


Muir Elementary

10621666006415

Principal's Name: Nicole Jones

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>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.</p>	
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

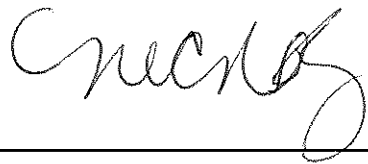
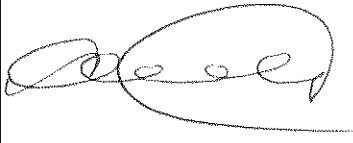
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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 – Angelica Cardiel				X	
3. Kristina Karlson		X			
4. Christina Xiong		X			
5. Francisco Martinez		X			
6. Jayleen Mercado			X		
7. Rosemary Soliz				X	
8. Stephanie McDowell				X	
9. Saira Navarro				X	
10. Keri Ocegüera				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>9/9/2021</u> .

Required Signatures

School Name:			
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		3/23/22
SSC Chairperson	Angelica Cardiel		3-23-22

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 2022/23

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$51,363 *
7090	LCFF Supplemental & Concentration	\$172,928
7091	LCFF for English Learners	\$18,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$94,528
TOTAL 2022/23 ON-SITE ALLOCATION		\$337,219

* 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	\$1,756
	Remaining Title I funds are at the discretion of the School Site Council	\$49,607
	Total Title I Allocation	\$51,363

Muir Elementary 2022-2023 - 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
ELPAC - percentage of students who scored 4			9.52 %	2020-2021	12.62 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		19.27 %	2021-2022	29.27 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		12.44 %	2021-2022	24.44 %

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.

ELA/Reading Action: Muir focused on Tier 1 Instruction in ELA throughout the year, utilizing Professional Learning, PLC, and classroom observations.

Our EL re-designation rate is currently 42 who are "RFEP" Status.

This year, all teachers participated in learning focused on Writing utilizing our WONDERS GVC-Write to Sources. District Instructional Coaches supported Professional Learning and provided drop-in sessions and conducted classroom observations. This work was done as a MINI-Pac and included Del Mar, Homan, and Roeding.

In addition, this work, Muir Site focus emphasized collecting Baseline Data at the beginning of the year utilizing, the middle of the year, utilizing Phonics Screener and Wonders Fluency. This data supported the work during RTI to target student needs both in the classroom and during RTI Pull-out groups. Students receiving RTI: 1st grade-26, 2nd grade-17, 3rd grade-17, 4th grade-7.

Most recent iReady Assessment results show an overall increase in performance in most grades K-6 from Diagnostic 1 to Diagnostic 2 for this school year:

Reading K (up 26%), 1st (up 12%), 2nd (up 18%), 3rd (up 6%), 4th (up 4%), 5th (up 2%), 6th (up 6%)

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

Early results from this year show improvement. Based on growth of Fall and Winter iReady diagnostics, there is inadequate growth in all grade levels, however, it is important for teachers to utilize the mini lessons made available on i-Ready platform to provide additional access to reading foundations and to build reading comprehension skills. Daily Tier 1 instruction inconsistently addressed due to attendance this year. Students and siblings placed on Quarantine for up to 20 days has significantly negatively impacted our attendance.

Students are inadequately completing assessments and classwork has also played a significant role in student achievement.

Student Attendance has significantly impacted student progress in Tier 2 and Tier 3. Students are were absent due to Quarantine Protocols as well as Chronic Absenteeism has affected students receiving supports. Students are not present for daily instruction, review, and assessments.

Math K (up 7%), 1st (up 17%), 2nd (up 19%), 3rd (up 11%), 4th (up 12%), 5th (up 1%), 6th (up 2%)

- Daily Tier 1 Instruction to take place utilizing GVC-as core curriculum.
- PLC's were asked to Backwards Map utilizing Essential Standards, District GVC, Scope and Sequence and other planning resources.
- PLC's were also asked to create Essential Standards Charts, Assessment Calendars, CFA's and to track student data utilizing Data Trackers for ELA
- Site also worked on embedding SEL skills within academic content areas, SPED teachers included in goal setting and data CCI's with principal and RSP and Regular Ed teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- School-wide instructional schedule for ELA progress monitoring through CFA's, intervention and student goal setting was also implemented.

