

Muir Elementary

10621666006068

Principal's Name: Nicole Jones

Principal's Signature:

A handwritten signature in black ink, appearing to read "nicole jones", with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nicole Jones	X				
2. Chairperson -Stephanie McDowell				X	
3. Grace Bernhardt		X			
4. Rosemary Soliz				X	
5. Helen Ha		X			
6. Kellie Hickey				X	
7. Maria Cuevas			X		
8. Christina Zuniga		X			
9. Erasmo Vasquez				X	
10. Annel Cazares				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Muir Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Jones		3/19/24
SSC Chairperson	Stephanie McDowell		3/19/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$61,830 *
7090	LCFF Supplemental & Concentration	\$192,740
7091	LCFF for English Learners	\$28,080

TOTAL 2024/25 ON-SITE ALLOCATION

\$282,650

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,832
---	---------

Remaining Title I funds are at the discretion of the School Site Council	\$59,998
--	----------

Total Title I Allocation	\$61,830
--------------------------	----------

Muir Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-63 pts	-60.5 pts	2023-2024	-45 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-90.8 pts	2023-2024	-75 pts
SBAC ELA - percentage of students met/exceeded standard	✓	27 %	23.1 %	2023-2024	33 %
SBAC Math - Average distance from standard	✓	-74 pts	-73.9 pts	2023-2024	-59 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-123.9 pts	2023-2024	-108 pts
SBAC Math - percentage of students met/exceeded standard	✓	20 %	20.8 %	2023-2024	30 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

By the end of 2024-2025 School year, Muir teachers will implement a comprehensive Literacy Plan with a focus on K-1 Foundational Skills and for 2-6 a focus on Reading Comprehension and Writing.

Early results from this year show tremendous improvement in ELA Reading. Based on growth from Fall to Winter iReady Diagnostic there has been significant growth in all grade-levels.

ELA Reading Action: Muir focused on Tier 1 and Tier II Instruction for the first semester of the year. This includes backwards mapping using standards, assessment, progress monitoring, PLC work, Professional Learning, PLI, and classroom observations and feedback.

- Professional Learning Topics included- revisiting backwards mapping using assessment, building CFAs and CSAs, Formative Assessments, aligning instruction with standards and assessment
- Using student work to inform instruction, both in the moment teaching and how to use Tier II to

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Daily Tier 1 Instruction continues to be a significant concern due to chronic absenteeism. Student attendance has significantly impacted student progress in Tier II and Tier III. Students are not prepared for daily instruction, review, and assessment.

Students in these groups receive targeted interventions in class for Academic Support and SEL Support with our Mentors, Tier II CWAS, School Psych, and Admin.

Students with disabilities are underperforming in ELA according to the CA Dashboard. Students receiving Special Ed. Services are not yet attaining grade-level standards and therefore are underperforming on SBAC. They are receiving push-in and pull-out supports. Pull-out services include foundational reading skills and comprehension. Push-in support includes 1:1 support in the classroom during Tier 1.

address specific student needs

- Implementation of the iReady Toolbox other resources has been implemented through Professional Learning from Curriculum and Associates
- Designated School TSA provided Professional Learning during Designated hours in August and through out the school year. Professional Learning including support from CIPL ELA Instructional Coach. Focus was Foundational Skills and Writing for K-2. Foundational Skills includes Phonemic Awareness, Phonics, Assessment, Writing

Math Focus 3rd-6th: Focus for 3rd-6th was SWUN Math. Learning included Professional Learning provided by SWUN Math Coach with support from district Math Coaches.

- Other learning included focus on SBAC Planning using Claims/Targets and IAB's and FIAB's
- Professional Learning has included: Data Analysis using FIAB/IAB Data, common error analysis , utilizing CERS resources and EDCite, and additional SBAC Resources
- Creating Assessments using Claims and Targets to align instruction

Tier II (Rtl)

- All teachers received Professional Learning for Rtl Tier II time at the beginning of the year. Teachers were provided information, resources, examples, and given time to plan with their PLC in August
- Rtl also included additional support from outside VENDORS- California Teaching Fellows, Ameri-CORPS, Cullinan Tutors through the after-school program (funded by Literacy Plan)

Regional Literacy Plan: Regional Literacy Plan includes educational consulting firm The New Teacher Project (TNTP).

- Focus at Muir K-1 Teachers, completing Project Arise Literacy Modules
- Opportunity Snapshot- classroom observations, student data, work samples, focus group surveys
- Professional Learning for teachers and Admin.
- Coaching Support
- Additional support during the Good to Great Summer Literacy Program



Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Intended Implementation vs, actual implementation has significant stretch growth, but there is still a gap between students scoring in the grade-level range. We had significant growth compared to previous years. When teachers reviewed the data data after iReady D1-focus students were selected at the beginning of they year who had potential to score grade-level proficiency. Specific instructional strategies have been selected to use with this group of students during Tier I and Tier II.

This year we planned to continue the focus with K-2 Foundational Skills and the learning from the 2022-2023 School year, but with the shift to our Regional Literacy Plan, K/1 became the focus.

3rd-6th continued to focus on writing and the use of IAB's/FIAB's.

2nd grade also continued work with Reading Foundational Skills and implementation of writing.

Math- 3rd-6th focused on MLD/SWUN

Diagnostic Current students on on-grade level:

ELA D1/D2: Overall 11%/27%

K: 3%/24%
1st: 11%/24%
2nd: 14%/33%
3rd: 29%/38%
4th: 12%/24%
5th: 7%/10%
6th: 4%/19%

Math D1/D2: Overall 4%/17%

K: 4%/20%
1st: 4%/22%
2nd: 2%/13%
3rd:5%/15%
4th: 7%/20%
5th:5%/10%
6th: 2%/20%

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Changes for the 24-25 School Include:
- Regional Literacy Plan will start at the beginning of the year: Focus in K-1 Foundational Literacy Skills- Phonological and Phonemic Awareness, Fluency, Word Recognition, and Comprehension, TSA and Instructional Coach will support the learning and coaching cycles
 - Since the district is no longer funding MLD/SWUN Coaching, Site Academic Coach will support coaching cycles, demo lessons, and planning with 3rd-6th grade
 - Math-Tutoring/pull-out intervention time
 - Add 6 hr-Certificated Tutor (Equity Multiplier Funds for Rtl)
 - Additional Planning Days for Grade-levels
 - Additional Sub Release Days
 - Funding for staff to attend Professional Learning Conferences, travel expenses including: hotel, travel, conference payments
 - Purchase of Licenses not being funded by the district, includes but not limited to: Brainpop, News ELA, PebbleGo, Curiosity Stream, Prodigy, Pixton, Starfall
 - Purchase SWUN Resources
 - Additional tutoring contracts for staff

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>SSC Involvement will include:</p><ul style="list-style-type: none">• Review of iReady Diagnostic Results 3 times a year for both Math and ELA• Review Lesson Completion Data• After-school Program to provide updates and supports for students• Review current plans that support academic growth and achievement• Ask for ongoing feedback and suggestions through-out the year<p>SSC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights. Ensure teachers have the supplies needed for their classroom</p><p>Additional supports with Mentor Supports</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC Involvement will include:</p><ul style="list-style-type: none">• Review of iReady Diagnostic Results 3 times a year for both Math and ELA• Review Lesson Completion Data• After-school Program to provide updates and supports for students• Review current plans that support academic growth and achievement• Ask for ongoing feedback and suggestions through-out the year<p>ELAC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Tutoring to support students, ensure teachers have the supplies needed for their classrooms.</p><p>Additional supports with Mentor Supports</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff Involvement will include:</p><ul style="list-style-type: none">• Staff will consistently review data at PL and PLC's to create Action Plans and Next Steps• Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, and CFU's, Performance Tasks and Writing Samples• Teachers will have planning days during the year to support classroom observations and PLC Planning Time based on essential standards• Teachers will meet with Admin to have data chats during the year• Provide a Survey/Needs Assessment for ideas to improve• Additional Online Resources/Apps• Additional support in the classroom• Additional staff to support SEL-Social Worker, RCA, etc.• Regional Literacy Plan- more teachers to be trained in Science of Reading/OG<p>Staff Feedback: Add more support for resources to support ELA, MATH, SEL Instruction, Trauma informed practices</p></div>
---	--	---

Action 1

Title: ELA/Reading

Action Details:

Muir will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in reading on grade level or beyond.

