan for Student Achievement. They are:

Goal 1: Students will receive a broad course of study and a rigorous academic educational program that builds towards college and career readiness.

State Priorities: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 2: To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

State Priorities: Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement)

Goal 3: Support parents, families and community members' engagement with the education of their child/ren and the students in

the Corcoran Joint Unified School District.

State Priorities: Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement)

This plan outlines how the John Muir Middle School Community will address the needs of its students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A series of surveys will be conducted throughout the year. The surveys will be sent to students, teachers, and parents. In addition to the LCAP Survey, stakeholders will be surveyed on what they believe are the areas that the school needs to most work on. Please contact the school principal for a copy of the results.

Classroom Observations

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

Formal and informal classroom observations are conducted each school year. Constructive feedback is provided to instructors during informal classroom observations and includes positive recognition of student achievement, effective implementation of appropriate pedagogical strategies, and specific recommendations for improvement. Formal observations are conducted on a rotational basis with instructors who are due for a formal evaluation. Each evaluation for permanent teachers requires two classroom observations and then a formal written evaluation. Non-permanent teachers are evaluated with three classroom evaluations for each semester of the school year. Classrooms are observed and coached for Explicit Direct Instruction this year, a training we received at the beginning of the year and follow through with trainings in Wednesday professional development throughout the year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We can still see the effect of COVID learning loss on our student scores. They have yet to reach the level they were pre-COVID. In addition local Benchmarks are used in combination of teacher designed tests, SAVAAS designed assessments, MDTP (Mathematics Diagnostic Testing Protocol-Through CSU) School City Interim Tests and the Interim Assessment Blocks available through the Smarter Balanced Assessment Consortium. Students that did not score at grade-level on the Smarter Balanced Assessment Test were placed into assist classes for level II and level III RTI assistance. Students were tested at the beginning of the year and at the semester to determine their level. Those students that test on diagnostic tests at grade-level are allowed to exit the assist classes to have an enrichment elective class.

John Muir has implemented a system to add to the Tier II intervention system after school called the Wildcat Den program. Students can opt in, be opted in by a parent, as well, the counselors assign all students that have below a 2.0 gpa. Students are assigned to a teacher Tuesday, Wednesday, and Thursday afternoons for one hour until the next grading period. The teacher in charge academically counsels individually with each student about once a week, looking at the grades and assignment report for each class, and then making goals and a plan to improve their grades. Students are assigned work from Imagine Math or Reading Plus to work on when they do not have homework.

Tier III in RTI, also known as intensive intervention, is provided during the school day to students who have demonstrated that they are severely below in reading, math, and/or language acquisition. We have additional help for reading with several reading intervention programs, Think Through Math (with Spanish Translation available) Reading Plus, Power Up Lexia, and Rosetta Stone for students who have very limited English Language skills.

Both Tier II and Tier III instruction are worked into our daily schedule. Students that are Resource Special Education (RSP) students and need extra academic support are placed in a Study Skills Class. Students classified as English Language Learners (EL's) – are placed into an appropriate ELD class depending on ELPAC level (ELD 1, ELD 2, or ELD 3). If students did not score at the "Meets" or "Exceeds" range on the SBAC and did not test at grade level on the Beginning-of-the-Year Assessments, they are placed in a RTI-Response to Intervention Grade-level Class for additional support in reading, Language Arts and math. Those students that scored at the 3rd grade reading level or below on the Reading Assessments or students that do not make any progress in RTI Grade level (Tier II) are placed in RTI (Tier III intervention). Those students that scored at or below 3rd grade on the Math Assessments, or students that do not make any progress in the RTI Grade level (Tier II) are placed in our Math lab (Tier III intervention).

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

John Muir Middle School Employs a Response to Intervention Pyramid in which structures are in place for all three tiers. Tier I is good and effective first time instruction. Corcoran Unified School District and John Muir Middle School have introduced Kagan Cooperative Structures so teachers would have the foundation for improving the amount of engaging instruction that can help students learn. In addition this year we are focussing on Explicit Direct Instruction to increase effectiveness of the first instruction that the students receive in classes. At John Muir Middle School, we also use the Reading Plus program to help our students in reading; focusing not only on comprehension but also on speed and fluency, John Muir Middle School also utilizes one to one iPads in order to enhance student learning and 21st Century Skills (critical thinking, communication, collaboration, and creativity.) The school uses Jane Schaffer writing model and Kagan cooperative structures are used by all teachers to help our students communicate in various forms. We also use Think Through Math and Imagine Math with our struggling math students as well as a progress monitoring tool.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

John Muir Middle School aggressively pursues highly qualified teaching candidates. However, due to a teaching shortage, JMMS hired some teachers who are still working toward completing their teaching credential. These teachers are enrolled in a number of different CTC approved teacher credential programs. Teachers who are new to John Muir are assigned an Academic (Technology) Coach who assists with classroom management, lesson planning, and pedagogical strategies. The Academic Coach is a teacher on assignment who is available to help assigned new staff during their planning period. Additionally, the Academic Coach regularly observes them teaching in order to provide productive feedback. Finally, the Academic Coach is available to sub for new staff members class to enable these new teachers to go watch other, more experienced staff teach. These observations provide the new teachers with appropriate and applicable ideas and strategies for their own classroom instruction.

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

When new instructional materials are adopted by the district, teachers are given professional development from the company. New teachers who are new to the curriculum are provided training from their teacher colleagues and also from the coaches who are teachers on assignment. We also pay for extensive staff development and support.

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

Staff development is a cooperative effort between Corcoran Unified School District administration and the John Muir Middle School leadership team. New teachers are provided training on site adopted instructional programs.