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 between intended and actual implementation of actions and budget include number of staff and students placed on Quarantine through-out the year. Student attendance is extremely low. Our chronic absentee rate is high 67%. Students are not receiving the supports they need to be move them at least one grade-level and beyond. Staff attendance has negatively impacted the ability to accurately implement all of our intended Goals with fidelity. Our Designated TSA was also asked to cover classrooms without a teacher throughout the year, this also impacted our RTI Program and implementation.

Lack of PL/PLC time that was changed through out the year also had a major negative impact on teacher learning and PLC time.

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 2022-23 SPSA.

For the 2022-2023 School Year the following changes will be made based on goals, metrics and actions:

Additional Mentor to support in the classrooms

Additional Teaching Fellows to support RTI

Additional Instructional Coach to support teachers, Professional Learning, and PLC's

K-2 Teachers will receive 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.

Certificated Tutor will be funded to support RtI (1-3)

Funding for PLI (Personalized Learning Initiative) to support teachers with Professional Learning for Tier 1 and Tier 2 Instruction. Teachers will engage in Coaching Cycles and will be provided sub-release days.

Purchase of EdCite to support teachers with collecting and analyzing student data, CFA's, CSA's, IABs, FIABs, etc.

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

SSC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

2 ELAC:

ELAC involvement will include:

- 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
- Ask for feedback and suggestions through out the year

ELAC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

3 Staff:

- Staff will consistently review data at PL and PLC and create Action Plans and Next Steps
- Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, CFU's, Performance Tasks.
- Teachers will meet with Administration to have data chats through out the year

Staff Feedback:

Add more support and resources for Rtl. Staff suggest to purchase iReady Tool Box to gain access to additional resources. Staff has agreed to participate in PLI (Personalized Learning Initiative.)

More resources to support SEL in the classroom. Programs, apps. additional mentor.

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 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.)
- Newly added 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.
- K-2 Teachers will receive 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

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](#)

Writing Samples through utilizing Performance Tasks will be collected Quarterly and analyzed by the grade-level.

Rubrics and Criteria for Success will be utilized to score.

[Owner\(s\):](#)

PLC's, Teachers, Instructional Coach, TSA, VP, Principal

[Timeline:](#)

Quarterly

[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 3 support will be provided by an RSP Teacher, TSA, Certificated Tutor, 1 Instructional Aid and 3 Teaching Fellows.
- 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.
- Students in Kindergarten will participate in Word Masters Challenge to master High Frequency Words
- Super Reader Challenge for grades K-3 (reading levels- [award](#) given for when they reach grade level in BAS)
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings, PLI-Coaching Cycle, MLD Coaching Cycle
- 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)
- Resources and Material/Supplies for instruction
- 5.5 hour Kinder (Teaching Fellow) to support Early Learning in classrooms
- 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
- 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
- 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
- Purchase of EdCite to assist teachers in disaggregating data: CFAs, CSA's, IAB's, FIAB's

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Data for Low Performing Student Groups:

- **African American (3.0%Severely Chronic, 2.8%Chronic)**
- **White (2.0%Severely Chronic, 1.8%Chronic)**
- **Homeless (0.4%Severely Chronic, 1.0%Chronic)**
- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing subgroups 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).