- All teachers will implement a cohesive and thoroughly collaborative Tier 1 Instruction Program. Teachers will utilize State Standards, GVC, Backwards Mapping, Assessment, and additional resources like the Common Core Companion for planning. Teachers will backwards map utilizing assessment (CFA's, CSA's, IAB's, FIAB's) and TDQ's to support Essential Standards being taught weekly.
- PLC's will engage in work centered around "PLC's"- Solution Tree (Learning by Doing), PLC Plus work as a District
- Tier 1-2: Students will participate in differentiated instruction in ELA by student by need based on identified Essential Standards.
- Tier 1 and 2 supports will be provided daily by the classroom teacher and plan as a PLC Team.
- Tier 3 support will be provided by an RSP Teacher, TSA and RTI Team (Certificated Tutor, Teaching Fellows, Ameri Corps Tutors, additional tutoring contract.)
- TSA will continue to focus on K-2 Foundational Skills and support PLC's as needed
- Instructional Coach will support teachers and PLC's with Reading and ELA Instruction. Focus on Essential Standards, Backwards Mapping, Utilizing Assessment Data, Creating Next Steps and Action Plans, Reading

Comprehension through Writing, etc. Focus grades will be 3-6, but coach will support additional plc's as needed.

- K-2 Teachers continue to receive Foundational Skills Training from ELA Department and outside companies, including but not limited to Orton Gillingham Training to support Reading Intervention. Teachers who have received the training will attend a "refresher course" and new teachers will attend the full training.
- PLI Lead Teachers will take part in Coaching Cycles with the PLI Team and lead Professional Development with Muir Teachers.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>iReady Diagnostic</p> <p>SBAC ELA Scores</p> <p>3rd-6th FIAB's/IAB's Results</p> <p>FSA and DRDP Results for PreK, TK, Kinder</p>	<p>Owner(s):</p> <p>TSA, Instructional Coach, K-6 Teachers, Admin</p>	<p>Timeline:</p> <p>3-4 times per year</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>BAS, BPST</p>	<p>Owner(s):</p> <p>Teachers, TSA, RTI Personnel (CT, TF's)</p>	<p>Timeline:</p> <p>Quarterly for RTI, by FUSD schedule for others</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Grade-level agreed upon CFA/CSA</p> <p>Checking for Understanding (CFU)</p> <p>Beginning of the Year Assessment (Phonics Screener for K-2), Fluency and Reading Comprehension Passages.</p>	<p>Owner(s):</p> <p>Teachers, PLC's</p> <p>Instructional Leadership Team</p> <p>VP, Principal</p> <p>TSA, CT, Instructional Coach, RTI Personnel</p>	<p>Timeline:</p> <p>As Scheduled: min of at least 3 times per year</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Writing Samples and Performance Tasks will be collected Quarterly and analyzed by the grade-level.</p> <p>Rubrics and Criteria for Success will be utilized to score.</p>	<p>Owner(s):</p> <p>PLC's, Teachers, Instructional Coach, TSA, VP, Principal</p>	<p>Timeline:</p> <p>Quarterly</p>

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instruction will focus on backwards mapping using standards, GVC, Common Core Companion, Coherence Maps and additional tools, and resources including but not limited to:

- Use of PLC time to plan and implement CFA's, CFU's, and additional assessments. Additional supports will be provided from Solution Tree and CORWIN
- Regional Literacy Plan to support K-1 and 2-6 teachers. Planning, PL, PLC, additional training in the Science of Reading, Literacy Nights, etc.
- Materials such as Wonders, Leveled Readers, Corrective Reading/Reading Mastery, iReady Materials, iReady Toolbox, Wonderworks, Cullinan-Orton Gillingham, and additional resources and materials as needed.
- Additional EL Resources as needed for Designated and non-Designated EL Instruction

- Planning Days and Sub Release time to support PLC Planning, grade-level walk-thrus, and CCI Process
- Additional Supplemental Contracts to support after-school tutoring
- Addition of academic incentives to support student achievement in meeting standards and growth including but not limited to: glowstick parties, field trips, transportation, movies, vendors for assemblies, Kona ice, incentives, Muir SWAG, food, etc.
- Software licenses to support student learning, including but not limited to: Starfall, PebbleGo, BrainPop, News ELA, Curiosity Stream, Prodigy, Pink CAT Games, Pixton, etc.
- Additional Copier Lease to support student materials
- Graphics and printing costs for instructional resources
- Additional Maintenance Costs
- Technology to support students
- PLI to fund coaching cycles, professional learning, and Sub Release Time (Ed Elements Vendor)
- Professional Learning Opportunities including: Conferences, travel expenses, hotels, flights, gas, etc.

Tier II- Instructional Focus will be small group instruction during RtI

- 4 Teaching Fellows- 3.5 hrs/ per 5 days a week
- Continued training in the Science of Reading Training, Orton Gillingham and additional materials to support reading foundation skills

Tier III

- Additional planning days and sub release time for teachers to attend IEP's, SST's, and 504 meetings
- Additional resources and materials to support Tier III Instruction
- Additional support staff including staffing to support Student Achievement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support students

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Extra Pay Contracts for staff to support with testing
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of (ELA, Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CADashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA, Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Ongoing progress monitoring by teachers/TSA
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesignation Goal Setting Reports
- Extra support with hands on concept building partner and group work will be provided as needed
- Additional support will be provided by push-on model utilizing support staff, mentors, and additional supplemental contracts as needed

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus Student groups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing student groups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups during RTI (Tier II) time during the day and provide after school tutoring opportunities as well.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Regional Literacy Plan and Professional Learning for teachers to implement in the classroom
- TSA and Academic Coach will support RTI, work with student groups during RTI, and will support teachers during Coaching Cycles to progress monitor

Teachers will select 5 students from 2 focus student groups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

Action 2

Title: MATH

Action Details:

Muir will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted Tier 1 Instruction and differentiated instruction. We will have a focus on students in grades K-6 to ensure all students advance one grade level or beyond per year in math proficiency.