Kagan Cooperative Learning was provided to the entire district teaching staff the Summer of 2014, 2015 and 2016 completing days 1-5 of Cooperative Learning training. Follow up with coaches on site twice a year are available for teachers to work on their craft with Kagan. Administration and coaches were also trained, so they can help coach the teachers in implementing these strategies. Corcoran Unified School District has also brought in staff development for ELD, Special Education Laws, Explicit Direct Instruction, Positive Behavior Management, and Close Reading in the last two years. These trainings have been supported at the sites, including JMMS.

Other areas of need are addressed at the site during weekly professional development times on Wednesday mornings. Some areas of work are vocabulary development, sentence frames usage, project based learning, and technology use in the classroom.

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

JMMS has an Academic Literacy Coach and an Academic District Technology Coach on site working directly with our teachers to help them. Our teachers receive assistance creating assessments used in each unit that provide data to the teachers to measure student achievement and to integrate technology into the lessons.

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

Teachers are assigned to a grade level, subject based PLC. These groups meet regularly, 3 times a month during Wednesday morning professional development time. Once a month, the PLC is changed to discuss cross curricular collaboration. Also, writing across the curriculum by grade-level or same subject vertical PLC's in which all of the subject alike teachers meet once a quarter to discuss articulation of their subject area. For example, all of the ELA teachers in 6th, 7th, and 8th grade meet together in this meeting. Agendas and minutes are kept on a shared document with all stakeholders and minutes of the meetings are kept. In addition, teachers have a Staff Development and Curriculum binder that they keep that has agendas, notes and important documents. Plans are also in place to coordinate with the high school.

Teaching and Learning

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

All core classes align the instructional plans to common core standards, when those standards exist. There is still some work being done at the state level for science and social studies, so we are currently following CST standards until the transition has been completed. English Language Arts and Math are all using the Common Core State Standards. Text books are utilized as a resource in order to teach to the newest standards. ELA and Math have been given help from the educational services division of KCOE to align their teaching guides to the standards.

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

JMMS meets all minimal required instructional minutes for English Language Arts and Math. JMMS exceeds these minutes for many students, as they have assist math classes or assist reading classes, if they needed in addition to their regular math and ELA classes.

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

Lesson pacing schedules are decided upon in a cooperative effort with teacher professional learning communities and administration. Support was provided for these plans from the KCOE, the plans have since been adjusted to fit different curriculum (Savaas for ELA and Math). Teacher grade level PLC's have listed their benchmark assessment dates on a master calendar that can be viewed by all teachers. Teacher groups have the flexibility to change these assessment windows as needed based on the performance of the students in the classroom. At the beginning of the year teachers worked with their PLC's to determine what standards were Guaranteed Standards, and then created a Standards Map to determine when they would cover the guaranteed standards.

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

Course curriculum for all subjects is state adopted and approved by the local school board. Students have access to all course curriculum materials either in books or digital curriculum on their iPad.

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

Intervention materials are adopted as supplemental educational materials by the SBE. These include the intervention programs that are accessible online and in paper format. These programs include Reading Plus, Power Up Lexia, Think Through Math/Imagine Math, Pearson iLit, Rosetta Stone and other supplementary text/programs used in the classrooms.

Opportunity and Equal Educational Access

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

These services include all of the Tier II and Tier III resources at JMMS.

John Muir has implemented a system to add to the Tier II intervention system into the day in the form of RTI classes that include both math and reading intervention. These classes offer targeted instruction to help students bridge gaps and give them additional help. Students are assigned to an after school Tier II intervention program if they are determined to need extra support. Students are assigned to a teacher Tuesday, Wednesday, and Thursday afternoons for one hour. The teacher in charge counsels individually with each student once a week, looking at the grades and assignment reports for each class, then making goals and a plan to improve their grades.

Tier III RTI, also known as intensive intervention, is provided during the school day to students who have demonstrated that they are severely behind in reading, math, or language acquisition. This is provided for the students that test significantly below grade level in reading or math. Those students scoring significantly below grade level in reading are placed in an intensive reading program with a teacher and a paraprofessional where they are assessed to determine the holes, lack of phonemic awareness, etc that is negatively affecting their reading. Those students scoring significantly below grade level in math are placed in an intensive math program focusing on determining their learning gaps and building their foundational skills in math.

Students who are ELD designated are also given an ELD class in which they have a leveled supplemental English Language Acquisition program, iLit by Pearson.

Evidence-based educational practices to raise student achievement

JMMS uses a variety of evidence based education practices. We use Kagan cooperative structures in the classroom to keep students involved and make sure to use random selection when we choose students. Admin and coaches have been instructed to be Kagan coaches and they work directly with the teachers in the students. Most of the staff has been trained 5 days on Kagan, and all teachers have had at least 1 day.

In instruction many teachers use EDI, explicit direct instruction to instruct the students making sure to emphasized the language objectives of the lesson and frequently checking for understanding. We focus on vocabulary, making sure students know academic vocabulary and use vocabulary walls. In order to use these vocabulary terms we use scaffolding and sentence frames. We use Capturing Kids' Hearts to create connections between teachers and students. Within this program we use the EXCEL Model of lesson planning. (Excel, X-plore, Communicate, Empower, Launch).

In addition, within the classroom we use small groups, close reading, literature circles and personalized learning to increase comprehension in the classroom. For ELD students we use Ellevation strategies.

Other areas of need are addressed at the site during weekly professional development times on Wednesday mornings. Some areas of work are vocabulary development, sentence frames usage, project based learning, personalized learning and technology use in the classroom.

Parental Engagement

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

JMMS students qualify for Supplemental Education Services due to their Title I status and their performance on past assessments.

The school also implements a complete set of Tier II and Tier III intervention strategies to assist students who may be under-achieving.

The regular program provides all students with the core content standards. Instruction is modified to meet the needs of underperforming students. Modifications include graphic organizers, verbal and written instructions, individual and/or small group instruction, leveled reading groups, group work, peer tutoring, as well as other intervention techniques. John Muir is a School-wide Title 1 Program. All students have equal access to the core curriculum through direct teacher instruction in the core academic subjects. The RSP (Resource Specialist Program) program provides supplemental instructional services to learning disabled children according to their Individualized Educational Plan (IEP) and/or 504.

