

Muir Elementary

10621666006415

Principal's Name: Nicole Jones

Principal's Signature:

A handwritten signature in black ink that reads "Nicole Jones". The signature is written in a cursive, flowing style with a long horizontal line extending from the end of the name.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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.

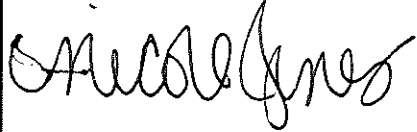
School Site Council

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. Rosemary Soliz				X	
4. Maria Cuevas Murillo			X		
5. Grace Bernhardt		X			
6. Helen Ha		X			
7. Christina Zuniga		X			
8. Kelly Hickey				X	
9. Sandra Salazar				X	
10. Yeniria Torres					
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		3/29/23
SSC Chairperson	Stephanie McDowell		3/29/23

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 2023/24

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$58,320 *
7090	LCFF Supplemental & Concentration	\$189,807
7091	LCFF for English Learners	\$24,192
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$18,573</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$290,892

* 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	\$1,728
Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,592</u>
Total Title I Allocation	<u>\$58,320</u>

Muir Elementary 2023-2024 - 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	✓		-73 pts	2021-2022	-63 pts
SBAC ELA - percentage of students met/exceeded standard	✓		18.83 %	2021-2022	27 %
SBAC Math - Average distance from standard	✓		-84 pts	2021-2022	-74 pts
SBAC Math - percentage of students met/exceeded standard	✓		12.92 %	2021-2022	20 %

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.

Early Results from this year show improvement. Based on growth from Fall Winter iReady Diagnostics there has been both significant and insignificant growth for various grades. There has been less significant growth in intermediate grades- in part due to the lack of prerequisite skills that students have due to Pandemic Learning Loss in both ELA and Math.

ELA/Reading Action: Muir Focused on Tier 1 and Tier II (RTI) Instruction for the first semester of the year, utilizing Professional Learning, PLC, 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 assessments
- Regional Focus aligned with Assessments, Grading Practices, and how to use formative assessments
- Implementation of the iReady Toolbox and other resources has also been implemented through Professional Learning from Curriculum and Associates.

K-2 Focus for Professional Learning was focused on Reading Foundational Skills

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 I instruction continues to be a significant concern due to our chronic absenteeism rate. Student Attendance has significantly impacted student progress in Tier II and Tier III as well. Students are not present for daily instruction, review, and assessment.

Chronic Absenteeism is 33.9%

African American Student Group: 26.8%

White Student Group: 26.2%

Suspensions:

Total: 27

African American Student Group: 18.5%

White Student Group : 3.7%

- Designated School TSA provided Professional Learning during Designated Hours in August.
- ELA Instructional Coaches also provided Professional Learning. Topics included: Phonemic Awareness, Phonics, Creating CFA's, CSA's

3-6 Focus for Professional Learning was focused on SBAC Planning on Claims/Targets and IAB's/FIAB's

- Professional Learning has included: Data Analysis using FIAB/IAB Data, common error analysis, utilizing CERS resources, utilizing SBAC Resources
- Creating Assessments using Claims and Targets to align instruction

Tier II (RTI)

- All teachers received Professional Learning for RTI Tier II time at the beginnin of the year. Teachers were provided information, resources, examples, and given time to plan with their PLC in August.

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.. When teachers reviewed the data, focus students were selected in January who had high growth but not yet performing in the proficiency range. Specific instructional strategies have been selected to use with this group of students during Tier 1 and Tier 2 times. The first part of the school year focused on ELA/Reading, 2nd semester focused on Math Professional Learning.

Diagnostic Current Annual Stretch Growth (D1-D2): ELA/Math

K- 47%/50%, 1- 63%/72%, 2- 63%/54%, 3-61%/40%, 4-65%/45%, 5-50%/67%, 6-67%/52%

Actual D2 Scores are as follows: ELA/Math

K-27%/22%, 1-25%/11%, 2-35%/17%, 3-41%/13%, 4-13%/12%, 5-13%/13%, 6-14%/14%

Overall School-wide- 25%/15%

SBAC 21-22 School Year Data: ELA/Math (percent Met or Exceeded)

3rd-26%/20%

4th-19%/20%

5th-13%/3%

6th-16%/10%

Overall School-wide- 18.5%/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 2023/24 SPSA.