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.
- Newly added 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.
- Begin CCI cycle work in math with regional PAC (embedded learning) and differentiated learning by PLC
- 5th and 6th grade will continue work with SWJN MLD
- PLI- to support Coaching Cycles, Professional Learning, and sub release time

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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/Admin

Timeline:

3-4 times per year

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

CFA/CSA

Owner(s):

TSA/MiniPAC/Teachers

Timeline:

As Scheduled

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

SBAC

3rd-6th FIAB and IAB

Owner(s):

TSA, Teachers, Instructional Coach, PLC's, Admin

Timeline:

through-out the year as administered (FIAB/IAB)

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.
- 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, and Homeless)
- 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
- Resources and Material/Supplies for instruction
- 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.
- 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
- Purchase of EdCite to assist teachers in disaggregating data: CFA's, CSA's, IAB's, FIAB's

Specify enhanced services for EL students:

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesign Goal Setting Reports
- Extra support with hands on concept building partner and group work will be provided as needed

Specify enhanced services for low-performing student groups:

Data for Low Performing Student Groups:

- **African American (3.0%-Severely Chronic, 2.8%-Chronic)**
- **White (2.0%-Severely Chronic, 1.8%-Chronic)**
- **Homeless (0.4%-Severely Chronic, 1.0%-Chronic)**
- Support families through counselor and select particular students from these groups who have high

suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.

- Attendance Team (Office Assistant, HSL, Tier II CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.)
- The students in low performing subgroups 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).

Action 3

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
- SEL Student of the Month Rewards
- Meaningful Work
- Assemblies and student recognition/incentives Programs (FunWorks)

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
- 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

Specify enhanced services for low-performing student groups:

ATLAS Levels of Misbehavior include:

- African American Students (Level 2- 2.8%, Level 3-1.0%)
- Homeless (Level 2-.2.6%, Level 3-0.06%)
- White (Level 2- 22.5%, Level 3-1.4%)

Suspensions:

- African American Students (0.6%)
- Homeless (0.2%)
- White (0.2%)
- 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

Action 4

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 II CWAS, 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 CWAS Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through school counselor and psychologist
- 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

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:

Data for Low-Performing Groups for Chronic Absenteeism include:

- **African American (3.0%-Severely Chronic, 2.8%-Chronic)**
- **White (2.0%-Severely Chronic, 1.8%-Chronic)**
- **Homeless (0.4%-Severely Chronic, 1.0%-Chronic)**
- 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.)

Action 5

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

Specify enhanced services for EL students:

- Integrated language support throughout the instructional day.
- EL Re-designation incentives and awards.

Specify enhanced services for low-performing student groups:

- **ATLAS Levels of Misbehavior include:**
 - African American Students (Level 2- 2.8% Level 3-1.0%)
 - Homeless (Level 2-.2.6% Level 3-0.06%)
 - White (Level 2- 22.5% Level 3-1.4%)

Suspensions:

- **African American Students (0.6%)**
- **Homeless (0.2%)**
- **White (0.2%)**
- 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

2022-2023 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 RTI and small group instruction	12,421.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student technology devices/replacements and equipment	5,661.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support literacy	16,625.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			Ed Elements : PLI support for blended learning	14,900.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		40,213.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitute salaries to support literacy instruction	9,041.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental for small group support in academics/SEL	4,952.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Software and Licenses	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies, materials, and incentives to support student achievement	48,901.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies, materials, and student incentives to support academics	6,750.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology support for classrooms/students	7,500.00
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 student support extra time	838.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplies and materials to support EL students/instruction	2,829.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology/Equipment to support academic achievement	8,203.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow-RTI support for literacy	49,875.00
G1A1	One-time School	Instruction	Travel			: Professional Learning Conference to support instruction	500.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Cullinan : Professional learning for OG foundational skills	6,200.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology and student devices for ELA/Math support	13,000.00
G1A3	One-time School	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentor to support students SEL/Literacy	29,750.00

\$291,942.00

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	✓		87.02 %	2021-2022	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 our students with a variety of opportunities to engage in different activities: BSU, Girl Power, Lunch League, Etiquette Class. Activities are during recess, lunch, afterschool, and through out the day.

Power Team has also facilitated many activities to engage students, for example Kindness Week and Read Across America Week.

