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

By contract, teachers are allocated a significant amount of time for teacher collaboration. Teachers work in grade levels on a weekly basis to collaborate.

Teaching and Learning

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

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. We intervene early with our Reading Recovery (RR) and Leveled Literacy Instruction (LLI) programs and our extended day/year programs. We assess student performance with both state and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. We will continue to use the Toolbox social/emotional learning curriculum to support student self-understanding and self-regulation, and to insure that we have a common language within our community. Our curriculum is standards based, and our staff development program is aligned with the District goals and with Common Core State Standards. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan. Our school has extensively used the DIBELS and STAR assessments this year.

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

The entire John Muir community believes strongly in supporting the whole child and thus is doing many things to provide a strong health and nutrition program. All students participate in gardening classes every other week. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability.

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

Master schedule is designed to ensure that push in and pull out services are available to students that receive special ed and intervention. Literacy coaches and math teacher leaders assess and evaluate the efficacy of pacing schedule via coaching cycles.

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

Students have access to standards-based materials in all academic areas. Teachers often adapt and enhance their lessons with additional supportive materials. The gardening program, for example, is integrated into core academic areas to support students in acquiring stronger reading and math skills In the area of reading, teachers use a variety of supplemental materials to help students more effectively access content standards. Using all available resources, the school continues to develop a differentiated curriculum for all students with special needs: Title I, ELD, and Special Education

The Berkeley Schools Enrichment Project and the Berkeley Public Schools Fund provide funds for instructional materials that cannot be purchased with State and Federal money. In addition, individual teachers have received support through the PTA for additional materials to support standards-based instruction.

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

John Muir uses a variety of state and local assessments to modify instruction, along with local QRI/DRA for reading, Teacher College Reading and Writing, FastTrack, Star 360, A Story of Units assessments, and the District writing assessments. At this point, teachers assess students in phonemic awareness, letter sound correspondence, words in isolation, comprehension, and high frequency words. Students are also tested as a whole group in the areas of spelling, reading comprehension and writing. Math assessment occurs under three areas: skills, concepts, and problem solving with assessments determined at the site rather than at the district level. These assessments are administered three or more times a year and provide formative data to teachers so they may more effectively plan and deliver instruction to students in their zone of development. During weekly team meetings and special monthly staff meetings, teachers examine the results of local assessment data to plan and/or modify instruction.

Opportunity and Equal Educational Access

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

Fiscal support (EPC)

PTA funded additional fte to enhance access for students ELD, PE and dance program.

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 School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The Principal intentionally recruits parents/guardians of color to ensure a diverse SSC that reflects the diversity of John Muir's student population. The SSC met monthly throughout the 2022-2023 school year to review student data, site budget and 2022-2023 Site Plan to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. The SSC also witnessed presentations from various staff members that were funded by last year's Site Plan, e.g., Literacy Coach, RTI Teacher, PE Teacher, etc. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process.

Resource Inequities

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

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support.

Time continues to be a challenge. There are students who need multiple layers of support and it is difficult to find time within the school day to provide support

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in intervention programs and/or in-class supports. The school day is not of sufficient length to provide invention support for below grade level students, and many of these students are unable to participate in after school programs.

Key Barriers:
Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students

behavioral, emotional, and social issues which impact student engagement or student achievement

lack of access to sufficient instructional coaching in Common Core State Standards and student engagement strategies

lack of adequate instructional minutes to provide interventions for students below grade level

inadequate resources or strategies to encourage active participation of all parents

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	19	13	21	6.50%	5.0%	8.0%
Fluent English Proficient (FEP)	21	29	29	7.20%	11.2%	11.0%
Reclassified Fluent English Proficient (RFEP)	3					

Conclusions based on this data:

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 3		12.50			78.13			9.38	
Grade 4		13.33			77.78			8.89	
Grade 5		13.04			78.26			8.70	
All Grades		13.01			78.05			8.94	

% Below Standard

Research/Inquiry Investigating, analyzing, and presenting information			
	% Above Standard	% At or Near Standard	% Below Standard

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students				
	# of Students Enrolled	# of Students Tested	# of Students with	% of Enrolled Students

Communicating Reasoning Demonstrating ability to support mathematical conclusions			
Grade Level	% Above Standard	% At or Near Standard	% Below Standard

3. The overall percent of students that are well developed in reading is fairly low (15%) both reading and writing are focus areas.

Conclusions based on this data:

1. Socioeconomically disadvantaged population is 32% of the school.
2. The school is very diverse
3. The Socioeconomically disadvantaged population is growing.

School and Student Performance Data

Academic Performance

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Currently John Muir Elementary is below district average in performance in reading and in math. Further, there is a significant achievement gap between our African American students achievement and our other students. Our Socioeconomically disadvantaged students are also not achieving at the same rates as our other students. We are a school-wide title one school and it is imperative that we use our resources to support our students that are in need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)
30554	BSEP
34919	PTA
2108	BSEP
1480	Title I A - Basic Funding

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.

Overall the school implemented most of the strategies in the plan. The school did not implement the district adopted curriculum with fidelity.

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

There were no major differences in theory, in practice the district adopted curriculum was not implemented with fidelity.

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 clearly need to focus more on Tier 1 instruction and make sure the Tier 2 and 3 are better aligned

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Currently John Muir Elementary is below district average in performance in reading and in math. Further, there is a significant achievement gap between our African American students achievement and our other students. Our Socioeconomically disadvantaged students are also not achieving at the same rates as our other students. We are a school-wide title one school and it is imperative that we use our resources to support our students that are in need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome

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)

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 worked to achieve this goal by working with RTI, COS, SST and other support meetings for students. Overall we were able to achieve these goals, but we still have a large number of students not at benchmark

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 did what we had planned to do.