Title 1 monies are used to provide supplemental instruction and support for those students identified as not meeting minimum requirements academically. CLAD (Cross Cultural Language and Development) certification is required for all teachers in the state of California. All supplemental services will support the students' total educational program to ensure it is aligned in content, sequence, and focus.

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

JMMS has an active School Site Council and English Language Advisory Council. The school also has a representative on the District English Language Advisory Council. These two groups include parents and community representatives. The School Site Council has representative from administration, the classroom teachers, after school personnel parents, and students. They provide input and approve the Single Plan for Student Achievement.

Funding

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

Services provided for JMMS students by categorical funds include the full or partial funding of para-professionals who work with underperforming students in an intervention setting and certificated teachers who function in the capacity as intervention teachers or instructional coaches as well as additional technology, software and materials.

Fiscal support (EPC)

Categorical funds are allocated to help students who are achieving below their ability via para-professionals, certificated teachers and coaches, materials and supplies, software, technology, and professional development opportunities that can improve instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The last year SPSA was presented to the School Site Council, as well as, the English Language Advisory Committee. The SSC reviewed last years expenditures and goals. For each goal we answered the following questions: 1. Describe the overall implementation of the strategies/activities to achieve the articulated goal. 2. Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures. 3. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. The School Site Council and English Language Advisory Committee met on 5/23/23, 9/19/23, 10/11/23, 11/8/23, 1/10/24, and 1/30/24

With this involvement we discussed the expenditures through the year and the effectiveness of programs that we funded.

In addition our two site coaches frequently meet with teachers and prior to the above meetings, the coaches meet with site administrator to go over the effectiveness of programs that we are using and also share this information with SSC and ELAC.

Resource Inequities

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

Throughout our research with our needs assessments we found that we needed to make sure that we were giving resources to get students involved in elective activities. We believe this investment will get the students more involved with the key subjects, rather than simply our money on focusing on improvement of those below grade-level on key standards. We therefore look to stakeholders to find ways to engage students hands-on and help them find a connection to school and learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.13%	0.38%	4	1	3
African American	2.3%	2.17%	1.92%	19	17	15
Asian	0.7%	0.64%	0.77%	6	5	6
Filipino	0.4%	0.13%	0.26%	3	1	2
Hispanic/Latino	92.2%	93.37%	91.83%	753	732	719
Pacific Islander	%	%	0%			0
White	3.8%	3.44%	4.21%	31	27	33
Multiple/No Response	%	%	0.64%			5
Total Enrollment				817	784	783

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	267	252	267
Grade 7	285	257	260
Grade 8	265	275	256
Total Enrollment	817	784	783

Conclusions based on this data:

1. Our Enrollment was at its highest in 20-21. We are usually in the high 700s.
2. Our largest grade last year this year is our 6th grade class at 267.
3. Our grade size has averaged

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	113	119	127	13.80%	15.2%	16.2%
Fluent English Proficient (FEP)	252	236	221	30.80%	30.1%	28.2%
Reclassified Fluent English Proficient (RFEP)	6			5.3%		

Conclusions based on this data:

1. Our number of English Learners has increased over the last few years
2. Our number of Fluent English Proficient Students percentage has been slightly decreasing
3. We had a low number of reclassifications in 20-21 due to COVID but have rebounded

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	264	248	263	230	242	257	227	242	256	87.1	97.6	97.7
Grade 7	283	254	256	253	248	249	251	248	249	89.4	97.6	97.3
Grade 8	262	268	252	224	259	246	222	259	246	85.5	96.6	97.6
All Grades	809	770	771	707	749	752	700	749	751	87.4	97.3	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2460.	2477.	2449.	6.17	5.79	2.73	18.94	22.73	15.63	26.43	33.88	26.17	48.46	37.60	55.47
Grade 7	2492.	2516.	2509.	4.38	8.06	10.84	26.29	30.65	25.30	24.30	27.42	27.71	45.02	33.87	36.14
Grade 8	2499.	2505.	2507.	5.86	7.34	8.13	24.32	21.24	21.95	21.17	27.80	29.67	48.65	43.63	40.24
All Grades	N/A	N/A	N/A	5.43	7.08	7.19	23.29	24.83	20.91	24.00	29.64	27.83	47.29	38.45	44.07

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	9.69	6.61	7.87	48.46	54.96	41.73	41.85	38.43	50.39	
Grade 7	7.57	11.29	12.10	58.57	61.69	57.26	33.86	27.02	30.65	
Grade 8	14.03	11.58	8.94	39.37	48.26	56.10	46.61	40.15	34.96	
All Grades	10.30	9.88	9.63	49.21	54.87	51.60	40.49	35.25	38.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	3.54	5.79	2.76	42.92	53.72	35.43	53.54	40.50	61.81
Grade 7	8.40	13.36	17.00	47.60	54.25	49.80	44.00	32.39	33.20
Grade 8	11.26	6.18	7.32	45.95	50.97	45.93	42.79	42.86	46.75
All Grades	7.74	8.42	8.97	45.56	52.94	43.64	46.70	38.64	47.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	11.01	9.50	2.76	64.32	66.53	72.83	24.67	23.97	24.41
Grade 7	9.16	7.26	10.48	67.33	74.60	70.56	23.51	18.15	18.95
Grade 8	5.88	8.11	9.76	63.80	67.95	62.60	30.32	23.94	27.64
All Grades	8.73	8.28	7.62	65.24	69.69	68.72	26.04	22.03	23.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	6.61	9.92	6.27	62.56	67.36	63.53	30.84	22.73	30.20
Grade 7	10.36	13.71	13.71	58.57	61.69	60.08	31.08	24.60	26.21
Grade 8	11.76	11.58	12.20	57.47	66.02	68.29	30.77	22.39	19.51
All Grades	9.59	11.75	10.68	59.51	65.02	63.95	30.90	23.23	25.37

