

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Muir Elementary School	39685856111983	N/A	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by John Muir Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your John Muir Elementary 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

To support progress toward the ATSI goal, the school implemented a comprehensive approach to engage key educational stakeholders. During staff meetings, teachers collaborated to review student performance data, identify targeted student groups, and co-develop instructional strategies aligned with the identified needs. The school leadership team played a central role in guiding this process, facilitating data-driven discussions and monitoring implementation of the strategies within classrooms. Additionally, the PTA was involved in the planning and communication process, helping to foster a supportive school-wide culture and encouraging family engagement efforts that reinforce academic priorities. This collective input strengthened alignment between instructional practices, leadership priorities, and community support in pursuit of the ATSI goal.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based on the California School Dashboard state indicators, John Muir Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). This identification is due to the performance of the "African American" student group, which met the criteria for ATSI based on Chronic Absenteeism reported in the 2024 CA Dashboard. While the overall student group at John Muir performed at the [Yellow] level, students identified as African American performed at the [Red] level. To improve outcomes for this student group, it is essential to address the needs of students, staff, and the broader school community. The school will utilize supplemental funding to develop and implement targeted instructional strategies, programs, and support systems offered before, during, and/or after school. Professional development at John Muir Elementary will focus on the consistent and effective implementation of the LUSD Multi-Tiered System of Supports (MTSS), ensuring that all students have access to a safe, engaging, and nurturing environment where they can work toward mastery of grade-level standards.

John Muir has hired two Community Liaisons to support outreach efforts with families experiencing challenges related to student attendance. Monthly meetings are held to collaborate on strategies aimed at improving attendance, and staff meetings will be used to develop action plans aligned with this goal. Ongoing communication with the Child Welfare and Attendance department reinforces the importance of regular school attendance and helps convey to families that education is a shared responsibility. Consistent outreach to parents of students with chronic absenteeism serves as a supportive approach to addressing barriers and strengthening partnerships with families.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

State Indicators California School Dashboard (Dashboard) Indicators:

Upon reviewing the school's overall performance John Muir elementary, there are no state indicators where the "All Students" group performed in Red or Orange on the 2024 CA Dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Upon reviewing the available CA Dashboard data, at John Muir elementary school, African American students performed (Red) two or more performance levels below the "All Students" performance (Yellow) as demonstrated by the Chronic Absenteeism indicator. John Muir has hired two Community Liaisons to support outreach efforts with families experiencing challenges related to student attendance. Monthly meetings are held to collaborate on strategies aimed at improving attendance, and staff meetings will be used to develop action plans aligned with this goal. Ongoing communication with the Child Welfare and Attendance department reinforces the importance of regular school attendance and helps convey to families that education is a shared responsibility. Consistent outreach to parents of students with chronic absenteeism serves as a supportive approach to addressing barriers and strengthening partnerships with families.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our African American students will mirror that of the general population (All Students group on the dashboard). By the next California School Dashboard release, John Muir Elementary School aims to reduce the overall chronic absenteeism rate among African American students from 42% to 37%. Progress will be supported through targeted attendance initiatives, family engagement, and the implementation of the LUSD MTSS framework to address barriers to regular attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE CA Dashboard Data for the 2022-23 school year indicates that John Muir Elementary school is either in the red or orange in each of the following indicators for the following student groups: English Learners - EL Progress & Chronic Absenteeism (Orange), Socioeconomically Disadvantaged - Suspension Rate (Orange), Students w/Disabilities- Chronic Absenteeism & Suspension Rate (Orange) & ELA & Math (Red), African American- Suspension Rate (Red) & Chronic Absenteeism (Orange).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	42% of African American students were chronically absent as reported on the 2024 CA Dashboard (Red)	Chronic absenteeism among African American students will decrease by 5% or more, moving from Red to Orange- 42% chronically absent to at or below 37%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Use our Community Liaisons to provide a positive bridge between the school and families. They are becoming a trusted point of contact and are creating a sense of connection with the school. They also instill the sense of the importance of education. They will be a source of available resources for our families such as community	Black/African American Students	

	outreach, food banks and are setting up an area for clothing and supplies needed at home. They have one-on-one contact with students to check on their needs at school and home. By working with families, they will be engaging our families with a positive school climate that will encourage the partnership with our school and increase attendance.		
1.2	Work closely with our Child Welfare and Attendance office to focus on the underlying social, emotional and health issues that contribute to chronic absenteeism. They will provide a home visit or other direct contact with a child's parent to focus support that is needed. Their goal is to support families before the issue escalates, such as providing information to families with long-term illnesses or disabilities.	Black/African American Students	
1.3	The Positive-Behavior System used at our school offers a positive and engaging school environment where students feel safe, supported and connected. They will want to come to school to engage in activities that are worth coming to school for. Our PBIS team works in a collaborative way to develop plans to engage students in a positive way. The team is also data driven and look for patterns and trends in absenteeism to develop strategies to create an environment that will attract our students with many absences.	Black/African American Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	<p>John Muir school will reduce the Chronic Absenteeism rate by 5% for the following student group: African American.</p> <p>The African American student group Chronic Absenteeism performance level will improve from Red to Orange.</p>	<p>42% of African American students were chronically absent as reported on the 2024 CA Dashboard (Red)</p> <p>(Increased by 10.8% from 31.3% to 42%)</p>

Analysis

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

Community Liasons' goal is to reduce chronic absenteeism. We have hired two Community Liasons to connect with our chronic absentee students. They have set up a schedule to meet with each of our students to provide support for these students in class. They regularly talk to the parents to see if assistance is needed at home to make it easier to get their children to school. Our Community Liasons are part of our counseling meetings to report on the success or needed support for our students with attendance problems. They are planning to create a needs area with clothes, toiletries, food and any other basics for our families in need. Our CWA office is our partner to visit families and provide support if our

families need help in getting education because of health or other issues. Parents that have children who are chronically absent will have regular calls and visits from our Community Liasons and CWA staff. Teachers keep in constant contact with parents to stress the importance of their children going to school. Teachers let parents know what work is being missed and what grades their children are earning when they miss so many classes. Administration and office staff keep aware of the absentee rate of students. This information is used to plan during our PBIS meetings and reach out to our CWA and Community Liasons to contact families with the attendance concern. We plan to have a complete attendance support group with staff, administration, office, Community Liaison and CWA able to help our families come to school.

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

Our intended implementation is for our Liaisons and CWA staff to assist families and target any issues that would prevent students from attending school regularly. Our staff is continuously working together to improve our engagement with families who struggle with attendance. We will continue to attend our PBIS meetings with attendance as a target area to work on. A target area is to come up with positive reinforcements as a team to encourage our students to come to school. One of the ways we reached out to children, was to have our Community Liaison and CWA officers go to visit families with absenteeism issues. We continue to fine tune our assistance for these families to give support. Our goal is to get students to school to continue their education at their grade level by working together to come up with positive ideas to help our families come to school.

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.

Our focus will be on the subgroup of students with high absentee rates. We will continue to observe attendance expectation, implement our targeted interventions(PBIS, CWA, Community Liasons) and modify communication strategies with families when needed. Our adjustments would depend on the data findings with attendance rates. Data is reviewed during PBIS and Counseling Meetings so we can adjust any assistance and provide additional intervention as needed to better align with the student and family needs.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

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
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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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
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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 .

Attested:



Principal, Michelle Brown on May 1, 2025