

Muir Elementary

10621666006415

Principal's Name: Nicole Jones

Principal's Signature: *Nicole Jones*
Nicole Jones (Mar 25, 2021 13:44 PDT)

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
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<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



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nicole Jones	X				
2. Chairperson - Ida Saldana				X	
3. Beatriz Ramos				X	
4. Angelica Ortiz				X	
5. Kirby Wright				X	
6. Saira Navarro				X	
7. Secretary- Christina Xiong		X			
8. Kristina Karlson		X			
9. Francisco Martinez		X			
10. Jayleen Mercado			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Muir Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Jones	 <small>Nicole Jones (Mar 25, 2021 13:46 PDT)</small>	Mar 25, 2021
SSC Chairperson	Ida Saldana	 <small>Ida Saldana (Mar 25, 2021 19:54 PDT)</small>	Mar 25, 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$52,900 *
7090	LCFF Supplemental & Concentration	\$170,247
7091	LCFF for English Learners	\$19,845
7099	School Opening Support <i>(New! One-time funds)</i>	\$19,229
TOTAL 2021/22 ON-SITE ALLOCATION		\$262,221

* 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		\$1,380
Remaining Title I funds are at the discretion of the School Site Council		\$51,520
Total Title I Allocation		\$52,900

Muir Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		31.11 %	2020-2021	38.11 %
I-Ready Math D2 On Level		23.1 %	2020-2021	30.1 %
I-Ready ELAD2 On Level (Homeless)		50 %	2020-2021	57 %
I-Ready Math D2 On Level (Homeless)		33.33 %	2020-2021	40.33 %
I-Ready ELAD2 On Level (African American)		16.22 %	2020-2021	23.22 %
I-Ready Math D2 On Level (African American)		19.44 %	2020-2021	26.44 %
I-Ready ELAD2 On Level (White)		31.25 %	2020-2021	38.25 %
I-Ready Math D2 On Level (White)		24.24 %	2020-2021	31.24 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

I-Ready ELAD2 On Level

ELAAction: Muir focused on Tier 1 Instruction in ELA throughout the year in PL and classroom

Observations using tools such as the IPG.

Our English Learner re-designation rate I currently 18 students who are "RFEP Status".

This year, all teachers participated in learning through TNTP which supported teachers in the design and development of lessons in Reading Instruction. Previously it was only for Lead Teachers. All teachers met with a consultant from TNTP multiple times to build knowledge, design lessons, instruct, and receive feedback from the consultant to support their growth in planning/instruction of CORE Lessons. In addition,

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

I-Ready ELA D2 On Level

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 unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.

Distance Learning has played a significant role on instruction. Less time with students, students not logging on and staying engaged, and students not returning from breaks and lunch,

there were a number of PL sessions for staff related to design and implementation of excellent Tier 1 lessons for students. Professional Learning was also provided to specifically target Distance Learning Targets: Doug Fisher PD presented by Doug Fisher and site, Collaborative Conversations, and increasing student engagement in a virtual classroom.

Most recent iReady assessment results show an overall increase in performance in most grades K-6 from Diagnostic 1 to Diagnostic 2 of this school year. 1 grade showed 7% increase in performance, 2 grade a decrease by 1%, 3 grade a 7% increase, 4 grade stayed the same, 5 grade an increase of 1% and 6 grade a decrease of 2%.

- PLCs Create, administer, and monitor formative assessments between interims (teachers and leaders)
- Embedding SEL skills within academic content areas SPED teachers included in goal setting and data CCI with principal RSP caseload students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education 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 CFAs, intervention and student goal setting.

I-Ready ELA D2 On Level (African American)

- Daily Tier 1 ELA instruction on grade level
- PLCs Create, administer, and monitor formative assessments between diagnostics (teachers and leaders)
- Embedding SEL skills within academic content areas SPED teachers included in goal setting and data CCI with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education 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 CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

I-Ready ELA D2 On Level (Homeless)

- Daily Tier 1 ELA instruction on grade level
- PLCs Create, administer, and monitor formative assessments between diagnostics (teachers and leaders)
- Embedding SEL skills within academic content areas SPED teachers included in goal setting and data CCI with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education 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 CFAs, intervention and

Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

I-Ready ELA D2 On Level (African American)

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 unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.

Distance Learning has played a significant role on instruction. Less time with students, students not logging on and staying engaged, and students not returning from breaks and lunch,

Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

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Distance Learning has played a significant role on instruction. Less time with students, students not logging on and staying engaged, and students not returning from breaks and lunch,

Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

I-Ready ELA D2 On Level (White)

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 unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.