Conclusions based on this data:

1. Our students did the best in Listening and Research stands with listening with the most students at or near standards and research having the most students above standard.
2. Our students struggled the most last year in the writing and reading strand.
3. Listening has the least amount of students in both Above standard and Below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	265	248	263	239	241	256	239	241	256	90.2	97.2	97.3
Grade 7	283	254	256	261	245	250	261	245	248	92.2	96.5	97.7
Grade 8	263	268	252	241	255	245	240	255	245	91.6	95.1	97.2
All Grades	811	770	771	741	741	751	740	741	749	91.4	96.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2442.	2453.	2443.	1.67	2.90	3.91	10.04	9.96	7.42	25.94	34.85	30.86	62.34	52.28	57.81
Grade 7	2454.	2467.	2474.	2.30	4.08	4.03	12.64	12.24	14.52	22.61	28.98	32.26	62.45	54.69	49.19
Grade 8	2477.	2450.	2482.	5.42	1.96	4.90	10.83	7.45	10.61	25.83	19.61	26.53	57.92	70.98	57.96
All Grades	N/A	N/A	N/A	3.11	2.97	4.27	11.22	9.85	10.81	24.73	27.67	29.91	60.95	59.51	55.01

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	1.26	0.83	4.30	38.91	45.64	36.33	59.83	53.53	59.38	
Grade 7	5.36	5.71	4.86	39.46	42.04	43.32	55.17	52.24	51.82	
Grade 8	5.42	2.75	3.27	41.25	40.78	44.90	53.33	56.47	51.84	
All Grades	4.05	3.10	4.14	39.86	42.78	41.44	56.08	54.12	54.41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	1.67	2.90	3.52	40.17	45.64	41.02	58.16	51.45	55.47
Grade 7	3.45	6.12	3.23	47.51	46.53	53.63	49.04	47.35	43.15
Grade 8	4.17	3.53	4.90	51.25	44.71	53.88	44.58	51.76	41.22
All Grades	3.11	4.18	3.87	46.35	45.61	49.40	50.54	50.20	46.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	1.67	2.90	2.73	61.51	60.58	51.56	36.82	36.51	45.70
Grade 7	5.36	2.86	6.05	66.67	59.18	59.27	27.97	37.96	34.68
Grade 8	5.00	2.35	3.67	68.75	52.16	59.59	26.25	45.49	36.73
All Grades	4.05	2.70	4.14	65.68	57.22	56.74	30.27	40.08	39.12

Conclusions based on this data:

1. Communicating Reasoning has the most students at or near standard.
2. Across the board, our students struggled with the highest areas of below standard in Concepts and Procedures.
3. The struggle with the Concepts and Procedures Strand would effect the scores on the other two and is also effected by the reading and writing sections indicated in the ELA Strands.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1525.6	1520.7	1508.2	1524.0	1517.6	1504.2	1526.7	1523.3	1511.7	44	35	47
7	1516.9	1557.5	1523.1	1508.6	1565.0	1516.4	1524.6	1549.4	1529.4	41	41	36
8	1531.7	1540.7	1559.9	1532.5	1533.9	1567.9	1530.4	1546.8	1551.5	27	38	30
All Grades										112	114	113

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.91	11.43	17.02	38.64	40.00	19.15	36.36	31.43	40.43	9.09	17.14	23.40	44	35	47
7	12.20	36.59	19.44	31.71	41.46	30.56	31.71	12.20	27.78	24.39	9.76	22.22	41	41	36
8	11.11	18.42	26.67	44.44	39.47	43.33	29.63	31.58	23.33	14.81	10.53	6.67	27	38	30
All Grades	13.39	22.81	20.35	37.50	40.35	29.20	33.04	24.56	31.86	16.07	12.28	18.58	112	114	113

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	29.55	40.00	27.66	45.45	31.43	27.66	22.73	17.14	27.66	2.27	11.43	17.02	44	35	47
7	19.51	53.66	30.56	39.02	34.15	38.89	24.39	4.88	13.89	17.07	7.32	16.67	41	41	36
8	25.93	23.68	50.00	40.74	50.00	26.67	22.22	15.79	16.67	11.11	10.53	6.67	27	38	30
All Grades	25.00	39.47	34.51	41.96	38.60	30.97	23.21	12.28	20.35	9.82	9.65	14.16	112	114	113

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.55	2.86	4.26	18.18	25.71	17.02	56.82	42.86	38.30	20.45	28.57	40.43	44	35	47
7	4.88	21.95	5.56	14.63	19.51	22.22	53.66	39.02	38.89	26.83	19.51	33.33	41	41	36
8	0.00	7.89	6.67	22.22	26.32	46.67	51.85	50.00	20.00	25.93	15.79	26.67	27	38	30
All Grades	3.57	11.40	5.31	17.86	23.68	26.55	54.46	43.86	33.63	24.11	21.05	34.51	112	114	113

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.64	11.43	12.77	63.64	71.43	61.70	22.73	17.14	25.53	44	35	47
7	9.76	14.63	11.11	46.34	70.73	66.67	43.90	14.63	22.22	41	41	36
8	11.11	2.63	26.67	62.96	68.42	66.67	25.93	28.95	6.67	27	38	30
All Grades	11.61	9.65	15.93	57.14	70.18	64.60	31.25	20.18	19.47	112	114	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	65.91	60.00	31.91	31.82	25.71	57.45	2.27	14.29	10.64	44	35	47
7	63.41	85.37	61.11	21.95	12.20	22.22	14.63	2.44	16.67	41	41	36
8	66.67	57.89	63.33	22.22	28.95	30.00	11.11	13.16	6.67	27	38	30
All Grades	65.18	68.42	49.56	25.89	21.93	38.94	8.93	9.65	11.50	112	114	113