- Tier 1-2: All students in grades K-6 will participate in differentiated instruction to target specific math standards by student by need.
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC Team.
- All classrooms will utilize Number Talks and POD's to engage students at the beginning of each lesson.
- Basic Math Facts and Grade-Level Fluency will be part of daily instruction.
- Instructional Coach will support Math Instruction, 5E's, deconstructing math standards, Math Progression and Coherence Maps. Will support teachers and PLC through CCI Process.
- Tier 3 supports will be provided in an after school tutorial focused on math fluency and basic math skills to close academic gaps in mathematics by grade level and varied throughout the year to distribute support.
- 3rd-6th grade will continue to with MLD structures- Coaching will be provided by the Academic Site Coach
- Personalized Learning Initiative (PLI)- to support Coaching Cycles, Professional Learning, and sub release time
- Teachers will have planning days where they plan to ensure standards, claim/target, assessment, and instructional alignment.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
iReady Diagnostic

Owner(s):
TSA, Teachers, Instructional Coach, PLC's, Admin

Timeline:
3-4 times per year

Details: Explain the data which will specifically monitor progress toward each indicator target
All grades-CFA/CSA, CFA's per standard, CSA- for Unit/Chapter
3-6 FIAB and IAB Assessments will be used to determine student progress toward standards

Owner(s):
TSA, Teachers, Instructional Coach, PLC's, Admin

Timeline:
As Scheduled

Details: Explain the data which will specifically monitor progress toward each indicator target
SBAC

Owner(s):
TSA, Teachers, Instructional Coach, PLC's, Admin

Timeline:
SBAC- End of year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1-2: All students in grades 1-6 will participate in differentiated instruction to target specific math standards by student by need.
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC Team.
- Tier 3 supports will be provided in an after school tutorial focused on math fluency and basic math skills to close academic gaps in mathematics by grade level and varied throughout the year to distribute support.
- Additional supplemental Contracts for certificated and classified staff to support student achievement
- Begin CCI cycle work in math with regional PAC (embedded learning) and differentiated learning by PLC
- PLC's will create CFU, CFA, and CSA's for all students
- Utilize 2nd Step Lessons to build SEL skills for students to better access MATH CORE
- Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (White, African American)
- Staff responds to data with next steps and timely intervention based on data analysis.
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving using Go Deeper/Think Smarter type questions from GoMath or other resources.
- Materials may include GoMath materials including online resources, manipulatives, as well as Math Fluency components and other common core resources, etc. as well as EngageNY where gaps are present
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- iReady instruction, assessment and computer time to support Tier 3
- Teacher and student technology, hardware, and programs
- Technology to support ELD students and ELD Instruction
- Resources and Material/Supplies for instruction, software, and additional licenses
- Math Programs/Resources to support math instruction
- Additional Copier Lease to print materials
- Graphics to create and print items for students
- Technology and technology repair for academic support
- Incentives for student growth and academic success
- After School Tutoring opportunities for students.

- 3rd, 4th, 5th and 6th grade will take part in District MLD (Math Lesson Design) Program to support Math Instruction. (Professional Development, Coaching, Sub Release time)
- Purchase of iReady Toolbox to support teachers and students. Teachers will have access to additional resources to utilize during whole-class instruction, small group, and to use for assessment.
- PLI- to support Coaching Cycles, Professional Learning, and sub release time
- Certificated Subs to support math instruction and SST/IEP's
- Lead Teachers and Staff will attend Professional Learning Conferences to support their learning
- Travel Expenses including: Hotel, Travel, Conference Payments to support Teacher Professional Development

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support students

Additional Mentor Support if needed

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Extra Pay Contracts for staff to support with testing
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Ongoing progress monitoring by teachers/TSA
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesignation Goal Setting Reports
- Extra support with hands on concept building partner and group work will be provided as needed
- Additional support will be provided by push-on model utilizing support staff, mentors, and additional

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of (ELA Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CADashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus Student groups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should

supplemental contracts as needed

be tailored to the students and families.

- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing student groups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups during RTI (Tier II) time during the day and provide after school tutoring opportunities as well.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).

Teachers will select 5 students from 2 focus student groups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows will support literacy in the classroom.	48,041.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			Education Elements : PLI support for blended learning ELA/Math	6,100.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support planning, instructional walks, and IEP/SST support to cover classrooms.	26,277.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental to support additional small group tutoring, engagement activities, and academic achievement.	4,904.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies, materials, and activities to support student learning and achievement.	106,290.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support student learning in the classroom	1,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conference to increase student achievement and on-going learning for staff.	30,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance support	2,500.00
G1A1	LCFF: EL	Instruction	Oth Cls-Extr			Classified support extra time	1,037.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies and materials to support EL students and instruction	1,023.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students/instruction	20,871.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics to support communication and student learning to home.	100.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Supplies and materials to support improving student achievement. No Food, No Incentives	4,489.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology support in the classroom for students in ELA/Math	1,200.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support English Language Learners in ELA/Math	4,393.00

\$270,225.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	92.02 %	93.9 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

By the end of the 2024-2025 School year, Muir will implement a comprehensive plan to increase student engagement in the area of student centered and real-world learning experiences.

Muir currently provides students with a variety of opportunities to engage in different activities to expand student centered and real-world learning experiences. Students are able to participate in CCR activities and field-trips, ie. Brickz for kidz, CCR and Engagement Field Trips (4th grade-Nutrition Center, 6th grade visit colleges). Other activities include-Student Leadership, Minecraft, Spelling Bee, Peach Blossom, Art Club. Activities are during recess, lunch, after-school, and through out the day.

The Fort Miller Transition Counselors and Admin Team. also provide additional supports to our 6th graders: Students are able to visit Fort Miller-participate in school-wide incentives, attend Move-up Day, completed surveys, Xello, and Pre-Reg Days. The Muir Transition Counselor and RCA from Fort Miller have also provided additional supports for our at-risk students.

This year, we paired with Fort Miller to provide opportunities for Leadership Students to help with their student WEB Leaders. Events and activities included: Red Ribbon Rally, Turkey Trot, and Kindness Week.

Leadership students will also take part in Autism Awareness Week in April. We will have inclusion activities including art, sports, and bubbles. Students from 5th and 6th grade will help students at lunch with activities.

Power Team, Sunshine Club, Staff Committees and student leadership have supported with different activities to engage students for example: Red Ribbon Week, Kindness Week, Read Across America Week,

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Inequities that have been identified are through parent communication and knowledge of the current opportunities that are available for students. Shortages in staffing and availability have affected progress. At Muir, we have continued to communicate with families through school-wide and classroom opportunities including Parent Square, website, Social Media and email.

Lack of additional funding and resources has also been problematic. Not having additional funding to pay for transportation and additional costs is another factor.

ATSI Student Groups Suspensions:

African American- 24.1% (7)

White-6.9%(2)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Currently major differences between intended and actual implementation include but are not limited to:

- Low attendance (chronic absenteeism)
- Events and field trips were not common practice and we are trying to implement new opportunities for students.
- Limited opportunities for CCR field-trips and events

Staff to support activities, clubs, and opportunities are also starting to increase

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for the 2024-2025 School Year will include:

Provide additional opportunities for students to go on Real World Field Trips

Community/Job Fair- career days, motivational speakers, motivational assemblies, focus on diversity

Additional clubs and activities including: Meaningful Jobs for students, Student Council, Media Team, Meet and Greet Team, etc.

