Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24

John Muir Fundamental Elementary

Superintendent
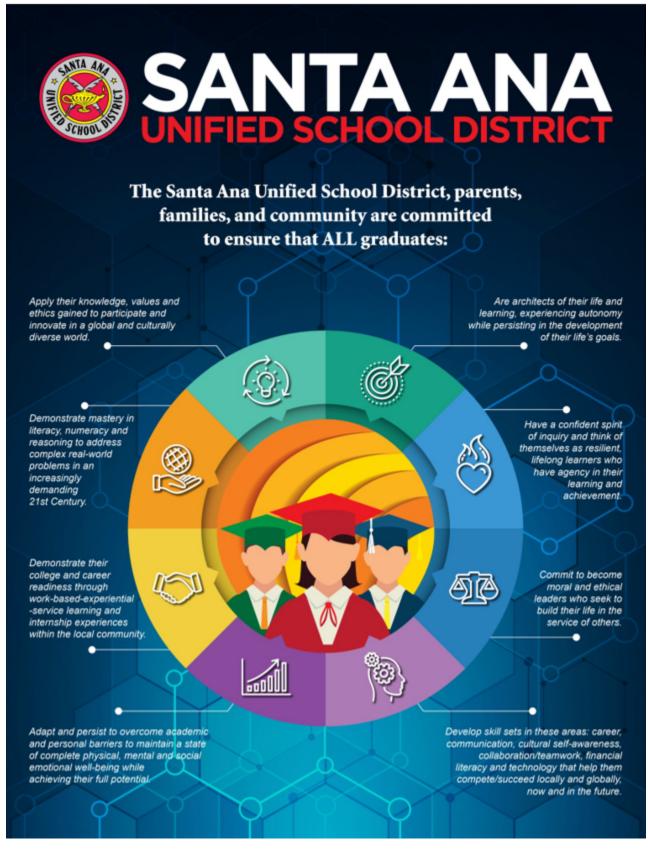Jerry Almendarez

Board of Education
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SAUSD Graduate Profile
In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:

Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Climate and Vision Goal:
At John Muir Fundamental School, all students will demonstrate the knowledge, skills and ethics necessary to become productive citizens of the 21st century. Students will be provided equitable access to a high quality instructional program that is accessible both from school and home. Students and staff will work in a healthy, safe and encourage environment that promotes learning. Our school will support the district in reducing the number of dropouts, suspensions and expulsions, while also increasing the number of graduates. John Muir Fundamental Elementary will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

Strategy/Activity 1
All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promotes student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school. Attendance rates will increase and chronic absenteeism rates will decrease through the use of interventions such as, but not limited to SART, SARB, SST and home visits.

Budgeted Amount:

Strategy/Activity 2
Schoolwide program to support positive behavioral (PBIS) outcomes for students. This strategy includes teachers training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior. Student representatives in grades K-5 promote PBIS values at Friday flag assembly. Students are provided several assemblies annually on behavioral expectations and school signs reflecting these expectations are posted visibly throughout the campus. Collaborative meetings (SST, IEP, 504) will be held between teachers, parents, students, counselors, and administration to plan steps to improve behavior outcomes and monitor student progress. Our site counselors will be brought into the process where needed. Our student store, Eagles Nest, will be offered for supplies 2 times a month to reward positive behavior on campus.

Budgeted Amount:
6,500

Strategy/Activity 3
21st Century Learning and Rigor that needs to be supported through the active use of technology to improve student outcomes and maintain high expectations. Programs that support the active use of technology to improve student outcomes and maintain high expectations Teacher collaboration specifically for maintaining rigor in the classroom and supporting students that are at risk of falling behind. Teachers will be trained on how to integrate technology to promote student engagement throughout the curriculum. Included in this program are college promotion programs where kids can explore career options. The goal of this program is to encourage students to push themselves to success and work collaboratively.

Budgeted Amount:
29,679

Strategy/Activity 4
Program that is intended to provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. Teachers will be trained on how to identify potential signs of trouble and a part-time consultant/counselor will meet individually with students and provide tier III individualized support and mental health referrals where necessary. Tier III program will refer students to Turning Point as well as any student needing social-emotional support.

Budgeted Amount:

Strategy/Activity 5
Each grade level will participate in one off campus field trip.