Changes for the 23-24 School Year Include:

Additional Teaching Fellow to support 3rd, 4th, and 5th grade. Muir will have 4-3.5 hr Teaching Fellows to support RTI and 1 5.5 hr Teaching Fellow to support Kindergarten.

Teachers will continue to receive Professional Learning in Tier I and Tier II times. Teachers receiving PLI Training will provide Professional Development to teachers to discuss learning they are receiving and have implemented.

Classroom walk-thrus will be conducted, targeting specific instructional strategies that support the site focus.

School Focus for the Fall Semester was on ELA/Reading. In 23-24, school site focus will be on Math Planning and CCI for Math Content in all grade.

MLD Math will be brought to 3rd-6th grade utilizing planning, observation, and coaching cycles.

PLI will support Math Content through structures which will include student collaboration during Consensus and Presentation.

Additional PLC Planning Days to plan and conduct classroom walk-thrus using sub release time

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.

Step 4: Educational Partner Involvement. Share the data 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: SSC Involvement will include: - Review of iReady Diagnostic Results 3 times a year for both Math and ELA - Review Lesson Completion Data - Review grade-level CFA's and CSA's to verify alignment - Review current plans that support academic growth and achievement - Ask for feedback and suggestions throughout 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, i.e. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	2 ELAC: ELAC Involvement will include: - Provide a Survey/Needs Assessment for ideas to improve - Review ELPAC data and criteria for redesignation - Review of iReady Diagnostic Results 3 times a year for both Math and ELA - Review Lesson Completion Data - Review grade-level CFA's and CSA's to verify alignment - Review current plans that support academic growth and achievement 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, i.e. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	3 Staff: Staff Involvement will include: - Staff will consistently review data at PL and PLC 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 Staff Feedback: Add more support for resources and personnel for RTI. Additional TF instead of CT. Continue to purchase iReady Toolbox, keep mentors-but provide more expectations for mentor staff and follow-through by admin. Continue work with PLI and MLD. More resources to support SEL in the classroom, Programs, apps, continue with mentors and look into counseling services.
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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)
- 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, and 1 Instructional Aid.)
- 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

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

iReady Diagnostic

SBAC ELA Scores

3rd-6th FIAB's/IAB's Results

Owner(s):

TSA, Instructional Coach, K-6 Teachers, Admin

Timeline:

3-4 times per year

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

BAS, BPST

Owner(s):

Teachers, TSA, RTI Personnel (CT, TF's)

Timeline:

Quarterly for RTI, by FUSD schedule for others

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

Grade-level agreed upon CFA/CSA

Checking for Understanding (CFU)

Beginning of the Year Assessment (Phonics Screener for K-2), Fluency and Reading Comprehension Passages.

Owner(s):

Teachers, PLC's

Instructional Leadership Team

VP, Principal

TSA, CT, Instructional Coach, RTI Personnel

Timeline:

As Scheduled: min of at least 3 times per year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Writing Samples and Performance Tasks will be collected Quarterly and analyzed by the grade-level.	PLC's, Teachers, Instructional Coach, TSA, VP,	Quarterly
Rubrics and Criteria for Success will be utilized to score.	Principal	