SEL Rallies and Assemblies

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC Involvement will include:

- Review of iReady Diagnostic Results 3 times a year for both Math and ELA
- Review Lesson Completion Data
- After-school Program to provide updates and supports for students
- Review current plans that support academic growth and achievement
- Ask for ongoing feedback and suggestions through-out the year

SSC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights. Ensure teachers have the supplies needed for their classroom

2 ELAC:

ELAC Involvement will include:

- Review of iReady Diagnostic Results 3 times a year for both Math and ELA
- Review Lesson Completion Data
- After-school Program to provide updates and supports for students
- Review current plans that support academic growth and achievement
- Ask for ongoing feedback and suggestions through-out the year

ELAC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Tutoring to support students, ensure teachers have the supplies needed for

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Involvement will include:

- Staff will consistently review data at PL and PLC's to create Action Plans and Next Steps
- Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, and CFU's, Performance Tasks and Writing Samples
- Teachers will have planning days during the year to support classroom observations and PLC Planning Time based on essential standards
- Teachers will meet with Admin to have data chats during the year
- Provide a Survey/Needs Assessment for ideas to improve
- Additional Online Resources/Apps
- Additional support in the classroom
- Additional staff to support SEL-Social Worker, RCA, etc.
- Additional clubs and activities to support Real World

Additional supports with Mentor Supports

their classrooms.
Additional supports with Mentor Supports

Experiences
Staff Feedback: Add more support for resources to support ELA, MATH, SEL Instruction, Trauma informed practices

Action 1

Title: Increase Student Engagement

Action Details:

Muir will foster a positive identification with school, a sense of belonging, and increase communication to develop greater participation is school for students through clubs, sports and engagement activities.

Muir will continue to support all students in becoming responsible participants in real-world experiences and have a positive impact in the culture and climate within our school. Students will support each other, while feeling safe and participate in multiple site experiences. Positive behavior opportunity through the Muir Store will support SEL and participation.

Other actions include:

Goal Participation Rate

Muir Meaningful Work

SEL groups, Weekly 2nd step lessons

Muir Store-Positive Behavior

Clubs- opportunities available according to supervision support

Career Readiness Field Trips

Student Leadership, Peach Blossom, Spelling Bee, Minecraft, Chess Club,

On-site family opportunities

STEAM/CTE Lessons

Continued Support from Transitional Counselor from Fort Miller Middle School to connect with incoming 6th graders

6th graders to take part in field trips, activities, school-wide events at Fort Miller

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data that will be used: Increase student survey results for the Climate Culture Survey "Student-Centered Real-World Experiences Domain" (percent favorable)

Owner(s):

Admin/Teachers/Classified Staff/Students/Families

Timeline:

Input regularly, review quarterly data, and progress monitor target indicators through Power BI and goal participation indicators.

Details: Explain the data which will specifically monitor progress toward each indicator target

Active student engagement and participation in athletics, enrichment, activities, after-school program

Owner(s):

Admin

Staff- Certificated and Classified

Timeline:

Progress Monitor each quarter, number of student participating in additional engagement activities

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Muir currently offers several clubs and plans to increase the number of clubs available as instructors are available.
- CCT & TST Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students
- Staff responds to data with next steps and timely intervention based on data analysis.
- Continue Family events such as dances, etc.
- Add additional family events for 2022-2023 school year based on parent input/feedback
- Saturday Academy enrichment opportunities for students
- Tier II Intervention Specialist to support with groups/clubs
- Tier II, Mentors, will plan and implement projects and clubs
- Assemblies, guest artists, and musicians may be contracted, additional outside vendors
- Supplemental Contracts for Teachers and Classified Staff to organize and instruct groups for students (including sports, social emotional and academic).
- Materials/supplies for family events, security, clubs, activities, and sports will be purchased.
- Provide additional opportunities for students to go on Real World Field Trips
- Community/Job Fair- career days, motivational speakers, motivational assemblies, focus on diversity
- Meaningful Jobs for students
- SEL Rallies and Assemblies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.
- 1. Identify English learner students in Red and all the areas that they are identified in.
English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.
- 2. Using Title I funds Only: What are the planned expenses to support English learner students?
Explicit Professional Learning to support EL students
- 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?
Additional tutoring contracts for teachers
Technology
Additional supplies and materials to Support student
- Additional Mentor support if needed
- 4. As a site: What are planned actions to support English learner students? Here you can respond to

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of (ELA, Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CA Dashboard).

The White student population is performing at the lowest level in the area of Suspensions.

The African American student population is performing at the lowest level of Suspensions.

The Socioeconomically Disadvantaged Group is performing at the lowest level of Suspensions.

The Hispanic student population is performing at the lowest level in the area of Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA, Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Encourage culturally relevant curriculum and clubs/activities to build shared knowledge and engage English Learners. Additional parent communication through HSL support.
- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

Additional Attendance incentives to support underperforming student groups, ie. punch cards, food incentives, field trips, adult connection, family support

4. Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus Student groups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing student groups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups during RTI (Tier II) time during the day and provide after school tutoring opportunities as well.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Regional Literacy Plan and Professional Learning for teachers to implement in the classroom
- TSA and Academic Coach will support RTI, work with student groups during RTI, and will support teachers during Coaching Cycles to progress monitor

Teachers will select 5 students from out 2 focus student groups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

Action 2

Title: Social Emotional Learning (SEL)

[Action Details:](#)

Muir will teach and recognize positive character traits in students/staff and build the Social Emotional skills needed for students to be successful in the 21st century.

- 1.0 Interventions Tier II IS/CWAS to support Tier 2 SEL
- CCS to support Tier 1 SEL
- Counseling Service (such as All 4 Youth) to support Tier 3 SEL
- Mentors (3)-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach
- All classrooms will engage in Tier 1 SEL Instruction: Morning Meetings, Class Meetings, Olweus Anti-Bullying Program, etc.
- All teachers will utilize Class Dojo for our Positive Behavior Incentive Program: Muir Store. Students will receive Muir Money for following expectations, meaningful work, and for being kind.
- All classrooms will utilize a Calming Corner for students who need to take a few minutes to reflect.
- K-3 Students will utilize Solution Kits and 4-6 students will utilize Wheel of Choice to be taught how to problem solve and self-manage their behaviors and feelings
- All classrooms will participate in our monthly SEL Student of the Month celebration. Students will be recognized for demonstrating one of the SEL characters identified each month.
- TST (Targeted Support Team) will process teacher requests for SEL and Academic Services. Team will also utilize data collected from TIER II DESSA Program to identify students needing additional supports. Students may be identified to have an SST Meeting to dive deeper.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

PowerBI: Student Survey Question: Do you feel like there is a teacher or any other adult who really care about you?

Owner(s):

Climate Culture Team (Power Team)

Teachers, PLC's, Targeted Support Team

VP, Principal

Timeline:

As data is populated, at least once per year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 21st Century Skills: Formal versus Informal Environment Education (awareness of differences in environments, attributes, actions, etc)
- Continue Morning Meetings to build character and community schoolwide
- Class Meetings
- Continue 2nd Step & Bullying Prevention Program/Kindness Campaign
- Calming Corners in all Classrooms
- Focus on relationship building with staff and students & provide PL/support as needed
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- 1.0 Interventions Tier II IS/CWAS to support Tier 2 SEL
- CCS to support Tier 1 SEL
- Counseling Service (such as All 4 Youth) to support Tier 3 SEL
- Mentors (3)-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach
- Character Counts/Magnificent Mustang Awareness or other trait awareness and recognition
- Adult-Student Mentor Program: MBK
- Relationship Building with Students (utilize strategies from My Brother's Keeper or other programs)
- Clubs encouraging good character
- Growth Mindset Awareness
- Social Awareness

- Self-Management
- Focus on positive attributes of character
- Materials/Supplies/Awards-
- Addition- Sensory Motor Room to support students enrolled in Special Education and General Education
- SEL Student of the Month Rewards
- Meaningful Work
- Assemblies and student recognition/incentives Programs, contracted outside vendors
- Field Trips
- Provide additional opportunities for students to go on Real World Field Trips
- Community/Job Fair- career days, motivational speakers, motivational assemblies, focus on diversity
- Meaningful Jobs for students
- SEL Rallies and Assemblies
- Travel Expenses including: Hotel, Travel, Conference Payments to support Teacher Professional Development

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student

- **4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA
 - Communication will be translated (if needed) into Spanish (HSL)
 - ELAC Parent Meetings to provide information to parents to support students
 - Additional Contracts for EL Tutoring
 - ELAC Meetings to provide information for families

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerEl for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of (ELA, Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CA Dashboard).