Distance Learning has played a significant role on instruction. Less time with students, students not logging on and staying engaged, and students not returning from breaks and lunch,

Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

I-Ready Math D2 On Level

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 unfinished learning due to small group differentiation and

student goal setting.

- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

I-Ready ELA D2 On Level (White)

- Daily Tier 1 ELA instruction on grade level
- PLCs Create, administer, and monitor formative assessments between diagnostics (teachers and leaders)
- Embedding SEL skills within academic content areas SPED teachers included in goal setting and data CCI's with principal
- RSP caseload students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education 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 CFAs, intervention and student goal setting.
- Focus on improving Tier 1 classroom and school-wide practices which support both academic and SEL for all students.

I-Ready Math D2 On Level

Additionally, the Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), in which grade level teachers from all four schools meet to plan for a Math units (backwards mapping, etc.), supported the planning process. For each unit, the collective grade level creates an assessment calendar for the quarter, at least one Common Summative Assessment, at least one Common Formative Assessment, and then shares data, planning support, and provide each other feedback as to successful instructional moves.

Most Recent Math Diagnostic Results from Fall #1 to Winter #2 include:

- Daily Tier 1 Math instruction on grade level
- PLCs Create, administer, and monitor formative assessments between Diagnostic and Summative Assessments (teachers and leaders)
- SPED teachers included in goal setting and data CCI's with Admin RSP case load students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement FIAB assessments for progress monitoring
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

I-Ready Math D2 On Level (African American)

- Daily Tier 1 Math instruction on grade level
- PLCs Create, administer, and monitor formative assessments between Diagnostic and Summative Assessments (teachers and leaders)
- SPED teachers included in goal setting and data CCI's with Admin RSP case load students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement IAB's and FIAB assessments for progress monitoring
- Focus on improving tier 1 classroom and school wide practices which support both academic and

shifts of distance learning and lack of all students attending.

Distance Learning has played a significant role on instruction. Less time with students, students not logging on and staying engaged, and students not returning from breaks and lunch,

Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

I-Ready Math D2 On Level (African American)

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 unfinished learning due to small group differentiation and shifts of distance learning and lack of all students attending.

Distance Learning has played a significant role on instruction. Less time with students, students not logging on and staying engaged, and students not returning from breaks and lunch,

Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

I-Ready Math D2 On Level (Homeless)

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.

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Inadequate completion of assessments for teachers to truly progress monitor and analyze data.

social emotional learning for all students.

I-Ready Math D2 On Level (Homeless)

- Daily Tier 1 Math instruction on grade level
- PLCs Create, administer, and monitor formative assessments between Diagnostic and Summative Assessments (teachers and leaders)
- SPED teachers included in goal setting and data CCLs with Admin RSP case load students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement IAB's and FIAB assessments for progress monitoring
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

I-Ready Math D2 On Level (White)

- Daily Tier 1 Math instruction on grade level
- PLCs Create, administer, and monitor formative assessments between Diagnostic and Summative Assessments (teachers and leaders)
- SPED teachers included in goal setting and data CCLs with Admin RSP case load students identified on unit based CFA results to include in analysis and next steps RSP and Regular Education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Implement IAB's FIAB assessments for progress monitoring
- Focus on improving tier 1 classroom and school wide practices which support both academic and social emotional learning for all students.

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.

Major Differences between intended and actual implementation of actions and budget include limitations due to Pandemic and Distance Learning. Teachers voiced concerns of students assessment in the areas of completion, attempt, and validity. iReady Diagnostic Data was not as accurate due to the fact students took it at home where they were not monitored by the teacher. Students rushed, did not take it seriously, failed to open the Diagnostic, and some received help from members at home. This caused the validity to decrease, for example some students who are not able to read grade-level text during read alouds and small group scored on grade-level on the Diagnostic.

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 2021-2022 SPSA.

For 2021-2022 school year, site will fund Teaching Fellow to support TSA and provide academic support for Reading/ELA, instead of Instructional aide.

port.

5th and 6th grade will take part in District MLD (Math Lesson Design) to support Math Instruction. Teachers will receive Professional Development, Coaching, and sub release time.

Step 4: Stakeholder 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

2 ELAC:

ELAC 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

3 Staff:

- Staff will review data at PL and PLC
- Teachers will review grade-level assessments which include CFA's, CSA's, and CFU's to check for alignment with iReady and SBAC

Action 1

Title: ELA

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.