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools - 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 PLC Teams - Tier 3: All students will participate in Tier 3 (at student level) differentiated instruction in reading to target specific reading skills/gaps with the support of Instructional Assistants (2), Classroom Teachers, TSA, and RSP. (RTI) - Tier 1 and 2 support will be provided by an RSP Teacher, TSA, 1 Instructional Aid and 4 Teaching Fellows. - Additional supplemental Contracts for certificated and classified staff to support student achievement - Utilize 2nd Step Lessons to build SEL skills for students to better access ELA CORE Continue CCI cycle work (embedded learning) and differentiated learning by PLC's - PLC's creating CFU, CFA, and CSA's for all students - Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (White, African American, and Homeless) - Staff responds to data with next steps and timely intervention based on data analysis. - Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, iReady Materials, and Wonderworks, etc. - Additional materials and resources to support EL students and ELD Instruction - Students in Kindergarten will participate in Word Masters Challenge to master High Frequency Word - Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings, PLI-Coaching Cycle, MLD Coaching Cycle, PLI (Personalized Learning Initiative) - Teacher and student technology, hardware and program - Headphones needed for iReady and SBAC testing and classroom applications - Subs to release teachers to plan curriculum (Tier 1 instruction) and conduct classroom observations - Resources and Material/Supplies for instruction, software, and additional licenses 5.5 hour Kinder (Teaching Fellow) to support Early Learning in classrooms 4 Teaching Fellows and Instructional Aide to support 1st-6th grade for both push-in and pull-out support - Additional Copier Lease to print materials - Technology and technology repair for academic support - Additional Maintenance Costs - Graphics to create and print items for students - Starfall License for Kinder (Lab use only) - After School Literacy Building Opportunities and tutoring - Additional Incentives for student growth and academic success - Saturday Academy to support students - K-2 Teachers will receive Orton Gillingham Training to support Reading Intervention. Continue K-2 Foundational Skills with ELA Department - 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 fund coaching cycles, Professional Learning and Sub Release Time (Vendor Ed Elements)

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
- 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	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.)

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

- 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 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: 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.
- 5th and 6th grade will continue work with SWUN/MLD
- 3rd and 4th grade will participate in SWUN/MLD Coaching Cycle
- 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

<u>Details: Explain the data which will specifically monitor progress toward each indicator target</u>	<u>Owner(s):</u>	<u>Timeline:</u>
All grades-CFA/CSA, CFA's per standard, CSA- for Unit/Chapter	TSA, Teachers,Instructional Coach, PLC's, Admin	As Scheduled
3-6 FIAB and IAB Assessments will be used to determine student progress toward standards		
<u>Details: Explain the data which will specifically monitor progress toward each indicator target</u>	<u>Owner(s):</u>	<u>Timeline:</u>
SBAC	TSA, Teachers,Instructional Coach, PLC's, Admin	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

<u>Specify enhanced services for EL students:</u>	<u>Specify enhanced services for low-performing student groups:</u>
• 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	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

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 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 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 3

Title: 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 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
- Mentors (2) will provide attendance support- groups, push-in, field trips, and family support
- 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: MBK (My Brother's Keeper) check in program and mentorship to help connect chronically absent students to school.
- 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

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

Average Daily Attendance Rate

Owner(s):

Admin/OA/IS/CCS/Teachers

Timeline:

Quarterly (at minimum)

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

Chronically Absent Rate

Owner(s):

Admin/OA/IS/CCS/Teachers

Timeline:

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, OA, HSL
- 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
- Saturday Academy marketing and support to increase student attendance
- School Messenger daily attendance calls
- Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance
- Materials/Supplies
- Targeted Support Team to provide additional supports and student groups
- Attendance Meetings with Principal (twice monthly)
- 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:

- 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:

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.

2023-2024 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support literacy	13,156.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support literacy in the classroom.	27,033.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			Education Elements : Ed Elements: PLI support for blended learning ELA/Math	7,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental for small group support in academics/SEL	4,928.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Software and licenses Curriculum Associates	7,035.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom supplies, positive behavior incentives for student achievement and to support G4A1 to increase team building with the staff.	45,059.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support literacy during small group instruction	28,630.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	10,283.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance support	500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified support extra time	833.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies and materials to support EL students/instruction	1,023.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students with literacy	20,871.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified support extra time	1,042.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support RTI literacy small group	18,573.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student technology devices/replacements and other equipment	8,631.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated substitute salaries to support math instruction and SST/IEP's	14,405.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and student devices for Math/ELA student achievement	1,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology and student device replacement for English Language Learners	500.00

\$211,002.00

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 %	87.94 %	2022-2023	92.02 %

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.