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

Inequities that have been identified are through parent communication and knowledge of the current opportunities that are available for students. Shortages in staffing and staff availability have also affected progress. Not being able to bring volunteers and speakers to our campus has also affected the number of opportunities we were able to provide to students. At Muir, we have continued to communicate with families through school-wide and classroom opportunities including, School Messenger, Class Dojo, ATLAS, website, Social Media outlets, and email. Families are not engaged through virtual offerings, many continue to ask when in-person activities and events will start again.

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 for students
- Staffing shortages and staff members out on Quarantine
- Some events and field trips not able to happen due to Pandemic
- Volunteers/non FUSD people were not allowed on campus, ie. speakers, assemblies, visitors in the classroom

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 2022-23 SPSA.

As a result to the analysis of our current Site Plan, the following actions will be implemented the following year:

- More opportunities to bring professionals and community members to our school and classrooms for assemblies to talk to students 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

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
- Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring
- SSC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during RtI, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

2 ELAC:

ELAC involvement will include:

- 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
- Ask for feedback and suggestions through out the year
- Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring
- ELAC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during RtI, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

3 Staff:

Staff involvement will include:

- Staff will consistently review data at PL and PLC and create Action Plans and Next Steps
 - Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, CFU's, Performance Tasks.
 - Teachers will meet with Administration to have data chats through out the year
 - Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring
 - Staff Feedback: Add more support and resources for RtI. Staff suggest to purchase iReady Tool Box to gain access to additional resources. Staff has agreed to participate in PLI (Personalized Learning Initiative.)
- More resources to support SEL in the classroom. Programs, apps. additional mentor.

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 in 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

Virtual/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 2021-22 school year based on parent input/feedback
- Saturday Academy enrichment opportunities for students
- Intervention Specialist to support with groups/clubs
- Tier II CWAS, Mentors, will plan and implement projects and clubs
- Assemblies, guest artists, and musicians may be contracted
- 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.

Specify enhanced services for low-performing student groups:

- Seek input from low performing student groups on possible clubs
- Seek instructors for clubs suggested

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Food			Direct Food Services	500.00

\$500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		67.61 %	2021-2022	52.61 %
Suspension Rate - Semester 1	✓		1.16 %	2021-2022	0.83 %

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

In 21-22 Muir hired a 6 hr. full-time RCA and the I.S. continued to help increase students' level of connectedness to their school. The RCA position was inconsistent and the support with skills/small group were not consistent. Additionally, our Office Assistant participated in PL and received support from district office personnel to help improve attendance. 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. A 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 2021-22 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 2021-2022- 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

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 Currently, the chronic absenteeism rate is 67.61 (which is a significant increase from the previous year). Covid and engagement over the past year has impacted student attendance. A 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 second semester of the 2020-21 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.

SW, Chronic Absenteeism, Available resources used: Office Assistant (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.

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, quarantine, 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 to 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 2022-23 SPSA.

For 2022-2023 school year, site will continue to fund (2) Hand-in-Hand Mentors to support SEL and add an additional (1) Hand-in-Hand Mentor. For 2022-2023 school year, site will use an 8 hour Home School Liaison that will be funded by District to provide support for families, school support, and community outreach. Support staff will continue to support in attendance meetings, daily phone calls home, in-person meetings and attendance incentives.

PLI to support engagement strategies through Coaching Cycles, Professional Development, and Sub Release Time

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 CFAs and CSAs to verify alignment
- Review current plans that support academic growth and achievement
- Ask for feedback and suggestions through out the year
- Will also review CC Survey Fall and Spring Surveys to assist

2 ELAC:

ELAC involvement will include:

- Review ELPAC data and criteria for re-designation
- Review of iReady Diagnostic Results 3 times a year for both Math and ELA
- Review Lesson Completion Data
- Review grade-level CFAs and CSAs to verify alignment
- Review current plans that support academic growth and achievement
- Ask for feedback and suggestions through out the year

3 Staff:

Staff involvement will include:

- Staff will consistently review data at PL and PLC and create Action Plans and Next Steps
- Teachers will review grade-level assessments which include grade-level agreed upon CFAs, CSAs, CFU's, Performance Tasks.
- Teachers will meet with Administration to have data chats through out the year
- Will also review CC Survey Fall and Spring Surveys to assist

in progress monitoring
SSC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

- Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring

ELAC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

in progress monitoring
Staff Feedback:
Add more support and resources for Rtl. Staff suggest to purchase iReady Tool Box to gain access to additional resources. Staff has agreed to participate in PLI (Personalized Learning Initiative.)
More resources to support SEL in the classroom. Programs, apps. additional mentor.