- 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 and 1 Instructional Aid and 1 Teaching Fellow (overseen by TSA)

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/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

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)

Owner(s):

Teachers, PLC's

Instructional Leadership Team

VP, Principal

Timeline:

As Scheduled

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 AC 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 and 1 Instructional Aid and 1 Teaching Fellow (overseen by TSA)
- 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
- 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
- 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
- Continue work with The New Teacher Project (TNTP) to go deeper into Cognitive

Specify enhanced services for EL students:

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- ELPAC Assessors to support testing
- TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- 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.

Specify enhanced services for low-performing student groups:

- 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 for after school tutoring opportunities as well as in RTI/Intervention in ELA
- 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).
- Our African American Subgroup has a higher % chronically absent rate which leads to decrease in academic performance. We plan to focus on these subgroups to improve attendance through incentives, counseling support, and building relationships with families.

- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.

Action 2

Title: MATH

Action Details:

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

- Tier 1-2: All students in grades 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

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

Explain the Progress Monitoring and data used for this Action

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

iReady Diagnostic

Owner(s):

TSA/Teachers/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

Owner(s):

TSA, 3-6 Teachers

Timeline:

Annually

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
- 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)

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 Redesignation 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:

- 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 for after school tutoring opportunities as well as in RTI/Intervention in ELA.
- 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).
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance. We plan to focus on these subgroups to improve attendance through incentives, counseling support, and building relationships with families.

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.

- 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
- 6 hour RCA to conduct classes, weekly meetings, and sessions with students to build character and a connection to school.
- Mentors (2)-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach

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):

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

Timeline:

As data is populated but 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
- 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
- 6 hour RCA to conduct classes, weekly meetings, and sessions with students to build character and a connection to school.
- Mentors (2)-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

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:

- 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.

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

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):

- 6 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
- Tier II CWAS Guidance and Support of Attendance
- Mentors (2)-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach
- 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
- Targeted Support Team to provide additional supports and student groups

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Focus on Homeless & AA students who are chronically absent. 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.

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.

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

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: Utilize RCAs & 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

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:

- AA and Homeless students had a higher suspension rate. This may be due to counseling needs or additional cultural responsive training needed for staff.

2021-2022 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		12,015.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student devices/replacements and Tech. equipment	14,679.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support Kindergarten literacy	19,706.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			The New Teacher Project : Support from TNTP in writing and literacy will be provided	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional and student supplies/incentives	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student and instruction supplies and incentives	3,725.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and student device for ELA and Math support	500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow-RTI support literacy	12,776.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	8,362.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance support	500.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology and student device support for EL students ELA/Math	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Supplies and materials	18,029.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology for students	1,200.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes; Instruction, SST, observations	1,173.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Student devices-technology	990.00
G1A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		50,438.00

\$158,093.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	92 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Student-centered real world learning experience - Site Defined

Muir currently provides our students with weekly opportunities to attend clubs virtually; Minecraft and art hop. Activities during breaks and lunchtime to various grade-levels. Field trips; college field trips, science real-life learning through camp (2021 virtually), art museum, and other virtual trips in California. During the 2020-21 school year, the virtual engagement was a challenge at times for approximately 20% of our students. Muir connect team continued to engage with meaningful opportunities for our students. Muir continues to provide learning through SEL daily lessons through 2nd step to support student readiness for Jr. High, High School, and College.

Students are a part of student centered opportunities individually and with their families; sports, SEL support/skill groups, family engagement connected to their learning.

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

Student-centered real world learning experience - Site Defined

Inequities that have been identified are through parent communication and knowledge of the current opportunities that are available for students. At Muir, we have continued to reach all of our families with information through schoolwide; Class DoJo, Atlas, messenger, website, and continuous information messaged through e-mail. Many of the inequities have occurred because of lack of access for some of our families. At the site, we continue to build technology to assist our families with access and connectivity to school.

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.

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

Distance Learning- students did not have the same opportunities to engage and participate in on-site engagement activities. Some of the actions were provided virtually but had limited engagement because of lack of access or interest through a virtual experience.

Live Field Trips were not possible to due Virtual Learning.

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 2021-2022 SPSA.

An additional position of a HSL will support family connectedness with community, real-world learning opportunities for parents and students during the 2021-2022 school year. This will support some of the inequities that were looked at for family and student opportunities. We will continue to have our RCA assist with communication with families too. The RCA will also support skill/attendance groups.

2020-2021 Site will fund 2 Mentors through Hand in Hand Mentoring, will provide Positive Behavior Supports, Small Group Interaction, 1:1 as needed, and field trip experiences to add to student centered and real-world learning experiences.