Muir currently provides students with a variety of opportunities to engage in different activities: BSU, Lunch games, sports, clubs (Student Leadership, Minecraft, Spelling Bee, Peach Blossom, Art, etc.) Activities are during recess, lunch, after-school, and through out the day.

Power Team, Sunshine Club, Staff committee's have supported with different activities to engage students for example, Kindness Week and Read Across America Week.

Students also had multiple opportunities to go on CCR Field trips and Engagement Field Trips.

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 staff availability have also affected progress. At Muir, we have continued to communicate with families through school-wide and classroom opportunities including Parent Square, and Class Dojo, website, Social Media Outlets and email.

Chronic Absenteeism is 33.9%

African American Student Group: 26.8%

White Student Group: 26.2%

Suspensions:

Total: 27

African American Student Group: 18.5%

White Student Group : 3.7%

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
- Staffing shortages and staff members out
- Events and field trips were not common practice and we are trying to get back to pre-pandemic offerings
- Volunteers are 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 2023/24 SPSA.

As a result of the analysis of our current Site Plan, the following actions will be implemented for the 23-24 school year:

- Provide more opportunities to bring professionals and community members to our school and classrooms for assemblies to talk to studnets about career opportunities
- Invite High School and CCR/CTE programs to site events and classroom opportunities
- Field Trips to provide more learning experiences for our students
- Have a Career Day and invite professionals, community members, trades to visit Muir and talk to students about different opportunities
- 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.

Step 4: Educational Partner Involvement. Share the data 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: SSC Involvement will include: • Review of iReady Diagnostic Results 3 times a year for both Math and ELA • Review Lesson Completion Data • Review grade-level CFA's and CSA's to verify alignmnet • Review current plans that support academic growth and achievement • Ask for feebdack and suggestgions through out the year. SSC Feedback: Provide more support for students during Intervention, positive feedback to insrease supports during RTI- through TSA and RTI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	2 ELAC: ELAC Involvement will include: • Provide a Survey/Needs Assessment for ideas to imrove • Review ELPAC data and criteria for redesignation • Review of iReady Diagnostic Results 3 times a year for both Math and ELA • Review Lesson Completion Data • Review grade-level CFA's and CSA's to verify alignmnet • Review current plans that support academic growth and achievement ELAC Feedback: Provide more support for students during Intervention, positive feedback to insrease supports during RTI- through TSA and RTI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	3 Staff: Staff Involvement will include: • Staff will consistently review data at PL and PLC 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 imrove Staff Feedback: Add more support for resources and personnel for RTI. Additional TF instead of CT. Continue to purchase iReady Toolbox, keep mentors-but provide more expecations for mentor staff and follow-through by admin. Continue work with PLI and MLD. More resources to support SEL in the classroom, Programs, apps, continue with mentors and look into counseling services.
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Action 1

Title: Participation in Goal 2

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

Leadership

Peach Blossom, Spelling Bee

On-site family opportunities

STEAM/CTE Lessons

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.

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.

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

- **Focus Subgroups: African American and White Students**
- Seek input from low performing student groups on possible clubs
- Seek instructors for clubs suggested
- Community outreach programs

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

Specify enhanced services for EL students:

- 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:

Focus Subgroups: 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.

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	✓	52.61 %	53.91 %	2022-2023	48.31 %
Suspension Rate - Semester 1	✓	0.83 %	2.22 %	2022-2023	1.89 %

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.