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.55	2.86	4.26	36.36	42.86	23.40	59.09	54.29	72.34	44	35	47
7	9.76	21.95	5.56	29.27	31.71	38.89	60.98	46.34	55.56	41	41	36
8	3.70	15.79	16.67	37.04	31.58	40.00	59.26	52.63	43.33	27	38	30
All Grades	6.25	14.04	7.96	33.93	35.09	32.74	59.82	50.88	59.29	112	114	113

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.64	17.14	19.15	79.55	71.43	61.70	6.82	11.43	19.15	44	35	47
7	4.88	19.51	11.11	78.05	73.17	75.00	17.07	7.32	13.89	41	41	36
8	0.00	2.63	10.00	88.89	89.47	83.33	11.11	7.89	6.67	27	38	30
All Grades	7.14	13.16	14.16	81.25	78.07	71.68	11.61	8.77	14.16	112	114	113

Conclusions based on this data:

- Our students scoring Well Developed in has significantly increased from 20-21 to 22-23 going from 7.14% to 14.16%.
- A high percentage of 6th-8th grade students (59.29%) scored in the Beginning level of Reading. This is an area of concern and one that needs must be addressed in their designated ELD, Reading Assist and in Core classes via integrated ELD strategies.

3. A high percentage of students (71.68%) scored in the “Somewhat/Moderately” category. Writing is the area which EL’s traditionally acquire last, but based on this data our students appear to be performing at an adequate level in writing. Increasing the focus on reading and writing throughout our classes and moving away from listening; will lead to more students scoring at “Well Developed” levels and result in more RFEP’s.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
783	88.8	16.2	0.4
Total Number of Students enrolled in John Muir Middle School's.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	16.2
Foster Youth	3	0.4
Homeless	7	0.9
Socioeconomically Disadvantaged	695	88.8
Students with Disabilities	78	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.9
American Indian	3	0.4
Asian	6	0.8
Filipino	2	0.3
Hispanic	719	91.8
Two or More Races	5	0.6
White	33	4.2

Conclusions based on this data:

1. The overwhelming majority over 88.8% of our students are classified as SocioEconomically Disadvantaged.
2. 16.2% of our learners are English Language Learners.

-
-
3. Our number of students that are homeless is at 7, almost 1% of our population.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Our English Language Progress appears lower than it is because we declined by 16% although having over 50% of our students grew at least one level. (This is higher than the state average)
2. The mathematics and English Language Arts sections are both Orange, showing two areas we need to grow,
3. Chronic Absenteeism decreased significantly but is still high.

School and Student Performance Data

Academic Performance English Language Arts

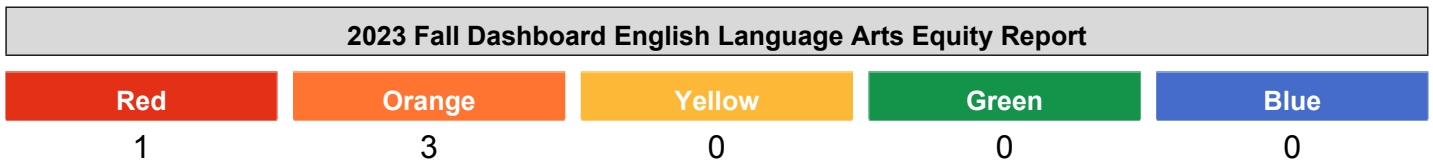
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>57.9 points below standard Decreased -10.3 points</p> <p>732 Students</p>	<p>English Learners</p>  <p>Red</p> <p>101.9 points below standard Decreased Significantly -28.2 points</p> <p>135 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>115.8 points below standard Decreased Significantly -47 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>61.6 points below standard Decreased -12.4 points</p> <p>657 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>106.5 points below standard Increased +11.8 points</p> <p>74 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
117.9 points below standard Increased +3.9 points 13 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59 points below standard Decreased -10.3 points 674 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	31.5 points below standard Decreased Significantly - 34.3 points 30 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137 points below standard Decreased Significantly -31.4 points 91 Students	29.3 points below standard Maintained +1.9 points 44 Students	66.4 points below standard Decreased -12.6 points 400 Students

Conclusions based on this data:

1. Our English Language learners scored in the red. We need to continue our focus in this area
2. Our Students with disabilities learners scored in the orange. Showing growth over the past year.
3. Our highest scoring group is our Reclassified English Learners.

School and Student Performance Data

Academic Performance Mathematics

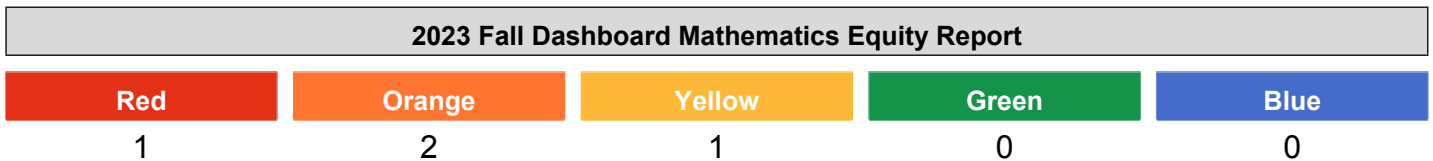
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 97.3 points below standard Increased +12.1 points 730 Students	English Learners Red 142.4 points below standard Maintained -2 points 136 Students	Foster Youth Less than 11 Students 5 Students
Homeless 154.9 points below standard Increased +3 points 14 Students	Socioeconomically Disadvantaged Orange 101.2 points below standard Increased +10.7 points 655 Students	Students with Disabilities Yellow 62.7 points below standard Increased Significantly +91.8 points 73 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
131.6 points below standard Increased Significantly +53.2 points 13 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 99.5 points below standard Increased +11.2 points 672 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	65 points below standard Decreased -5.3 points 30 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
172.5 points below standard Maintained -0.5 points 92 Students	79.5 points below standard Increased Significantly +19.1 points 44 Students	99.2 points below standard Increased +12 points 398 Students

Conclusions based on this data:

1. Our students increased by 12.1 points over last year.
2. Our students with disabilities scored in the Yellow range, showing significant progress.
3. Our lowest scoring group is English Language Learners.