Step 4: Stakeholder 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:

The SSC in February of 2021, contributed input about the importance of the students continuing to have opportunities in the real world field trips and clubs. They want the students to have as many choices to be able to experience learning that might not be available at home. The SSC would also like support of HSL and RTI to support the students. Additional stakeholders that support student-centered and real-world learning are; TSA, Teaching Fellows, extra pay contracts for tutoring, activities, clubs, and RCA.

2 ELAC:

ELAC input includes additional academic support, SEL support through RCA, MTSS, and any additional site support.

3 Staff:

Staff continues to support any SEL real-world experiences that the students are able to have. Any student-centered clubs from student surveys and interest the staff will continue to support. The positive behavior incentive stores supports students with engagement and participation.

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.

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

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.

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

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.
- **Disaggregate Goal 2 participation 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.
- 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
- RCA to assist in coordination of arts, activities, etc.
- 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

2021-2022 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	Teacher-Supp			Supplemental support for students	3,593.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct-Food Services	500.00

\$4,093.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		35.45 %	2020-2021	33.45 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Homeless)		100 %	2020-2021	98 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		53.33 %	2020-2021	51.33 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %
Chronic Absenteeism (White)		22.5 %	2020-2021	20.5 %
Suspensions students with 1 or more (White)		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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 20-21 Muir hired a 6 hr. full-time RCA and I.S. continued to help increase students' level of connectedness to their school. 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 bunch, and A2A meetings to support improving attendance.

Weekly Principal Meeting-announced students with improved attendance and monthly drawing for students who have over 90% attendance.

Chronic Absenteeism (African American)

Available resources used: Office Assistant (additional time for HSL 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, Weekly Principal Meeting-announced students with improved attendance and monthly drawing for students who have over 90% attendance.

Chronic Absenteeism (Homeless)

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 33.45 (which is a significant increase from the previous year). Distance Learning over the past year has impacted student attendance. Students are not logging on, staying online, or don't return from breaks and lunch. There are also significant Technology issues impacting student attendance- including "R codes". 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. The Targeted

Chronic Absenteeism (African American)

High mobility of families

Limited access to stable internet and working devices- parents unable to come to school or go to FLATS

Available resources used: Office Assistant (additional time for HSL work), TST Team, Connections team for Tier 2 and Tier 3 Chronic Absenteeism, AI 4 Youth, HSL, Parent University, Principal A2A Meetings, Home Visits, District SW, Weekly Principal Meeting-announced students with improved attendance and monthly drawing for students who have over 90% attendance.

Chronic Absenteeism (White)

Available resources used: Office Assistant (additional time for HSL work), TST Team, Connections team for Tier 2 and Tier 3 Chronic Absenteeism, AI 4 Youth, HSL, Parent University, Principal A2A Meetings, Home Visits, District SW, Weekly Principal Meeting-announced students with improved attendance and monthly drawing for students who have over 90% attendance.

Suspensions students with 1 or more

Behavior assemblies to introduce and review school wide expectations and consequences, Weekly Virtual Announcements to reinforce Muir's Guidelines for Success Implementation of Second Step & Class Meetings RCA/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 consequences, Weekly Virtual Announcements to reinforce Muir's Guidelines for Success Implementation of Second Step & Class Meetings RCA/CCS School wide implementation of MTSS, Review of School-wide and Classroom Expectations

Suspensions students with 1 or more (Homeless)

Behavior assemblies to introduce and review school wide expectations and consequences, Weekly Virtual Announcements to reinforce Muir's Guidelines for Success Implementation of Second Step & Class Meetings RCA/CCS School wide implementation of MTSS, Review of School-wide and Classroom Expectations

Suspensions students with 1 or more (White)

Behavior assemblies to introduce and review school wide expectations and consequences, Weekly Virtual Announcements to reinforce Muir's Guidelines for Success Implementation of Second Step & Class Meetings RCA/CCS School wide implementation of MTSS, Review of School-wide and Classroom Expectations

Center for support.

This gap was a result of a lack of consistent communication primarily and a need for additional contact strategies and personnel.

Chronic Absenteeism (Homeless)

High mobility of families

Limited access to stable internet and working device- parents unable to come to school or go to FLATS Center for support.

This gap was a result of a lack of consistent communication primarily and a need for additional contact strategies and personnel.

Chronic Absenteeism (White)

High mobility of families

Limited access to stable internet and working device- parents unable to come to school or go to FLATS Center for support.

This gap was a result of a lack of consistent communication primarily and a need for additional contact strategies and personnel.

Suspensions students with 1 or more

Full implementation of STOIC and CHAMPS Full implementation of school wide Levels of Msbehavior.