Chronic Absenteeism:

Muir continued to implement Positive Attendance Incentives using Muir Money. Students received "Muir Dollars" for attendance and positive behaviors to use at the Muir Store. Additionally, our Office Assistant participated in PL and received support from district office personnel to help improve attendance. The TST Team also added attendance to bi-weekly meetings. Students were placed in attendance groups, lunch mentoring, and A2A meetings to support improving attendance. Chronic Absenteeism (African American) Available resources used: Office Assistant (additional time for supporting attendance work), TST Team, Connection team for Tier 2 and Tier 3 Chronic Absenteeism, All 4 Youth, HSL, Parent University, Principal A2A Meetings, Home Visits, and District SW. Chronic Absenteeism (Homeless)

2 Identify resource inequities or other key factors that contributed to the low-performing student groups as it relates to this goal. Chronic Absenteeism Currently, the chronic absenteeism rate is 67.61 (which is a significant increase from the previous year). Distance Learning/quarantine over the past year has impacted student attendance. Students are not attending consistently. There are also significant variables impacting student attendance- including quarantine, unwillingness to return to school routines, and lack of motivation. Lack of consistent communication with the chronic absentee demographic has negatively impacted the attendance rate. The OA (with district support) started to respond to the absentee rate in the first semester of the 2022-2023 school year by holding attendance SART and SARB meetings in order to inform families of the State's absenteeism and truancy policy and SARB process as well as to collectively develop a plan to improve student attendance. Covid has impacted this process. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs. The Targeted Chronic Absenteeism (African American) High mobility of families Muir Elementary 2022-2023 SPSA Available resources used: Office Assistant (additional time for HSL work), TST Team, Connection team for Tier 2 and Tier 3 Chronic Absenteeism, All 4 Youth, HSL, Parent University, Principal A2A Meetings, Home Visits, District SW, Chronic Absenteeism, Available resources used: Office Assistant

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

Lack of consistent communication with the chronic absentee demographic has negatively impacted the attendance rate. The OA and 8 hour HSL (with district support) continued to respond to the absentee rate in the second semester of the 2022-2023 school year by holding attendance, SART and SARB meetings in order to inform families of the State's absenteeism and truancy policy and SARB process as well as to collectively develop a plan to improve student attendance. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs. Chronic Absenteeism (Hispanic, African American, and White) High mobility of families limited access to engagement of on-site community due to Covid. This gap was a result of a lack of consistency due to quarantine and keeping students at school.

Suspensions students with 1 or more (African American) Full implementation of CHAMPS, full implementation of school wide Levels of Misbehavior. Full implementation of 2nd Step across all grade levels with CCS support, Opportunities for students to build school connectedness through engaging activities, support of student needs to available resources on site and in the community/District.

Chronic Absenteeism is 33.9%

African American Student Group: 26.8%

White Student Group: 26.2%

Suspensions:

Total: 27

African American Student Group: 18.5%

(additional time for attendance work), TST Team, Connections team for Tier 2 and Tier 3 Chronic Absenteeism, All 4 Youth, HSL, Parent University, Principal A2A Meetings, Home Visits, District SW. Suspensions students with 1 or more Behavior assemblies to introduce and review school wide expectations and consequences, Weekly announcements to reinforce Muir's Guidelines for Success Implementation of Second Step & Class Meetings CCS school wide implementation of MTSS, Review of School-wide and Classroom Expectations Suspensions students with 1 or more (African American) Behavior assemblies to introduce and review school wide expectations and behavioral guidelines for success.

White Student Group : 3.7%

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 2023/24 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.

Step 4: Educational Partner Involvement. Share the data 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: SSC Involvement will include: - Review of iReady Diagnostic Results 3 times a year for both Math and ELA - Review Lesson Completion Data - Review grade-level CFA's and CSA's to verify alignment - Review current plans that support academic growth and achievement - Ask for feedback and suggestions through out the year.	2 ELAC: ELAC Involvement will include: - Provide a Survey/Needs Assessment for ideas to improve - Review ELPAC data and criteria for redesignation - Review of iReady Diagnostic Results 3 times a year for both Math and ELA - Review Lesson Completion Data - Review grade-level CFA's and CSA's to verify alignment - Review current plans that support academic growth and	3 Staff: Staff Involvement will include: - Staff will consistently review data at PL and PLC 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
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SSC Feedback: Provide more support for students during Intervention, positive feedback to insrease supports during RTI- through TSA and RTI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.

achievement

ELAC Feedback: Provide more support for students during Intervention, positive feedback to insrease supports during RTI- through TSA and RTI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.