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.

- 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
- SEL Student of the Month Rewards
- Meaningful Work
- Assemblies and student recognition/incentives Programs (Fun Works)

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
- Parent Education Night
- Quarterly Awards Assemblies
- 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

Specify enhanced services for low-performing student groups:

ATLAS Levels of Misbehavior include:

- **African American Students (Level 2- 2.8%, Level 3-1.0%)**
- **Homeless (Level 2-.2.6%, Level 3-0.06%)**
- **White (Level 2- 22.5%, Level 3-1.4%)**

Suspensions:

- **African American Students (0.6%)**
- **Homeless (0.2%)**
- **White (0.2%)**
- 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

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 II CWAS,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 (3) will provide attendance support- groups, push-in, field trips, and family support
- Tier II IS/CWAS Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through school counselor and psychologist
- 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/CICO 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, Home School Liason

[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

TST- VP, Principal, Tier II CWAS, RCA, TSA, RSP
Teacher, School Psychologist

[Timeline:](#)

Quarterly (at minimum)

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

- 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 (3) will provide attendance support- groups, push-in, field trips, and family support
- Tier II IS/CWAS Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through school counselor and psychologist
- 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
- 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
- Mileage for Home Visits

Specify enhanced services for EL students:

- Communication will be translated (if needed) into Spanish
- HSL will communicate with families regarding the importance of attendance

Specify enhanced services for low-performing student groups:

Data for Low-Performing Groups for Chronic Absenteeism include:

- **African American (3.0%Severely Chronic, 2.8%Chronic)**
- **White (2.0%Severely Chronic, 1.8%Chronic)**
- **Homeless (0.4%Severely Chronic, 1.0%Chronic)**
- 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.)

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 for certificated and classified staff
- 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
- 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: 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.
- Tier 1: Continue using Safe and Civil, CHAMPS, and STOIC Frameworks to increase positive behavior and discourage misbehaviors
- 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 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- Events will be hosted by school and Funworks
- 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.
- Tier 2- 3 Mentors from Hand-in-Hand Mentoring to support 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
- Additional online resources can be purchased to support communication and learning including but not limited to: Smores, Mind Yeti, and other books and materials

Specify enhanced services for EL students:

- Integrated language support throughout the instructional day.
- EL Re-designation incentives and awards.

Specify enhanced services for low-performing student groups:

ATLAS Levels of Misbehavior include:

- **African American Students (Level 2- 2.8%, Level 3-1.0%)**
- **Homeless (Level 2-.2.6%, Level 3-0.06%)**
- **White (Level 2- 22.5%, Level 3-1.4%)**

Suspensions:

- **African American Students (0.6%)**
- **Homeless (0.2%)**
- **White (0.2%)**
- 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

2022-2023 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	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentors to support students with SEL/literacy	39,250.00

\$39,250.00

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	✓		87.99 %	2021-2022	92.99 %

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
- Cookie Decorating event hosted by Sunshine Club
- Christmas Luncheon
- Kindness Week Treats and Activities
- Read Across America Week Treat and Activities
- Autism Awareness Activities
- Continued 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

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

Muir will increase recruitment and retention of staff based on the diversity of the population we serve. During Fresno Unified staff selection special consideration will be given to the population of our students who in our disproportionality demographic (African American, White, and Homeless). Retaining teachers provides continuity and provides students with more opportunities to build relationships with our staff, when we are able to retain our 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).