School and Student Performance Data

Academic Performance English Learner Progress

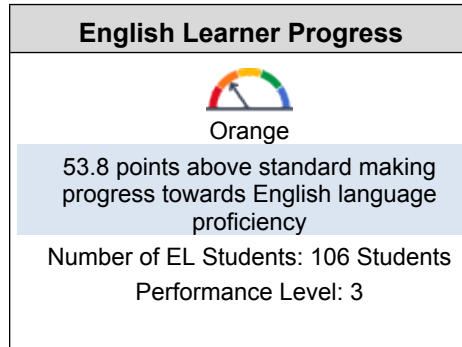
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	32	3	54

Conclusions based on this data:

1. 53.8% of our EL made the required progress on the ELPAC. (57 students)
2. 17 students decreased a level on the ELPAC
3. 32 students maintained the same level on the ELPAC

School and Student Performance Data

Academic Engagement Chronic Absenteeism

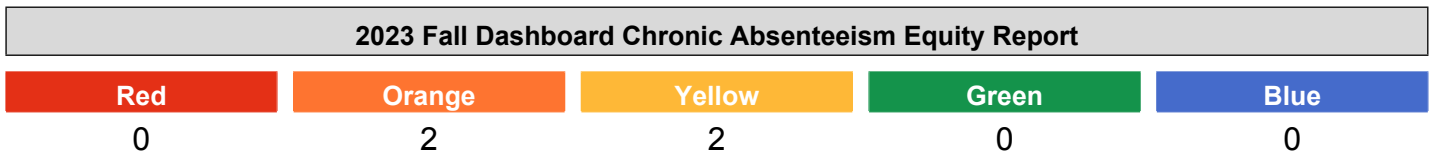
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>26.5% Chronically Absent</p> <p>Declined Significantly -16.9</p> <p>812 Students</p>	<p>English Learners</p> <p>Orange</p> <p>22.1% Chronically Absent</p> <p>Declined -24.3</p> <p>136 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Homeless</p> <p>54.5% Chronically Absent</p> <p>Declined -4.3</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>27% Chronically Absent</p> <p>Declined Significantly -16.7</p> <p>732 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>41.7% Chronically Absent</p> <p>Declined -15.5</p> <p>84 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
40% Chronically Absent Declined -12.9 20 Students	Less than 11 Students 4 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.1% Chronically Absent Declined Significantly -17.5 737 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	28.9% Chronically Absent Declined -11.8 38 Students

Conclusions based on this data:

1. All of our groups decreased significantly.
2. The group with highest percentage of chronic absent students was homeless students.
3. Our subgroup with the least percentage of chronically absent was our English Learners

School and Student Performance Data

Conditions & Climate Suspension Rate

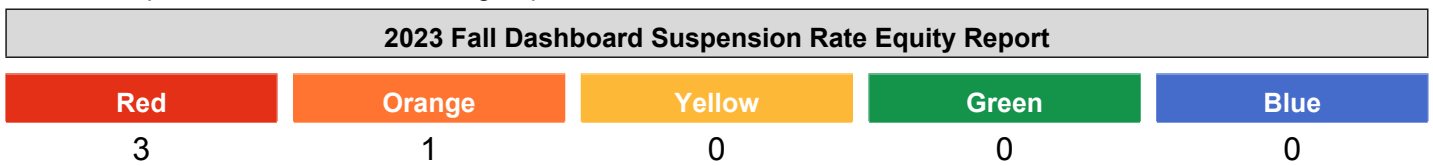
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>12.6% suspended at least one day</p> <p>Increased 0.9 827 Students</p>	<p>English Learners</p> <p>Red</p> <p>12.9% suspended at least one day</p> <p>Increased 4.9 139 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 8 Students</p>
<p>Homeless</p> <p>39.1% suspended at least one day</p> <p>Increased 21.5 23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>13.4% suspended at least one day</p> <p>Increased 1.6 746 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>22.4% suspended at least one day</p> <p>Increased 5.7 85 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>22.7% suspended at least one day</p> <p>Declined -6.7</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>11.9% suspended at least one day</p> <p>Increased 0.7</p> <p>749 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>25.6% suspended at least one day</p> <p>Increased 7.8</p> <p>39 Students</p>

Conclusions based on this data:

1. Our suspension rate increased over the past years.
2. White students had the highest percentage of suspension with 25.6% and increase of nearly 8% over the last year.
3. All of our subgroups were in the red except Hispanic students which were in the orange

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement/College and Career Readiness

LEA/LCAP Goal

Students will receive a broad course of study and a rigorous academic educational program that builds towards college and career readiness.

Goal 1

John Muir Middle School students will be academically prepared to be successful in high school courses so that they can pass the required units to receive a high school diploma and be college and career ready.