The White student population is performing at the lowest level in the area of Suspensions.

The African American student population is performing at the lowest level of Suspensions.

The Socioeconomically Disadvantaged Group is performing at the lowest level of Suspensions.

The Hispanic student population is performing at the lowest level in the area of Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA, Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

Additional Attendance incentives to support underperforming student groups, ie. punch cards, food incentives, field trips, adult connection, family support

4. Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus Student groups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing student groups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups during RTI (Tier II) time during the day and provide after school tutoring opportunities as well.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Regional Literacy Plan and Professional Learning for teachers to implement in the classroom
- TSA and Academic Coach will support RTI, work with student groups during RTI, and will support teachers during Coaching Cycles to progress monitor

Teachers will select 5 students from out 2 focus student groups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support positive behavior.	2,500.00

\$2,500.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		41 %	2023-2024	35 %
Chronic Absenteeism - Semester 1 (English Learner)	✓	48.31 %	27.5 %	2023-2024	20.5 %
Suspension Rate - Semester 1	✓	1.89 %	2.3 %	2023-2024	1.97 %
Suspension Rate - Semester 1 (African American)	✓		4.9 %	2023-2024	2.57 %
Suspension Rate - Semester 1 (Hispanic)	✓		2.1 %	2023-2024	1.77 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		2.2 %	2023-2024	1.87 %
Suspension Rate - Semester 1 (White)	✓		2.8 %	2023-2024	2.47 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

By the end of the 2023-2024 school year, Muir has implemented a comprehensive plan to support students to decrease chronic absenteeism and suspension rates.

The events listed below helped to increase student engagement and participation.

Office Staff including HSL and OA worked hard to decrease our Chronic Absentee Rates. They used punch-cards, pizza incentives, phone calls home, and meetings to decrease this number. In December we also had an Attendance Glow-stick Party to promote attendance.

Students were able to participate in many field trips and activities this year. Students attended: musicals, ballets, FPU Baseball Games, the FPU Baseball team helped with our Annual Turkey Trot.

Student sports included: football, girls' and boys' volleyball, co-ed soccer, girls' and boys' softball.

Fort Miller WEB Student Leaders helped with multiple events at Muir- Red Ribbon Week, Kindness Week, our student leadership also assisted in these events.

Suspension Rates have been addressed through review of Levels of Misbehavior with the staff to review Level 1, Level 2, and Level 3 Entries. Teachers have been provided with additional strategies to use in the classroom during Morning Meetings and Class Meetings to address behavior concerns.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism has been an ongoing issue.

ATSI Student Groups Suspensions:

African American- 24.1% (7)

White-6.9%(2)

Students in these groups receive targeted interventions in class for Academic Support and SEL Support with our Mentors, Tier II CWAS, School Psych, and Admin.

Lack of staffing contributed to the disproportionality for our students. We did not receive a Tier II CWAS until late fall and we were under staffed with our Mentoring Contract until February 2024. This left a large number of students not being serviced with SEL Support.

Power Team created a Flow Chart for Level 3 Misbehaviors. Ed. Code was reviewed at Buyback to explain behaviors that can be suspended and what cannot be suspended.

TST team determined through TST Requests and DESSA students to be supported through Tier 1-Mentors, Tier II-, and Tier III Counseling or referral to ICET. Continued ongoing Progress Monitoring occurred every 6-8 weeks.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Major differences for the intended and actual implementation of the actions carried through with this goal include challenges with engagement, absences, and motivation. Student attendance was low for students consistently attending school, staying engaged and participating, and completion of school work. The reduction in suspension and behaviors has been led by Power Team and the consistency of Muir's Guidelines for Success. Structures and routines continue to support the success of a reduction in suspension rate.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As a result of current practices, changes will include the following: Attendance Meetings to goal set with families and students in August who have a history of chronic absenteeism Quarterly incentives will be provided to students who meet attendance goals and who have over 96% positive attendance Addition- create a Sensory Motor room to support students. The room will be available for students in Special Education and GE. The room will have a variety of sensory/motor items to support students.

Additional Incentives include: Parties, dances, incentives, Muir SWAG, Field Trips, Movie Parties, etc.

A Social Worker will be added to our SEL/TST TEAM through Equity Multiplier Funds.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>SSC Involvement will include:</div><div><div><div></div><div>Review of iReady Diagnostic Results 3 times a year for both Math and ELA</div></div><div><div></div><div>Review Lesson Completion Data</div></div><div><div></div><div>After-school Program to provide updates and supports for students</div></div><div><div></div><div>Review current plans that support academic growth and achievement</div></div></div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>ELAC Involvement will include:</div><div><div><div></div><div>Review of iReady Diagnostic Results 3 times a year for both Math and ELA</div></div><div><div></div><div>Review Lesson Completion Data</div></div><div><div></div><div>After-school Program to provide updates and supports for students</div></div><div><div></div><div>Review current plans that support academic growth and achievement</div></div></div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>Staff Involvement will include:</div><div><div><div></div><div>Staff will consistently review data at PL and PLC's to create Action Plans and Next Steps</div></div><div><div></div><div>Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, and CFU's, Performance Tasks and Writing Samples</div></div><div><div></div><div>Teachers will have planning days during the year to support classroom observations and PLC Planning Time based on</div></div></div></div>
---	--	--

<ul style="list-style-type: none">Ask for ongoing feedback and suggestions through-out the year <p>SSC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights. Ensure teachers have the supplies needed for their classroom</p> <p>Additional supports with Mentor Supports</p>	<ul style="list-style-type: none">Ask for ongoing feedback and suggestions through-out the year <p>ELAC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Tutoring to support students, ensure teachers have the supplies needed for their classrooms.</p> <p>Additional supports with Mentor Supports</p>	<p>essential standards</p> <ul style="list-style-type: none">Teachers will meet with Admin to have data chats during the yearProvide a Survey/Needs Assessment for ideas to improveAdditional Online Resources/AppsAdditional support in the classroomAdditional staff to support SEL-Social Worker, RCA, etc. <p>Staff Feedback: Add more support for resources to support ELA, MATH, SEL Instruction, Trauma informed practices</p>
---	---	--

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Muir will support students in being on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

- Attendance Team (HSL, Tier, OA, Mentors, VP, Principal) will work with Targeted Support Team (TST) to identify students needing attendance support.
- Parent meetings will be held twice a month with the principal.
- HSL will conduct weekly home visits.
- 8 hour HSL to support with outreach to families: attendance calls, attendance meetings, provide community outreach and resources, and home visits
- Office Assistance will support with Daily Attendance calls and focus students to improve attendance
- Mentors (3) will provide attendance support groups, push-in, field trips, and family support through conferences and phone calls
- Tier II Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through psychologist and additional school staff including (All 4 Youth Counselor, Mentors, and other staff as needed)
- Additional programs including but not limited to: check in program and mentorship to help connect chronically absent students to school with incentives/positive interventions
- Implement a tiered level of support through the TST/SST process, parent conferences, attendance conferences, and the SARB process (including letters, meetings, etc.) to support families who are habitually truant or chronically absent.
- School wide incentives to improve attendance not limited to, dances, bounce houses, pizza parties, Kona Ice, etc.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Chronically Absent Rate	Admin/OA/IS/CCS/Teachers	Quarterly (at minimum)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 8 hour Home School Liason to support phone calls, home visits, meet with parents to provide information regarding the importance of school attendance and to provide community resources
- Office Assistant to support with daily attendance calls, truancy letters, work with DPI. Site to provide additional extra pay contract.