- Staff shortages and absences due to Quarantine Protocols negatively impacted site plan implementation.
- Decreased time for PL and PLC due to changes this school year impacted support for teachers.
- Lack of substitute teachers affected new teacher support, as Induction Coach and CCS (Climate Culture Specialist) were supporting the district as substitute teachers this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Changes that will be made for the 2022-2023 School Year include:

- Continue to increase staff involvement in Team Building Activities
- Increase opportunities for staff voice, through Instructional Leadership TEAM(ILT), and Climate Culture Team (Power Team)
- Provide additional support from Principal, VP, TSA, and Instructional Support through CCI Process

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
- Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring

SSC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.

2 ELAC:

ELAC involvement will include:

- Review ELPAC data and criteria for re-designation
- 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
- Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring

ELAC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor

3 Staff:

Staff involvement will include:

- Staff will consistently review data at PL and PLC and create Action Plans and Next Steps
- Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, CFU's, Performance Tasks.
- Teachers will meet with Administration to have data chats through out the year
- Will also review CC Survey Fall and Spring Surveys to assist in progress monitoring

Staff Feedback:

Add more support and resources for Rtl. Staff suggest to purchase iReady Tool Box to gain access to additional resources. Staff has agreed to participate in PLI (Personalized Learning Initiative.) Continue to provide opportunities for staff engagement to build relationships. Ideas- game nights, paint nights, bowling, potlucks, etc.

More resources to support SEL in the classroom. Programs, apps. additional mentor.

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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 and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- 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
- Principal Monthly Newsletter using "Smore's App" will be used to communicate updates, provide online resources, and highlight great work being done by both classified and certificated staff.
- 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 Vendor Truck (Jitters)
- Additional Events, 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 Professional Development or Staff Services to support 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 Professional Development or Staff Services to support low-performing student groups:

Continue Professional Development for Distance Learning, Simultaneous Teaching, and Cultural Proficiency.

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	✓		86.03 %	2021-2022	92.03 %

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.

After utilizing the current student and family survey data, we continue to implement and increase family engagement at our site. During the 2021-2022 school year, we continued to engage our families virtually and drive-thru opportunities for positive incentives/awards. At times, it has been difficult to engage about 30% of our families during some of the events. Students continue to want to be involved and feel a sense of community with their families and our staff. Virtual parent meetings were attended inconsistently. The Parent Survey was sent out by school administration, classroom teachers, and flyers were given during school events. Completion of survey was low only 47 total responses were submitted.

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

Family Goal - Site Defined New Metric for this upcoming school year partial distance learning and parent engagement on campus posed significant negative impact on community outreach, completion of Family Survey, and Family Participation with Events. Communication to Families- School Messenger, Class Dojo, Texts, and reminder emails.

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 between the intended and actual implementation of action and budget expenditures include: new metric (no comparisons), in-person with parent engagement on-site not allowed due to the pandemic. Students and family are not as connected since we have been limited to on-campus engagement all year. Completion rate of Family Survey ended with only 47 total responses.

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 2022-23 SPSA.

For 2022-2023 School Year, the Home School Liaison will continue to support our families and engagement activities with all staff. For 2022-2023 School Year, site funds will be used for Fun Works, student/ family events, incentives, and food/celebrations.

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.

<p>1 SSC:</p> <p>SSC involvement will include:</p> <ul style="list-style-type: none"> • Review of iReady Diagnostic Results 3 times a year for both Math and ELA • Review Lesson Completion Data • 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 <p>SSC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.</p>	<p>2 ELAC:</p> <p>ELAC involvement will include:</p> <ul style="list-style-type: none"> • 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 • Ask for feedback and suggestions through out the year <p>ELAC Feedback: Provide more support for students during Intervention, positive feedback to increasing supports during Rtl, through Certificated Tutor and additional Teaching Fellows. Provide more opportunities for parent involvement, ie. carnivals, dances, family nights, etc. Additional SEL Support through adding Mentor.</p>	<p>3 Staff:</p> <p>Staff involvement will include:</p> <ul style="list-style-type: none"> • Staff will consistently review data at PL and PLC and create Action Plans and Next Steps • Teachers will review grade-level assessments which include grade-level agreed upon CFA's, CSA's, CFU's, Performance Tasks. • Teachers will meet with Administration to have data chats through out the year <p>Staff Feedback:</p> <p>Add more support and resources for Rtl. Staff suggest to purchase iReady Tool Box to gain access to additional resources. Staff has agreed to participate in PLI (Personalized Learning Initiative.)</p> <p>More resources to support SEL in the classroom. Programs, apps. additional mentor.</p> <p>Increase Opportunities for Family Engagement and Participation: Game Nights, Family Dinners, Cultural Studies, etc.</p>
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Action 1