Identified Need

Students need help in reading, help in finding a connection between success in school and a success in life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Percentage of students that can walk at promotion from John Muir Middle School in the 8th Grade.</p> <p>All students need to have quality grades</p> <ul style="list-style-type: none"> - 2.0 GPA while at JMMS or above a 2.0 for 8th grade year <p>Students need to have excellent behavior</p> <ul style="list-style-type: none"> -No more than one Major discipline incident in 8th grade year. <p>Students need to have good attendance</p> <ul style="list-style-type: none"> -95% attendance 8th Grade year (7 tardies count as an absence in this category) 	<p>In the 2022-2023 school year we had 84%% of students eligible to walk the line. In 2021-2022 the percentage was 78% and in 2020-2021 the percentage was 72.5%</p>	<p>We expect to hit 80% of 8th graders to be eligible to walk at promotion.</p>
<p>The Distance from Standard (3) on the CAASPP as</p>	<p>2022-2023 we were 57.9 points from Standard in ELA for All Students.</p>	<p>In ELA we will be 30 points from Standard for All Students.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
measured by the SBAC for all students. We will use student performance on IABs to determine this goals' effectiveness.	We were 97.3 points from standard in Math for All Students. Students with disabilities scored 106.5 points from standard in ELA and 62.7 from standard in math.	In Math we will be 60 points from standard for All Students. We will move to equitable differences between groups in ELA.
Improvement of Reading levels.	Students as measured by Reading plus gained an average of 1.4 grade levels.	Improve by 1.5 grade levels per student
Overall level of Performance on the ELPAC Overall level of Performance on the ELPAC	In 2023 Spring testing we had 53.8% of our students make a gain of one proficiency level.	60% of our students will make at least a gain of one proficiency level in overall growth
Improvement of Math levels	Students as measured by Imagine Math gained an average of 1.2 grade levels.	Improve by 1.5 grade levels per student

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

Students who are learning English, will receive Intensive English support until they have a basic understanding of English. Many students learning English and even some of those that have been reclassified, need additional support from books, software, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300.00

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
Materials to increase engagement of ELD students in classes via integrated ELD instruction.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Kagan Cooperative Learning will continue to be implemented at JMMS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

155.88

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5800: Professional/Consulting Services And Operating Expenditures
Professional Development trainings for cooperative learning or Kagan

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Adding High Interest Books to Library for students to increase reading

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

General Fund
4000-4999: Books And Supplies
Books for Library - High Interest to get students reading

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This is for all students.

Strategy/Activity

Continuing a focus on academic achievement, and understanding of grades and how they affect and impact the GPA, and continue the system of academic support for students who are below a 2.00 GPA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24630.84	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Summer School This is to pay for teachers to be in the classroom and teach students who are at risk or for parents who want their child in Summer School.
4000	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Benefits for the employees employed at Summer School

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This program is for all students. Though it is used explicitly in reading assist classes to help drive up the reading levels in our students.

Strategy/Activity

Reading Programs - Reading Plus = Computer program as a Tier 1 intervention to help all students and an additional tier II intervention for those most at risk. Power-up Lexia as an additional program for tier II and tier III students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15535.15	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Reading Plus Cost for the computer program and training for staff. This software is important for all students, but of utmost importance for our English Language Learners and struggling readers.
6000.00	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies

Power-Up Lexia - Reading program for our most at risk

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Programs to increase time on task for students in classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1495.00

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Generation Genius

11,598.48

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Renaissance learning - STAR and AR - Accelerated Reading program. We use this to test our students and get their base reading level and the AR to test students' engagement with books.

2180.00

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Ed Puzzle - A personalized learning tool - that takes a lesson and makes it a 1 on on 1 lesson for the student.

10750.00

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
No Red Inkl

5505.00

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Pear Deck

3825.00

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Quiziz

1192.20

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Typing Programs Typing.com and EdClub

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Involving our students in hands-on real world activities

Strategy/Activity

STEM Activities for Enrichment activities for all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

696.60

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Money to purchase hands-on STEM materials for math, science and STEM

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students - But focus is on those students in intervention classes

Strategy/Activity

Think Through Math/Imagine Math to help with additional instruction/support/opportunities for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Imagine Learning - Math Program to give additional help to students that need math intervention.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students but special focus paid to those students that are Students with Disabilities and English Language Learners.

Strategy/Activity

Students who are below a 2.00 will be identified, monitored and provided opportunities to receive tutoring afterschool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries
Students will be assigned Wildcat Den,(After school tutoring) when their GPA is below a 2.00.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional hardware, software, accessories and resources for students to be engaged in the classroom and testing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
To purchase headphones, accessories, various hardware or software to help with student engagement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

2022-2023 we had 5 goals. Goal1, Goal 4 and Goal 5 have been combined this year into a new goal 1 for us to better line-up to the district LCAP.

Items previously labeled under goal 1 we have planned to spend the money on Summer school allocated in strategy 1. With Strategy 2 we spent the allocated money for Reading Plus and Lexia Power-up. Positive results in reading gains were shown in end of the year results showing the need to continue. We did not see positive results due to iLit 20 and therefore we are cutting it from the SPSA. In strategy 3 we spent money to increase hands-on activities in STEM for math, science and STEM classes. In strategy 5 we saw increases in our math levels enough to continue spending the money on Imagine Math.

Items previously labeled under goal 4 we spent no money from SPSA, the plans have been adjusted and folded into this new goal 1.

Items previously labeled under goal 5 In strategy 1 we will continue to spend money on Kagan training. in strategy 2 we did not invest money in high interest books for the library but will need to this year. In Strategy 3 we did not spend any money on Vocabulary development and will discontinue that strategy in our new goal 1. In strategy 4 we were not investing any money into SciCon trip and therefore we will remove that strategy from the new goal 1. In strategy 5 we found success with Quizlet, Renaissance/AR, Ed Puzzle, No Red Ink, Pear Deck, Quiziz and our typing program. We did not find success with SeeSaw and there fore are removing it.

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

We had no differences in expenses versus our plan. Our SSC worked hard throught the year to make sure that all funds were budgeted, allocated to a correct source and spent.

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

We are adding specic measurements of our Students with disabilities due to our status as an ATSI (Additional Targeted Support and Improvement) for that subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental and Community Member Involvement

LEA/LCAP Goal

Support parents, families and community members' engagement with the education of their child/ren and the students in the Corcoran Joint Unified School District.