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 imrove

Staff Feedback: Add more support for resources and personnel for RTI. Additional TF instead of CT. Continue to purchase iReady Toolbox, keep mentors-but provide more expecations for mentor staff and follow-through by admin. Continue work with PLI and MLD. More resources to support SEL in the classroom, Programs, apps, continue with mentors and look into counseling services.

Action 1

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.

- CCS to support Tier 1 SEL
- 1.0 Interventions Tier II CWAS to support Tier 2 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):

TSA/CCS/Power Team-Climate Culture Team/Admin/Teachers

Timeline:

As data is populated but at least once per year

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

ATLAS: Levels of Misbehaviors (1,2,3)

Owner(s):

Teachers, Power Team-CCT, IS/CWAS, School Psych, Admin.

Timeline:

Quarterly

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

- 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 CWAS to support Tier 2 SEL, identified through TST Team
- 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 vendors
- Field Trips

Specify enhanced services for EL students:

- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Quarterly Parent Newsletter
- Family Nights, Family Dances, Carnivals
- Family Dinners
- Parent Education Night
- Quarterly Awards Assemblies

Specify enhanced services for low-performing student groups:

Focus Subgroups: 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,

- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

School Psych, Instructional Coach, TSA and admin. Progress Monitoring will take place. Incentives will be provided for improvement.

Action 2

Title: 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, 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
- Mentors (2) will provide attendance support- groups, push-in, field trips, and family support
- 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: MBK (My Brother's Keeper) check in program and mentorship to help connect chronically absent students to school.
- 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

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

Average Daily Attendance Rate

Owner(s):

Admin/OA/IS/CCS/Teachers

Timeline:

Quarterly (at minimum)

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

Chronically Absent Rate

Owner(s):

Admin/OA/IS/CCS/Teachers

Timeline:

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, OA, HSL

- 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
- Saturday Academy marketing and support to increase student attendance
- School Messenger daily attendance calls
- Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance
- Materials/Supplies
- Targeted Support Team to provide additional supports and student groups
- Attendance Meetings with Principal (twice monthly)
- 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:

- 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:

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.)
- 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.

Action 3

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)

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.
- Participation in FUSD Discipline Guidelines Cohort/Learning
- **Disaggregate misbehavior/suspension data to identify how the following significant sub groups are progressing (White, African American, and Homeless)**
- 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 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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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
-

- **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.

2023-2024 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			Classified extra supplemental support for additional small groups and engagement	3,934.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities Hand in Hand Mentors : Mentors to support students SEL/Literacy/Attendance	69,000.00
G3A3	Sup & Conc	Instruction	Direct Trans			Transportation to support positive behavior	2,500.00
G3A3	Sup & Conc	Instruction	Direct-Food			Direct Food Services	500.00

\$75,934.00

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	✓	92.99 %	86.84 %	2022-2023	90.94 %

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.

Staff Goal:

Climate Culture Survey percent favorable in organizational culture domain Our school Climate Culture Team, Sunshine Club, and VP/Principal worked on providing many opportunities for staff to feel connected as a community. Here are examples of what occurred: Monthly Food and snacks for all staff, Christmas Luncheon, Kindness Week Treats and Activities Read Across America Week Treats and Activities Autism Awareness Activities. We continued to work to support teachers through PL, Optional PL, and PLC time. Provide Food Trucks for staff celebrations and Staff Games where ALL staff were invited to participate.

More staff participated in potluck events and this year, sign-ups for school events and celebration days were distributed to PLC's and staff, so events did not fall on one team. For example, grade-levels were responsible for planning- School Psych day, school librarian day, school counselor day, custodial staff day, etc. Also, all staff were asked to participate in school functions: pastries with parents, carnival, etc.

2

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

This goal is not tied to a disproportionality group as it pertains to staff.