Budgeted Amount:
31,000

Strategy/Activity 6
Students will have AVID binders, paper and supplies needed to be successful

Budgeted Amount:

Strategy/Activity 7
Teachers will collaborate in order to support Tier 2/3 students

Budgeted Amount:

Strategy/Activity 8
Teachers will be released to attend necessary meetings to support students

Budgeted Amount:
2,000

Total Expenditures	69,179.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School English Language Arts Goal:
It is imperative that all students become active, engaged and efficient readers. Overall, it is our goal to develop readers for two purposes: Reading for specific knowledge acquisition, as well as for personal enjoyment. In English Language Arts, Muir Fundamental students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials. Students who fall short of this goal will have targeted small group instruction to meet their needs.

Strategy/Activity 1
All students will have access to the core ELA program through the Benchmark curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. In order to promote reading fluency and proficiency supplemental software programs assessing student reading proficiency will be purchased as well as school-wide summer reading texts at each grade level. Teachers will be trained on best practices to promote language development and create an environment where rigor and language production is valued.

Budgeted Amount:
20,000

Strategy/Activity 2
Funding will provide substitute coverage for attendance at Common Core Standards trainings - PLTW, AVID Training, GATE training, etc.

Budgeted Amount:
500

Strategy/Activity 3
Students at risk of not meeting ELA standards are identified for academic intervention and provided after school tutoring and are given access to differentiated online programs. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary.

Budgeted Amount:

Strategy/Activity 4
The lowest performing students and those performing three or more grade levels below standard and struggling academically are referred to the Student Success Team process. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA. Our SST coordinator will oversee the meetings with the team and will establish goals for our tier 2 and tier 3 students not at grade level.

Budgeted Amount:
4,884

Strategy/Activity 5
Teachers will have three calendar release days annually to review data, and to discuss curriculum and instruction to support closing the achievement gap.

Budgeted Amount:

Strategy/Activity 6
Students at risk of not meeting ELA standards are identified for academic intervention and provided after school tutoring and are given access to differentiated online programs so substitutes will be needed. Substitutes will be needed to provide the time for the general ed. teacher to attend students at risk and needing support at the SST, 504 or IEP meetings.

Budgeted Amount:

Total Expenditures   25,384.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive,

standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:
The instructional team at Muir Fundamental will strive to meet the objective of reclassifying ALL English language learners within five (5) years of entering the English learner program. Additionally, it is our objective that each English learner will demonstrate annual progress towards this goal as measured by the California English Language Development Test. Every English language learner will be provided access to high quality, standards-aligned instructional materials in both Language Arts and English Language Development to assist them in meeting this goal.

Though our site aims to reach achievement the above objectives for every English learner enrolled at John Muir Fundamental, our actual goals for reclassification remain among one of the most rigorous in the State. In support of these goals, our English learners will demonstrate gains in the prerequisites necessary for reclassification – gains in the RIT scores in English Language Arts and Writing Proficiency.

Strategy/Activity 1
All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained on best practices to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. The ELD program will be provided by all teachers, TK-5, for all EL students using a differentiated, comprehensive, standards-aligned curriculum. Teachers will be provided with the proper instructional materials for effective lesson delivery.

Budgeted Amount:

Strategy/Activity 2
English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner small group differentiation where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students individual needs and provides additional support that includes a software program called FastForward so that students continue to make progress towards acquiring English.

Budgeted Amount:

Strategy/Activity 3
English learners identified at-risk of becoming long term English learners and show signs of academic struggles due to limited English language fluency will be placed in the tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs and ensure student success.

Budgeted Amount:

Total Expenditures

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Students at Muir Fundamental will develop both mathematical understanding and procedural skill through strategic instruction in the Common Core Mathematics. Their proficiency will be assessed using mathematical tasks that reflect real-life problems and implementation in Mathematics.

Muir Fundamental students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed for Algebra through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials. Our students will master the grade level skills necessary to prepare for college/careers of the 21st century.

Strategy/Activity 1

A differentiated, comprehensive, Common Core standards-aligned curriculum, Math Expressions,
will be effectively provided by all teachers to K-5 students in Mathematics.

Budgeted Amount:

Strategy/Activity 2

A pacing guide will be followed by all teachers to prepare for state math assessments and Irvine
Math Project (IMP) lessons will be integrated to the core math program.

Budgeted Amount:

Strategy/Activity 3

Reflex math software program will provide motivation and practice to develop automaticity with
math facts and give additional support to the core program.