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 have created meaningful, achievable and time bound goals to meet this measure. We need to be more organized in the way we deliver interventions and track them.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Identified Need

Overall PBIS goals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All students

Strategy/Activity

ENRICHMENT:
* Provide Physical Education funding to buy materials for grades Kg, 4 and 5
* Provide a facilitating PE teacher on the yard to support organized games and activities.
* Provide Dance classes to KG-5 one time per week (30 min KG, 45 1-5) and facilitate art integration with the K-5 classroom teachers to ensure art is incorporated into the curriculum.
1) Dance Enrichment for K-5: $11500 .15 from PTA,
2) VAPA Grant: $8,000 from VAPA Paying for Dance (Hopefully this will be covered by Prop 28 and resources can be used for reading support)
3) .1 PE $12342- Paid for by PTA . .1 PE $12342 Paid by BSEP
Reserved for Personnel Variance - Paid for by PTA - $2614
Materials and supplies to support enrichment, additional books and materials for the core program $35000
Site licenses for computer software $2500
Materials and supplies $2000
Dance Enrichment extra teacher .08 $6000 BSEP(Hopefully this will be covered by Prop 28 and resources can be used for reading support)

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.

All Students KG-5 with focus on LCAP students

Strategy/Activity

MENTAL HEALTH SUPPORT:
With a long-range goal of across-the-board mental health support to all students and families, a licensed counselor will work to meet the needs of the John Muir community. The counselor will meet individually with students for counseling, conduct social skills groups, specialty groups (grief, girl, boy, etc) and facilitate the Student Council.
Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals.
Counseling contract with BACR- District resources

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students KG-5 with focus on LCAP students

Strategy/Activity

CULTURAL COMPETENCY:
All new teachers to John Muir will attend the BUSD Cultural Competency Workshops within their first year of employment.
Teachers will continue to use strategies, materiap2sf1s(ma)sTf 535.507 Td C ETy1te lachers will co

Amount(s) Source(s)

Strategy/Activity 5

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

All students

Strategy/Activity

Welcoming Schools: Continue to create a more welcoming school by increasing the amount of Welcoming Schools lessons and providing more opportunities for parents to be included. Teachers will continue to teach the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet plan and then teach lessons from the three Welcoming Schools units focusing on anti-bullying, family diversity and gender stereotyping.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Parent Involvement
Organized parent groups will be trained and supported at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and wellbeing. School Site Council members including parents, classified staff, certificated staff, and Principal will attend district training sessions throughout the year.
The site will hold SSC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents.
The Principal will actively recruit teachers of color when hiring for vacant teacher positions. Staff will solicit parent input though parent surveys and diverse parent guardian groups.
Conduct meetings with parents of color at the beginning of the year to solicit for membership to the SGC.
Based on parent interest and student need, staff will provide parent forums, educational events on topics identified as important through parent surveys and diverse parent guardian groups such as parent education nights on reading, math, writing, homework, etc.
Strategies to increase attendance at meetings will be brainstormed and implemented. Ideas include student performances, food, and door prizes. Translation will be provided, if needed.
John Muir School will have a BUSD provided Family Engagement Site Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.

The Site Coordinator will be onsite and will have a dedicated space from which to outreach and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families. Also the Site Coordinator will continue to facilitate the Food Pantry which serves John Muir families and staff.

1) Parent Involvement: $682 from Title 1

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

Amount(s)	Source(s)
682	Title I A - Parent Involvement

Strategy/Activity 7

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

All students Kg-5

Strategy/Activity

Community Building:
John Muir staff, teachers, and parents will continue to hold school wide community events such as Back to School Night BBQ, Open House, Literacy Night, Books and Bagels, Science Night, Dance Party, monthly Assemblies, Winter and Spring Performances, and PTA sponsored events such as Walk-a-thon, Art Auction, May Fair, and Grizzlies Day. Translation and child care services will be provided for meetings as needed
The staff will continue to work with PTA Executive board to coordinate special presentations for monthly PTA meetings such as presentations on literacy, homework, disaster preparedness, SBA results, etc.

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

Amount(s)	Source(s)

Strategy/Activity 8

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

All Students

Strategy/Activity

Crisis and Emergency Response: John Muir School will sustain and practice both emergency and crisis-response systems and the training for those systems so that the school can make appropriate responses to changes and unsettling events within the greater school community.
Staff will participate in monthly safety drills (fire, earthquake and lockdown) and after school staff will practice drills 2 - 3x a year as well.
The emergency container, classrooms and office will continue to be stocked with safety supplies. Safety supplies can include items such as lanterns, batteries, flashlights, emergency food and first aid supplies.
The Safety committee will meet monthly to coordinate drills, monitor the emergency container, and create the yearly Disaster and Safety plan.

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)

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.

Overall we implemented most of this plan to achieve these goals.

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 did not have a major focus on toolbox and welcoming schools. We did not have counseling services for 4 months because of staffing issues.

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 need to have more school-wide focus on toolbox, like in our Friday assemblies. No major changes will be made in this goals

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

We need to build out more robust data systems and fully integrate Educlimber into our school.

All Students

Strategy/Activity

Ensure that all teachers 2-5 deliver the STAR math assessment and teachers Kg-1 deliver CBM tests. Ensure that staff have adequate time to analyze results and plan for support.

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)

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)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Nearly 25% of our students are federally chronically truant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Truancy	25% chronically truant	15% Chronically Truant
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA 27% Math 22%	ELA 35% Math 30%

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento 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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

Ongoing review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

School Site Council Membership

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

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,

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