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, actual implementation has been successful. There have been more staff who have participated in social events than before. For example, having committees head certain events has been very positive, because in the past, planning major events has been the responsibility of our CCT team and office staff. This year, committees have planned for Pastries with Parents, Turkey Trot, Read Across America Week, and our Spring Carnival.

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 2023/24 SPSA.

Changes that will be made include a beginning of the year staff event that all staff are invited to attend, ie. going somewhere to build school staff connectedness, ie. bowling, laser tag, painting, luncheons, etc.

Also, the Climate Culture Team plans to discuss the spring Climate Culture with the staff in August to create the coals that the CCT usually sets as a team. We feel it is important that we discuss this data with the entire staff to get their input.

Step 4: Educational Partner Involvement. Share the data 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: SSC Involvement will include: • Review of iReady Diagnostic Results 3 times a year for both Math and ELA • Review Lesson Completion Data • Review grade-level CFA's and CSA's to verify alignmnet • Review current plans that support academic growth and achievement • Ask for feebdack and suggestgions through out the year. SSC Feedback: Provide more support for students during Intervention, positive feedback to insrease supports during RTI- through TSA and RTI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	2 ELAC: ELAC Involvement will include: • Provide a Survey/Needs Assessment for ideas to imrove • Review ELPAC data and criteria for redesignation • Review of iReady Diagnostic Results 3 times a year for both Math and ELA • Review Lesson Completion Data • Review grade-level CFA's and CSA's to verify alignmnet • Review current plans that support academic growth and achievement ELAC Feedback: Provide more support for students during Intervention, positive feedback to insrease supports during RTI- through TSA and RTI Support Staff. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	3 Staff: Staff Involvement will include: • Staff will consistently review data at PL and PLC 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 imrove Staff Feedback: Add more support for resources and personnel for RTI. Additional TF instead of CT. Continue to purchase iReady Toolbox, keep mentors-but provide more expecations for mentor staff and follow-through by admin. Continue work with PLI and MLD. More resources to support SEL in the classroom, Programs, apps, continue with mentors and look into counseling services.
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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 Services to Staff in support of 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 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 Staff in support of EL students:

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 Staff to support low-performing student groups:

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	✓	92.03 %	93 %	2022-2023	94.1 %

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.

Overall implementation of our family goal has been positive. For this school, we have seen an increase in parent involvement during monthly Parent Engagement Hour, SSC Meetings, and ELAC meetings.

Feedback from parent groups has been positive with our school climate. Students are engaged in more activities including, sports, clubs, and school assemblies and parents are stating they see a positive change.

2

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

Focus Student Groups: African American and White Students

Inequities include that overall parent involvement for our focus subgroups is significantly lower than our other student population groups.

Our Climate Culture Team plans to meet with the staff to go over Climate Culture Survey results in August to create an action plan to increase parent opportunities for families to engage in their students' education.

Chronic Absenteeism is 33.9%

African American Student Group: 26.8%

White Student Group: 26.2%

Suspensions:

Total: 27

African American Student Group: 18.5%

White Student Group : 3.7%

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.

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 2023/24 SPSA.

As a result, changes to the 23-24 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,