Goal 2

John Muir Middle School strives to increase parent participation in all events, as well as to make sure two-way communication is consistent between parents and school.

Identified Need

While we have steadily increased our parent involvement over the past years. We still need to get more parents involved in the education of their students by building an urgency and by making them feel welcome and wanted at the school site.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Events	School Site Council and English Language Advisory Council attendance were consistent from the year before. Our parent participation in Open House, Back to School Night and Parent Conferences all increased by more than 12\$	Increase our parent attendance by 10%
Get all parents connected on Parent Square	Was at 98% of parents connected at the end of the year.	Get as close to 100% as possible.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will make our parent events a welcoming environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.00	Unrestricted 4000-4999: Books And Supplies Money for treats, food to encourage parent participation
650.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Translators, supervision, treats

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Education Opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1197.71	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Plan and carry out various parent education programs to help our parents become involved in school activities.
2000.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Plan and carry out the activities required to meet these goals. Creating informational packets, etc

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We had a great deal of parent nights last year. We increased participation by making the nights district wide. We met one of the goals, but we have found it difficult to get information on parent knowledge.

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

We had no differences in expenses versus our plan. Our SSC worked hard throughout the year to make sure that all funds were budgeted, allocated to a correct source and spent.

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

We are going to increase parent communication with meetings, rather than waiting for parent conferences. We have switched to parent square this year and have nearly all of our parents connected to get messages in the way that they prefer.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Facilities and Safe Schools

LEA/LCAP Goal

To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

Goal 3

John Muir Middle School strives to offer students, staff and community a safe learning environment.

Identified Need

Our students need a safe environment to learn and our teachers need a safe environment in order to teach.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Total Number of Suspensions and Percentage of Students with one suspension)	In 2022-2022 we had 12.6% rate of students suspended at least once. Specifically students with disabilities had a percentage of 22.4% of students suspended at least once.	We want to get to a 10% rate of students suspended at least once that is equitable for all groups.
Chronic Absenteeism	In 2022-2023 the percentage of students overall was 26.5 % and specifically for Students with disabilities the percentage was 41.7%	We want to get this percentage of students that are chronically absent 10 less than 10%
Fully Credentialed Teachers	In 2021-2022 we had 87.37 % of our teachers fully credentialed..	The goal is to get to 100% .

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of new PBIS principles

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Unrestricted
4000-4999: Books And Supplies
The committee will meet to redo our PBIS plan. The committee will share information and data with the school staff both in meetings and posted in selected PBIS informational areas.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

For all Students

Strategy/Activity

PBIS Store

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

Source(s)

LCFF
4000-4999: Books And Supplies
Money to stock the PBIS store and for items to give to students as rewards for their behavior throughout the year.

2000.00

LCFF
4000-4999: Books And Supplies
Money to purchase PBIS materials for display or distribution to students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Buidling our SocioEmoptional Learning digital and physical library

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
Books for the counselor to work with students with on SEL.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Capturing Kids' Hearts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

495.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5000-5999: Services And Other Operating Expenditures
CKH Leadworthy curriculum

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy 1 , implementation of PBIS, This goal does not need funding as we are all trained and able to implement what is needed. Strategy 2, PBIS store is funded by LCFF and our students are able to get shirts, prizes, etc for their positive behavior. Strategy 3, we spend no money this year on the library for SEL. .Strategy 4, past Capturing Kids' Hearts funding had us create a Process of Champions team so that we can carry on by ourselves now.

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

We had no differences in expenses versus our plan. Our SSC worked hard throughout the year to make sure that all funds were budgeted, allocated to a correct source and spent.

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

We will continue funding the PBIS store through our LCFF. After previously spending money to build our library for SEL, we will need to continue this in the upcoming year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$111,906.86
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,906.86

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$108,059.15
Title I Part A: Parent Involvement	\$3,847.71

Subtotal of additional federal funds included for this school: \$111,906.86

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

State or Local Programs	Allocation (\$)
General Fund	\$500.00
LCFF	\$5,000.00
Lottery: Instructional Materials	\$2,300.00
Unrestricted	\$1,200.00

Subtotal of state or local funds included for this school: \$9,000.00

Total of federal, state, and/or local funds for this school: \$120,906.86

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	108059.15	0.00
LCFF	5000.00	0.00
Title I Part A: Parent Involvement	3847.71	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	500.00
LCFF	5,000.00
Lottery: Instructional Materials	2,300.00
Title I Part A: Basic Grants Low-Income and Neglected	108,059.15
Title I Part A: Parent Involvement	3,847.71
Unrestricted	1,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,630.84
2000-2999: Classified Personnel Salaries	650.00
3000-3999: Employee Benefits	4,000.00
4000-4999: Books And Supplies	80,777.43
5000-5999: Services And Other Operating Expenditures	495.00
5800: Professional/Consulting Services And Operating Expenditures	1,353.59

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	General Fund	500.00
4000-4999: Books And Supplies	LCFF	5,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	33,630.84
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	69,777.43
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	495.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	155.88
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	650.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,197.71
4000-4999: Books And Supplies	Unrestricted	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,364.15
Goal 2	4,047.71
Goal 3	7,495.00

School Site Council Membership

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

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

Name of Members	Role
Dave Whitmore	Principal
Jennifer Steffen	Classroom Teacher
Greg Sansom	Classroom Teacher
Tyler Grove	Classroom Teacher
Nancy Valencia-Lopez	Other School Staff
Tina Botill	Parent or Community Member
Julia Lujan	Parent or Community Member
Juana Villafan	Parent or Community Member
Ashley Navarro	Parent or Community Member
Amaya Bragg	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/23.

Attested:



Principal, Dave Whitmore on 1/30/24



SSC Chairperson, Tina Botill on 1/30/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019