- Tier II CWAS Guidance and Support of Attendance and additional .5 Tier II CWAS
- Attendance team- Principal, VP, Tier II CWAS, Mentors, OA, HSL, teachers
- Mentors (3)-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach
- Implement a tiered level of support through the TST/SST process, parent conferences, attendance conferences, and the SARB process (including letters, meetings, etc) to support families who are habitually truant or chronically absent.
- School wide incentives to improve attendance and support positive team building in the classrooms
- Saturday Academy and additional winter/summer sessions support to increase student attendance when held by school and District
- Parent Square, daily attendance calls
- Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance schoolwide
- Materials/Supplies
- Additional technology and devices to support students
- Targeted Support Team to provide additional supports and student groups
- Attendance Meetings with Principal (twice monthly) and provided information from the Targeted support Team
- Mileage for Home Visits
- Incentives: students who meet goals- Quarterly and individual goals. Incentives include but not limited to: pizza parties, ice cream parties, assemblies, snacks, food vouchers, field trips, prizes, etc.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student

Additional Mentor Support as Needed

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of (ELA, Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CA Dashboard).

The White student population is performing at the lowest level in the area of Suspensions.

The African American student population is performing at the lowest level of Suspensions.

The Socioeconomically Disadvantaged Group is performing at the lowest level of Suspensions.

The Hispanic student population is performing at the lowest level in the area of Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA, Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

Additional Attendance incentives to support underperforming student groups, ie. punch cards, food incentives, field trips, adult connection, family support

- 4. Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**
- 4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus Student groups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing student groups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups during RTI (Tier II) time during the day and provide after school tutoring opportunities as well.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Regional Literacy Plan and Professional Learning for teachers to implement in the classroom
- TSA and Academic Coach will support RTI, work with student groups during RTI, and will support teachers during Coaching Cycles to progress monitor

Teachers will select 5 students from 2 focus student groups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

Action 2

Title: Positive Behavior Support

Action Details:

- Muir will implement a multi-tiered system of support for agreed upon levels of misbehavior and response strategies, a character building program, and provide social-emotional support to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.
- Power Team will complete Professional Development at the beginning and middle of the year to demonstrate School-Wide Expectations.
 - Teachers will develop a classroom management plan to support Positive Behavior

- School-wide PBS such as SEL Student of the Month will be utilized to highlight students following school-wide expectations
- Muir Store to provide student incentives for following expectations in the classroom and around the school
- TST and Power Team will analyze Levels of Misbehavior through out the year to provide Professional Development and additional supports for teachers
- Wheel of Choice and Solution Kits will be utilized in each classroom to support students in self-management and problem solving
- Calming Corners will be utilized in each classroom to support students needing time to reflect
- Behavior plans and behavior charts will be utilized for students needing additional supports

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Suspension Rate

Owner(s):

Admin

Timeline:

Review Regularly (at least quarterly)

Details: Explain the data which will specifically monitor progress toward each indicator target

Student Survey

Owner(s):

Admin/Power Team/CCS

Timeline:

Review as given (relevant)

Details: Explain the data which will specifically monitor progress toward each indicator target

Teacher Survey

Owner(s):

Admin/Power Team/CCS

Timeline:

Review as given (relevant)

Details: Explain the data which will specifically monitor progress toward each indicator target

Monitor Atlas Level 2 and Level 3 Entries. This will be helpful to be pro-active to support students prior to suspension.

Data will be reviewed by CCT, TST

Owner(s):

CCT, TST
Teachers

Timeline:

Every Quarter

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tier 1: Daily Morning Meetings TK-6
- Tier 1: Implementation of weekly class meetings and Second Step Lessons to promote student engagement.
- Tier 1: Bullying Prevention/Kindness Campaign PL and support
- Tier 2 and 3 fund Mentors (2) through Hand in Hand Mentoring to support with connections, Positive Behavior Support, classroom and recess monitoring
- Tier 2: Intervention Specialist to work in partnership with staff to increase the positive ratio of interactions, school engagements, time on task, and reduce time out of classrooms through individualized and small group sessions. Mentor-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach
- Tier 1: Continue using Safe and Civil, CHAMPS, and STOIC Frameworks to increase positive behavior and discourage mis-behaviors
- Tier 1: Common area expectations are taught school wide as a part of Beginning of the Year Training for students as well as after Winter Break (review expectations) and after Spring Break if needed.
- Tier 1: staff will work directly with families, guardians and care takers to insure that they are aware of school wide expectations, and provide resources as needed to support families.
- Tier 1: OA, HSL, and Parent University coordinate events that build site and community partnerships.
- Tier 1-3: POWER Team to assist in communication of staff concerns related to school-wide Tier 1 Climate and Culture Practices & Provide PL to staff to support PBIS
- Tier 3: Social Emotional Support through counselor (such as All 4 Youth) provided to support students, families, and staff.
- Tier 1: Family events to increase connections between families and school

- Tier 2-3:Adult-Student Mentor Program (MBK)
- Tier 2-3:On-Site Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- **Disaggregate misbehavior/suspension data to identify how the following significant sub groups are progressing (White, African American)**
- Tier 1:Staff responds to data with next steps and timely intervention based on data analysis.
- Tier 1-3: Recognition, incentives and rewards for students who show good behavior or growth in positive behavior.
- Tier 1-2 Clubs/Organizations encouraging positive behavior (including vendors such as Fun Works, NED, Anti Bullying and others)
- Supplemental Contracts for staff to conduct clubs
- Materials/Supplies/food for incentives and recognition
- Fund student store items for Muir Store, provide food and other items
- Transportation, field trips to be used for PBIS Incentives
- Additional Direct Food Services to support student engagement
- Materials and Supplies for the Motor Sensory Room

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Integrated language support throughout the instructional day.
- EL Re-designation incentives and awards.
- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families
-

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of (ELA Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CADashboard).

The White student population is performing at the lowest level in the area of Suspensions.

The African American student population is performing at the lowest level of Suspensions.

The Socioeconomically Disadvantaged Group is performing at the lowest level of Suspensions.

The Hispanic student population is performing at the lowest level in the area of Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA, Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

- **Focus Student Groups: African American and White Students**

- Actions include but not limited to:
 - Student survey data collected is for 4-6th grade. Currently there is a gap in determining student needs for our K-3 students. We plan to conduct school generated surveys to gain additional feedback from students.
 - Students showing high suspensions from in the African American, Hispanic, Homeless & Socioeconomically Disadvantaged subgroups may not be recognized for their positive traits as proportionally as other students. Plan to focus on supporting and recognizing these students for their growth as well as positive character traits.
 - Additional SEL Supports through Mentors, Tier II IS, School Psych, TST Team, SST Team, All 4 Youth Counseling to support student needs
 - Students with high suspension rates and fall in the chronic absent range will be selected to have targeted supports. Students will be placed in groups provided by support staff: mentors, Tier II, School Psych, Instructional Coach, TSA, and admin. Progress Monitoring will take place. Incentives will be provided for improvement.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Additional support for small group instruction and engagement activities for students	3,941.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified support extra time	828.00
G3A3	Sup & Conc	Instruction	Direct-Food			Direct Food Service	500.00

\$5,269.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90.94 %	82.1 %	2023-2024	90.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

By the end of the 2024-2025 school year, Muir will implement a comprehensive plan to recruit and retain staff reflecting on the diversity of the community. We will focus on increasing the % favorable in organization culture domain.