Title: Absenteeism

Action Details:

Muir will support students in being on target to engage in their learning by reducing the amount of chronic absenteeism by 15%, while engaging students to opportunities during family events and on-site activities.

- Attendance Team (HSL, Tier II CWAS, 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 (3) will provide attendance support- groups, push-in, field trips, and family support
- Tier II CWAS Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through school counselor and psychologist
- 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

Family engagement of activities

Average Daily Attendance Rate

Small group CICO attendance focus

Owner(s):

Admin/HSL/OA/IS/CCS/Teachers

Timeline:

Quarterly (at minimum)

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

Family engagement of activities

Chronically Absent Rate

Progress monitoring of student focus small group CICO

Owner(s):

Admin/HSL/OA/IS/CCS/Teachers

Timeline:

Quarterly (at minimum)

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Schoolwide engagement activities to support SEL and increase attendance-Fun Works (family nights, incentives, activities)
- 8 hour HSL/Office Assistant to support phone calls, home visits, meet with parents to provide information regarding the importance of school attendance. Family connection and communication to schoolwide activities to support engagement opportunities.
- Tier II IS/CWAS and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through TST Team. Positive behavior incentives for students who increase attendance by 15% from current data.
- 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. Family wellness connection will be a part of the support given to families.
- School wide incentives to improve attendance for students with reduced chronic absenteeism or a 95% attendance daily rate.
- Saturday Academy marketing and support to increase student attendance
- School Messenger and daily attendance calls made by OA/HSL
- Muir Money-Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance
- Materials/Supplies needed to support an increase in daily attendance

Specify Direct Service and Opportunities for parents and families to support EL students:

- Communication will be translated (if needed) into Spanish
- Opportunities for parents to be included in child's learning through small group support with HSL
- Engagement opportunities with school community and additional support provided for families

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Data for Low-Performing Groups for Chronic Absenteeism include:
 - **African American (3.0%-Severely Chronic, 2.8%-Chronic)**
 - **White (2.0%-Severely Chronic, 1.8%Chronic)**
 - **Homeless (0.4%-Severely Chronic, 1.0%-Chronic)**
 - 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.)

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/skill building, 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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):

IS/Mentors/TSA/CCS/Admin/Teachers

Timeline:

As data is populated but at least once per year

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- 21st Century Skills: Formal versus Informal Environment Education (awareness of differences in environments, attributes, actions, etc)
- Continue Morning Meetings to build character and community
- 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
- 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
- SEL Student of the Month Rewards
- Meaningful Work
- Assemblies and student recognition Programs (Fun Works and incentives)

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

ATLAS Levels of Misbehavior include:

- **African American Students (Level 2- 2.8%, Level 3-1.0%)**
- **Homeless (Level 2-.2.6%, Level 3-0.06%)**
- **White (Level 2- 22.5%, Level 3-1.4%)**

Suspensions:

- **African American Students (0.6%)**
- **Homeless (0.2%)**
- **White (0.2%)**
- 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

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 individuals.