Budgeted Amount:

Strategy/Activity 4

MIND Institute ST Math software is a non-language-based method of instruction offering a visual
understanding of complex mathematical concepts through a series of computer activities and
lessons. The language-independent software lessons reduce the language barrier to learning
math. Again, this school year, the ST Mind Institute will be implemented for grades K - 5, with 45
minute sessions twice weekly for each class. Teachers will receive training to remain current on
the most recent changes in the upgraded Generation 5 ST Math.

MIND Research Institute's ST Math is a scientifically research-based integrated and individualized
instructional software system proven effective in:

* helping close the achievement gap for struggling students in attaining math proficiency.
* providing engaging enrichment activities for students who are ready to move beyond mastery
of grade level concepts and delve deeper into higher levels of math and math concepts.

It is a self-paced, language independent instructional system aligned with Common Core
Standards and builds conceptual understanding and problem solving skills delivered in a variety of
learning environments. Along with providing students with engaging, individualized and
differentiated instructional support, teachers and administrators utilize the detailed reporting of
student learning patterns provided through the ST Math learning program to identify trends in
student achievement and provide instructional interventions to improve academic achievement
and close the achievement gap for students struggling with grade level mathematics and math
concepts.

Budgeted Amount:

Strategy/Activity 5
Materials for high ability students and at risk students are available through the challenge or reteach materials in Houghton Mifflin Expressions and other supplementary math materials.

Budgeted Amount:

Strategy/Activity 6
4th/5th gr. students will access more fraction practice using Edtech Games Software.

Budgeted Amount:

Total Expenditures

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School Content Area Goal:
At John Muir, there is a strong focus on science. Muir is currently in our 5th year of Project Lead the Way (PLTW) implementation. PLTW is a focused approach to learning about science and technology through modules and will create a pathway for students moving forward to their secondary education.   In addition to PLTW, our students participate in a STEAM night as well as using Mystery Science to ensure that our students are prepared for the 5th grade science assessment on the CAASPP and providing students with 21st Century Skills.

Strategy/Activity 1
Mystery Science Software is purchased each year to support science standards.

Budgeted Amount:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment
Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:
John Muir Fundamental school has a long-established history of parent involvement. Our school will continue to strengthen its parent and community partnerships in keeping with its goals of student achievement and the creation of a healthy, safe, and secure school environment.

Parents are encouraged to volunteer 12 hours per family per year at school activities as part of their fundamental commitment.

School events and student progress will be communicated to parents regularly through bulletins, progress reports, academic improvement plans, student success team meetings, electronically generated phone, text and email messages, the school website, the school marquee and the trimester-scheduled report card conferences. Additionally, parents are contacted frequently via phone contact, email and in person at regular drop-off and pick-up times.

Strategy/Activity 1
Based on parent feedback through surveys, parent meeting, and committee suggestions we will invite community agencies/organizations and District sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Parent workshops through Phoenix House and Disciplina Positiva will continue to be supported as requested by our parents and so will our SAC computer classes. Parents will be actively encouraged to help lead and recruit for these workshops.
Provide grade level and/or topic specific family workshops lead by our staff that equip parents to support their children's education for school readiness and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity. So that incoming students transition smoothly into kindergarten, offer parent trainings in the spring and/or summer that focuses on best practices to help prepare their children for Kindergarten that can be easily implemented in the home.

Budgeted Amount:

Strategy/Activity 2
Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the PFO and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide for childcare as needed. Enlist parent support for SAELI. Encourage parent involvement and leadership on campus.

Budgeted Amount:

Strategy/Activity 3
Identify family members in need of community assistance with housing or food insecurities and connect them the appropriate community agencies. Our FACE would link families in need to community services and counseling.

Budgeted Amount:

Strategy/Activity 4
Kinder Meet and Greet Meeting-Parents and students meet their kinder teacher and receive materials and supplies to help them get a head start before beginning school.

Budgeted Amount:

Strategy/Activity 5
GATE Family Information Nights

Budgeted Amount:

Strategy/Activity 6
STEAM-Science, Tech, Engineering, Art and Math night-Parents and students will be able to engage in STEAM activities

Budgeted Amount:

Total Expenditures

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	69,179.00
Goal Area 2, English Language Arts	25,384.00
Goal Area 3, English Learner Progress	
Goal Area 4, Math	
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	
Total Funds Budgeted	94,563