Muir's Climate Culture Team (Power Team), Sunshine Club, SBC/FTA, VP and Principal worked on providing many opportunities for staff to feel connected to our school community.

Examples include: Monthly food and snacks for all staff, Christmas Luncheon, Kindness Week, activities for Read Across American week/treats, activities for Autism Awareness Week. We continued to work to support teachers through PL and PLC Time. Provide food trucks for staff celebrations.

Other events and school-wide activities include: grade-levels were responsible for School Psych Day, Librarian Day, Custodial Day, etc. All staff were asked to participate in Pastries with Parents, and Spring Carnival.

Ongoing training to support teachers with classroom management was also provided. Levels of misbehavior and ATLAS entries have been reviewed and revisited throughout the year. Teachers need to feel supported and at Buyback- these items were reviewed along with our Site FlowChart for Office Discipline Referrals.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Overall staff morale does affect the disproportionality of our student groups. Staff has been provided with CHAMPS, Teachers Encyclopedia, and Foundations Training to support student misbehaviors.

1. Additional ongoing training needs to be embedded in Professional Learning through out the year.
2. Focus on Staff Climate Culture Survey will be the a site focus through out the year.
3. Pulse surveys will be administered to track improvement and areas of growth.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The Staff Climate Culture survey was not a focus of the Climate Culture Team this school year. The CCT Team focused on the Student Surveys and increasing engagement and student attendance through out the year.

Goals will be set at the beginning of the year and revised quarterly through Pulse Survey's given to the staff.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Climate Culture Team (Power Team) will focus on Staff survey for the fall. This was not a focus for the 23-24 school year, as the team focused on Student surveys. The team will work on a survey at the beginning of the year and will focus on improving overall staff morale as there was a decline in staff morale this school year. Climate Culture will work on creating additional surveys to get more staff input and create an action plan to implement.

Additional staff get togethers- luncheons, dinners, outings, paint nights, staff events and staff community builders will be implemented. Additional Trauma informed practices will be delivered to staff, provided by DPI.

Additional Pulse Surveys will be administered to check progress and growth.

Staff will be asked to provide input to continue increasing staff morale and staff sense of community.

Additional Staff get togethers at school and outside of school, ie. dinners, paint nights, outings as a staff

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>SSC Involvement will include:</p><ul style="list-style-type: none">• Review of iReady Diagnostic Results 3 times a year for both Math and ELA• Review Lesson Completion Data• After-school Program to provide updates and supports for students• Review current plans that support academic growth and achievement• Ask for ongoing feedback and suggestions through-out the year<p>SSC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights. Ensure teachers have the supplies needed for their classroom</p><p>Additional supports with Mentor Supports</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC Involvement will include:</p><ul style="list-style-type: none">• Review of iReady Diagnostic Results 3 times a year for both Math and ELA• Review Lesson Completion Data• After-school Program to provide updates and supports for students• Review current plans that support academic growth and achievement• Ask for ongoing feedback and suggestions through-out the year<p>ELAC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Tutoring to support students, ensure teachers have the supplies needed for their classrooms.</p><p>Additional supports with Mentor Supports</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff Involvement will include:</p><ul style="list-style-type: none">• Staff will consistently review data at PL and PLC's to create Action Plans and Next Steps• Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, and CFU's, Performance Tasks and Writing Samples• Teachers will have planning days during the year to support classroom observations and PLC Planning Time based on essential standards• Teachers will meet with Admin to have data chats during the year• Provide a Survey/Needs Assessment for ideas to improve• Additional Online Resources/Apps• Additional support in the classroom• Additional staff to support SEL-Social Worker, RCA, etc.• <p>Staff Feedback: Add more support for resources to support ELA, MATH, SEL Instruction, Trauma informed practices</p></div>
---	--	---

Action 1

Title: Staff Engagement

Action Details:

Muir Elementary will create a safe and inclusive environment that promotes relationships, diversity, and collaboration.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

FUSD Staff Spring Climate Culture Survey and School-Wide Surveys

Owner(s):

Principal, VP, Power Team, Teachers, and staff

Timeline:

Winter 2022

Details: Explain the data which will specifically monitor progress toward each indicator target

Site Level Surveys

Owner(s):

Principal, VP, Power Team, Teachers, and staff

Timeline:

Fall 2021

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Increasing Student Academics will be provided through support during PL, PLC, and teacher support. Admin, TSA, and Instructional Coach will provide monthly meetings for new teacher support.
- Staff will in engage in Team Building Activities, SEL well-being check-ins which include staff celebrations, virtual and in-person gatherings- game nights, craft nights. Food and prizes to be purchased.
- Staff will engage in Spirit Fridays-t-shirts and other spirit wear will be purchased for ALL staff
- All 4 Youth Counselor will assist in providing Professional Development, Resources, Articles for staff social emotional well-being and check-in activities
- School Psychologist will assist in providing Professional Development, Resources, Articles for staff social emotional well-being and check-in activities
- Weekly Updates will be provided
- Fun Works will be utilized to promote community activities for staff, students, and families. Events include but are not limited to: Game Nights, Movie Nights, Scavenger Hunts, Awards Assemblies, Rallies, and additional food truck and vendors
- Additional Events for Staff team Building-bowling, staff and family events, dinners, picnics, outside events, paint nights, etc.
- Online resources can be purchased to promote events, communication, and serve as supports for all staff

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Continue Professional Development for all teachers and staff, and Cultural Proficiency

Power Team and ILT will present to classified staff, for example present to NTA's for School-wide Expectations and Procedures.

All staff will be included in training.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Focus Subgroups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)

- Attendance Team will select focus students and families to work on improving attendance. Family and students will be provided to improve attendance. Meetings and check-ins will also take place. Incentives will include: prizes, giftcards, food vouchers, etc.
- Teachers will select 5 students from out 2 focus subgroups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	94.1 %	89.5 %	2023-2024	94.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

During the 2023-2024 school year, Muir implemented a comprehensive plan to increase inclusive opportunities for families to engage in their students' education. Families at Muir have been involved in many activities. In the fall, Pastries with Parent brought a morning of pictures, interacting with staff, students, and families. Our visit and pictures with Santa give an opportunity to share the joys of holiday seasons together at school. The spring carnival brings the whole community together to celebrate and enjoy each other's company.

Throughout the year our families engage with teachers quarterly through conferences, academic progress reports, on-site parent informational meetings, and many other engaging opportunities. In the classroom, parents are encouraged to support or volunteer with their students' education.

As a school community, we utilize the climate and culture survey data to bring ideas schoolwide to continue to engage our families to improving student achievement.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

ATSI Student Groups Suspensions:

African American- 24.1% (7)

White-6.9%(2)

Our site continues to see the importance with an increase for learning and engagement with families to assist in continuing to be partners together.

Overall, we have a small group of parents that attend our monthly Engagement Hour. We have the same families who attend each month, and many of them are the same parents who attend SSC and ELAC.

Our goal is to improve parent opportunities and engagement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Overall implementation of our plan has been positive. As a school site, we would like to see more parents involved, but there has been a significant increase from previous years.