- Power Team will complete Professional Learning at the beginning and middle of the year to demonstrate School-Wide Expectations.
- Teachers will continue the 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
- TST and Power Team will analyze Levels of Misbehavior through out the year to provide Professional Learning 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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/Power Team/CCS

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) Fall and Spring to compare

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 Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Tier 1: Daily Morning Meetings TK-6th grade; schoolwide agreement
- Tier 1: Implementation of weekly class meetings and Second Step Lessons to promote student engagement and problem solving.
- Tier 1: Bullying Prevention/Kindness Campaign PL and support
- Tier 2: Utilize Intervention Specialist and mentors 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.
- Tier 1: Continue using Positive Culture/Climate with support of Power Team, CHAMPS, and STOIC to increase positive behavior and discourage misbehaviors
- Tier 1: Common area expectations are taught schoolwide 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: 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 schoolwide 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.
- Tier 2-3: 2 Mentors through Hand in Hand Mentoring to support positive behavior incentives
- Participation in FUSD Discipline Guidelines Cohort/Learning
- Disaggregate misbehavior/suspension data to identify how the following significant sub groups are progressing through TST (African American, Foster/Youth, 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 MJIR Money.
- Tier 1-2 Clubs/Organizations encouraging positive behavior (including vendors such as Fun Works and others)
- Supplemental Contracts for staff to conduct clubs and support additional real-life activities for students.
- Classified Support/Translation
- Materials/Supplies/food for incentives and recognition
- Mileage for home visits

Specify Direct Service and Opportunities for parents and families to support EL students:

- Integrated language support throughout the instructional day.
- EL Re-designation incentives and awards.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

ATLAS Levels of Misbehavior include:

- **African American Students (Level 2- 2.8%, Level 3-1.0%)**
- **Homeless (Level 2-.2.6%, Level 3-0.06%)**
- **White (Level 2- 22.5%, Level 3-1.4%)**

Suspensions:

- **African American Students (0.6%)**
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- 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

2022-2023 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
G5A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement and family engagement *No food or incentives*	1,756.00
G5A3	Sup & Conc	Parent Participation	Local Mileag			: Mileage for home visits and Parent Involvement	1,200.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Support family engagement for EL parents/students	1,048.00
G5A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Support family engagement for EL parent translation	523.00
G5A3	LCFF: EL	Parent Participation	Direct-Graph			: Graphics/Signage to communicate to families	1,000.00

\$5,527.00

2022-2023 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 RTI and small group instruction	12,421.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student technology devices/replacements and equipment	5,661.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support literacy	16,625.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			Ed Elements : PLI support for blended learning	14,900.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		40,213.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitute salaries to support literacy instruction	9,041.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental for small group support in academics/SEL	4,952.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Software and Licenses	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies, materials, and incentives to support student achievement	48,901.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies, materials, and student incentives to support academics	6,750.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology support for classrooms/students	7,500.00
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 student support extra time	838.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplies and materials to support EL students/instruction	2,829.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology/Equipment to support academic achievement	8,203.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow-RTI support for literacy	49,875.00
G1A1	One-time School	Instruction	Travel			: Professional Learning Conference to support instruction	500.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Cullinan : Professional learning for OG foundational skills	6,200.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology and student devices for ELA/Math support	13,000.00
G1A3	One-time School	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentor to support students SEL/Literacy	29,750.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct Food Services	500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentors to support students with SEL/literacy	39,250.00
G5A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement and family engagement *No food or incentives*	1,756.00
G5A3	Sup & Conc	Parent Participation	Local Mileag			: Mileage for home visits and Parent Involvement	1,200.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Support family engagement for EL parents/students	1,048.00

G5A3	LCFF: EL	Parent Participation	Oth Cls-Supp	Support family engagement for EL parent translation	523.00
G5A3	LCFF: EL	Parent Participation	Direct-Graph	: Graphics/Signage to communicate to families	1,000.00
					\$337,219.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,363.00
Sup & Conc	7090	\$172,928.00
LCFF: EL	7091	\$18,400.00
One-time School	7099	\$94,528.00
Grand Total		\$337,219.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$291,942.00	
G2 - Expand student-centered and real-world learning experiences	\$500.00	
G3 - Increase student engagement in their school and community	\$39,250.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,527.00	
Grand Total		\$337,219.00