Step 4: Educational Partner Involvement. Share the data 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: SSC Involvement will include: Review of Fall Climate Culture Survey Review of Spring Climate Culture Survey Discuss Staff input and Parent Input Provide a Survey/Needs Assessment for ideas to improve - Review of iReady Diagnostic Results 3 times a year for both Math and ELA - Review Lesson Completion Data - Review grade-level CFA's and CSA's to verify alignment - Review current plans that support academic growth and achievement - Ask for feedback and suggestions throughout 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, i.e. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	2 ELAC: ELAC Involvement will include: Review of Fall Climate Culture Survey Review of Spring Climate Culture Survey Discuss Staff input and Parent Input Provide a Survey/Needs Assessment for ideas to improve - Provide a Survey/Needs Assessment for ideas to improve - Review ELPAC data and criteria for redesignation - Review of iReady Diagnostic Results 3 times a year for both Math and ELA - Review Lesson Completion Data - Review grade-level CFA's and CSA's to verify alignment - Review current plans that support academic growth and achievement 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, i.e. carnivals, dances, family nights, etc. Additional SEL Supports with Mentor Supports.	3 Staff: Staff Involvement will include: - Staff will consistently review data at PL and PLC to create Action Plans and Next Steps - Teachers will review grade-level assessments which include grade-level agreed upon CFAs, 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 Staff Feedback: Add more support for resources and personnel for RTI. Additional TF instead of CT. Continue to purchase iReady Toolbox, keep mentors but provide more expectations for mentor staff and follow-through by admin. Continue work with PLI and MLD. More resources to support SEL in the classroom, Programs, apps, continue with mentors and look into counseling services.
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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), District Advisory Committee (DAC), and Local Control Accountability Plan (LCAP)
- Title I parent informational meeting to gain knowledge of current state of site funding and student achievement.
- Communication partners to inform families of information, involvement opportunities, and school activities will be through Parent Square, Parent Portal, and signage throughout campus.
- Family Engagement 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.
- Engagement family activities that are inclusive to all; pastries with parents/guardians, back to school night, open house, family dance, spring carnival, Santa 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 Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- 8 hour Home School Liaison to support parent meetings, volunteerism, resources, and family engagement activities.
- Mileage 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 Families of EL students:

- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students

Specify enhanced services for Families of low-performing student groups:

Focus Subgroups: African American and White Students

Support for our African American, White, with HSL and staff communications and community outreach.

- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families

During family engagement events, staff will interact and check-in with families to see if they are needing any additional resources or communication.

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.

Support staff will select focus families in our Focus Subgroups. Staff will reach to connect families with school events, incentives, and reminders.

2023-2024 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			Parent engagement and family involvement **No incentives or food **	2,000.00
G5A1	Sup & Conc	Parent Participation	Local Mileag			Mileage for home visits and parent involvement	1,200.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Support families to engage in their students' education	656.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Communication and signage for English Language Learners	100.00

\$3,956.00

2023-2024 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Para to support literacy	13,156.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support literacy in the classroom.	27,033.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			Education Elements : Ed Elements: PLI support for blended learning ELA/Math	7,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental for small group support in academics/SEL	4,928.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Software and licenses Curriculum Associates	7,035.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom supplies, positive behavior incentives for student achievement and to support G4A1 to increase team building with the staff.	45,059.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support literacy during small group instruction	28,630.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	10,283.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance support	500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified support extra time	833.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies and materials to support EL students/instruction	1,023.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students with literacy	20,871.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified support extra time	1,042.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support RTI literacy small group	18,573.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student technology devices/replacements and other equipment	8,631.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated substitute salaries to support math instruction and SST/IEP's	14,405.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and student devices for Math/ELA student achievement	1,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology and student device replacement for English Language Learners	500.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified extra supplemental support for additional small groups and engagement	3,934.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities Hand in Hand Mentors : Mentors to support students SEL/Literacy/Attendance	69,000.00
G3A3	Sup & Conc	Instruction	Direct Trans			Transportation to support positive behavior	2,500.00
G3A3	Sup & Conc	Instruction	Direct-Food			Direct Food Services	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent engagement and family involvement **No incentives or food **	2,000.00
G5A1	Sup & Conc	Parent Participation	Local Mileag			Mileage for home visits and parent involvement	1,200.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Support families to engage in their students'	656.00

G5A1		Parent Participation	Oth Cls-Supp	education	656.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph	Communication and signage for English Language Learners	100.00
					\$290,892.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,320.00
Sup & Conc	7090	\$189,807.00
LCFF: EL	7091	\$24,192.00
One-time School	7099	\$18,573.00
Grand Total		\$290,892.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$211,002.00
G3 - Increase student engagement in their school and community	\$75,934.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,956.00
Grand Total	\$290,892.00