CCT team did not review Panorama Data consistently during the year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As a result, changes to the 24-25 site plan include: Family Outreach by HSL and office staff to attend family engagement opportunities Provide more family opportunities to come to campus including: carnivals, dances, family fun nights, paint nights, movie nights, and any other activities that support family engagement.

Principal Jones will be attending the Harvard Parent Engagement Learning this summer. The goal is to learn ways to improve parent communication, parent outreach, parent engagement.

CCT will create goals at the start of the year to progress monitor all year. The team will select one area in the Family Survey to focus.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>SSC Involvement will include:</p><ul style="list-style-type: none">Review of iReady Diagnostic Results 3 times a year for both Math and ELAReview Lesson Completion DataAfter-school Program to provide updates and supports for studentsReview current plans that support academic growth and achievementAsk for ongoing feedback and suggestions through-out the year<p>SSC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights. Ensure teachers have the supplies needed for their classroom</p><p>Additional supports with Mentor Supports</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC Involvement will include:</p><ul style="list-style-type: none">Review of iReady Diagnostic Results 3 times a year for both Math and ELAReview Lesson Completion DataAfter-school Program to provide updates and supports for studentsReview current plans that support academic growth and achievementAsk for ongoing feedback and suggestions through-out the year<p>ELAC Feedback: Provide more support for students during intervention, positive feedback to increase supports during RtI, through TSA and RtI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Tutoring to support students, ensure teachers have the supplies needed for their classrooms.</p><p>Additional supports with Mentor Supports</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff Involvement will include:</p><ul style="list-style-type: none">Additional Online Resources/AppsAdditional support in the classroomAdditional staff to support SEL-Social Worker, RCA, etc.Additional events for families<p>Staff Feedback: Add more support for resources to support ELA, MATH, SEL Instruction, Trauma informed practices</p></div>
---	--	---

Action 1

Title: Family Engagement

Action Details:

Muir will support our families with inclusive opportunities to increase engagement in their students' education to support student achievement.

- Educational partnership through on-site and District committees; School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), and Local Control Accountability Plan (LCAP)
- Title I parent informational meeting to gain knowledge of current state of site funding and student achievement. Receive
- Communication partners to inform families of information, involvement opportunities, and school activities will be through Parent Square, Parent Portal, and signage throughout campus.

- FamilyEngagement parent coffee hour will give opportunity for Muir to inform parents, collaborate on current activities, and learn about additional resources in our District and community. The parents will have opportunity to enjoy treats, learning, and collaboration time with HSL and other support staff members.
- Engagement family activities that are inclusive to all; pastries with parents/guardians, back to school night, open house, family dance, spring carnival, Family pictures, and many on-site classroom volunteering opportunities.
- Community connections with neighborhood and local groups to support student involvement and connection to school.
- Parent volunteering opportunities on field trips and support during student activities.
- Social and Emotional and academic development as partners with teachers, support staff, Tier II and Tier III communication, and family resources.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent partnership committees SSC, ELAC, and district connections

Owner(s):

Administrations, support staff, HSL, and other committee members

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent meeting attendance

Owner(s):

Administration, HSL, Office Manager

Timeline:

Monthly (attendance for each meeting)

Details: Explain the data which will specifically monitor progress toward each indicator target

School site family engagement activities on the yearly calendar with follow-up of attendance at event.

Owner(s):

Administration, HSL, committee organizers

Timeline:

Throughout the school year (calendar)

Details: Explain the data which will specifically monitor progress toward each indicator target

Volunteering will be monitored through chaperones and in-classroom support through participation.

Owner(s):

Administration, HSL, teacher

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 8 hour Home School Liaison to support parent meetings, volunteerism, resources, and family engagement activities.
- Mleage for home visits and parent involvement
- Parent Involvement supplies for coffee hour (cups, coffee, donuts, condiments), family activities (decorations, pictures, supplies/games for engagement, and parent/student incentives (food, community partners, appreciation gifts), but not limited to individual items.
- Tier II intervention specialist and All 4 Youth to support gaining family resources.
- School wide staff participation to support family engagement opportunities.
- Any additional supplies or resources needed to support the success of family engagement, including but not limited to communication and signage

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student

- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families

The Students with Disabilities student population is performing at the lowest level in areas of (ELA, Math, Chronic Absenteeism in Goal 1 that the student group is identified in red according to the CADashboard).

The White student population is performing at the lowest level in the area of Suspensions.

The African American student population is performing at the lowest level of Suspensions.

The Socioeconomically Disadvantaged Group is performing at the lowest level of Suspensions.

The Hispanic student population is performing at the lowest level in the area of Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.

Teacher subs and additional planning days to plan ELA, Math & ELD Instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the Students with a Disability in the areas of ELA, MATH, and Chronic Absenteeism by...

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Additional 5.5 hr Teaching Fellow to support foundational skills in Kindergarten

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

Additional Attendance incentives to support underperforming student groups, ie. punch cards, food incentives, field trips, adult connection, family support

4. Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Focus Student groups: African American and White Students

- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing student groups may struggle with reading fluency and reading

comprehension. This can cause significant gaps in learning. We plan to focus on subgroups during RTI (Tier II) time during the day and provide after school tutoring opportunities as well.

- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Regional Literacy Plan and Professional Learning for teachers to implement in the classroom
- TSA and Academic Coach will support RTI, work with student groups during RTI, and will support teachers during Coaching Cycles to progress monitor

Teachers will select 5 students from 2 focus student groups to provide additional support during instruction. Focus will be on progress monitoring student achievement, tracking data on DATA Trackers and up dates to admin. Teachers will utilize iReady and classroom data (CFA's, CSA's, IAB's, and FIAB's) to inform decisions.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and materials to support student achievement ELA/Math No Food, No Incentives	2,000.00
G5A1	Sup & Conc	Parent Participation	Local Mileag			Support communication with families to increase attendance and student engagement.	2,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Support families to engage in their students' education	656.00

\$4,656.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0340 Muir Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows will support literacy in the classroom.	48,041.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			Education Elements : PLI support for blended learning ELA/Math	6,100.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support planning, instructional walks, and IEP/SST support to cover classrooms.	26,277.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental to support additional small group tutoring, engagement activities, and academic achievement.	4,904.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies, materials, and activities to support student learning and achievement.	106,290.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support student learning in the classroom	1,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conference to increase student achievement and on-going learning for staff.	30,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance support	2,500.00
G1A1	LCFF: EL	Instruction	Oth Cls-Extr			Classified support extra time	1,037.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies and materials to support EL students and instruction	1,023.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students/instruction	20,871.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics to support communication and student learning to home.	100.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Supplies and materials to support improving student achievement. No Food, No Incentives	4,489.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology support in the classroom for students in ELA/Math	1,200.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support English Language Learners in ELA/Math	4,393.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support positive behavior.	2,500.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Additional support for small group instruction and engagement activities for students	3,941.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified support extra time	828.00
G3A3	Sup & Conc	Instruction	Direct-Food			Direct Food Service	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and materials to support student achievement ELA/Math No Food, No Incentives	2,000.00
G5A1	Sup & Conc	Parent Participation	Local Mileag			Support communication with families to increase attendance and student engagement.	2,000.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Support families to engage in their students' education	656.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,830.00
Sup & Conc	7090	\$192,740.00
LCFF: EL	7091	\$28,080.00
Grand Total		\$282,650.00

\$282,650.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$270,225.00
G2 - Expand student-centered and real-world learning experiences	\$2,500.00
G3 - Increase student engagement in their school and community	\$5,269.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,656.00
Grand Total	\$282,650.00