Full implementation of 2nd Step across all grade levels with CCS support

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

Suspensions students with 1 or more (African American)

Full implementation of STOIC and CHAMPS Full implementation of school wide Levels of Msbehavior.

Full implementation of 2nd Step across all grade levels with CCS support

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

Suspensions students with 1 or more (Homeless)

Full implementation of STOIC and CHAMPS Full implementation of school wide Levels of Msbehavior.

Full implementation of 2nd Step across all grade levels with CCS support

Opportunities for students to build school connectedness through meaningful work

Timely matching of student needs to available resources on site and in the community

Suspensions students with 1 or more (White)

Full implementation of STOIC and CHAMPS Full implementation of school wide Levels of Msbehavior.

Full implementation of 2nd Step across all grade levels with CCS support

Opportunities for students to build school connectedness through meaningful work
Timely matching of student needs to available resources on site and in the community

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.

Major Differences for the intended and actual implementation of the actions carried through with this Goal include challenges with Distance Learning. Student Attendance was low for students logging in to class, staying online and participating, and completion of school work. We did not have a full-time Home School Liason who was able to carry out the role of a HSL which included parent connection, outreach, home visits, making appointments with families and translations. The RCA position was briefly filled in August and September and then opened up again. We were finally able to hire the RCA position in January. Suspension Data reflects "0" suspensions- this can be attributed to Distance Learning circumstances. Bi-weekly A2A meetings have proven to be unsuccessful. 1-2 parents have attended the virtual meeting each 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 2021-2022 SPSA.

For 2021-2022 school year, site will continue to fund (1) RCA to support SEL.

For 2021-2022 school year, site will fund a 6 hour Home School Liason to provide support for families, school support, and community outreach.

For 2021-2022 school year, site will fund 2 Mentors through Hand-in Hand Mentoring to provide Tier 1 and Tier 2 Behavior Support.

Support staff will continue to support in attendance meetings, daily phone calls home, in-person and virtual meetings and attendance incentives.

Step 4: Stakeholder 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 will review the following data:

Chronic Absenteeism: Overall, African American, White, Homeless- Power BI

Students with improved attendance- (Power BI)

Suspension Rates: Overall Suspension Rates and Students with 1 or more Suspension-African American, White Homeless, (Power BI)

2 ELAC:

ELAC will review the following data:

Chronic Absenteeism: Overall, African American, White, Homeless- Power BI

Students with improved attendance- (Power BI)

Suspension Rates: Overall Suspension Rates and Students with 1 or more Suspension-African American, White Homeless, (Power BI)

3 Staff:

Climate Culture Team (Power Team) will lead the work in Chronic Absenteeism and Suspensions

Data will also be shared with ILT and whole staff at least quarterly

CCT, ILT, and staff will review the following data:

Chronic Absenteeism: Overall, African American, White, Homeless- Power BI

Students with improved attendance- (Power BI)

Suspension Rates: Overall Suspension Rates and Students with 1 or more Suspension-African American, White Homeless, (Power BI)

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.

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 but 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
- 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 Specialist to support Tier 2 SEL
- CCS to support Tier 1 SEL
- TST Team to support Tier 1 structures for teachers and students
- Counseling Service (such as All 4 Youth) to support Tier 3 SEL
- Tier 2/Tier 3- 2 Mentors from Hand in Hand Mentoring
- 6 hour RCA to conduct classes, weekly meetings, and sessions with students to build character and a connection to school.
- 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
- Professional Learning will be provided to support SEL- Morning Meetings, Class Meetings, Olweus Anti-Bullying Program. PL will be lead by CCS, Admin, and TST Team.
- Growth Mindset Awareness
- Social Awareness
- Self-Management

- Focus on positive attributes of character
- Materials/Supplies/Awards
- Assemblies, Rallies, Events- hosted by 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
- 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:

- 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.

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

- 6 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
- RCA to support with attendance groups and lunch bunch
- 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, 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 \(curriculum and instruction\):](#)

- 6 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
- RCA to support with attendance groups and lunch bunch
- 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
- 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

[Specify enhanced services for EL students:](#)

- Communication will be translated (if needed) into Spanish

[Specify enhanced services for low-performing student groups:](#)

- Focus on Homeless & AA students who are chronically absent. 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.

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.

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

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target Suspension Rate</p>	<p>Owner(s): Admin</p>	<p>Timeline: Review Regularly (at least quarterly)</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Student Survey</p>	<p>Owner(s): Admin/Power Team/CCS</p>	<p>Timeline: Review as given (relevant)</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Teacher Survey</p>	<p>Owner(s): Admin/Power Team/CCS</p>	<p>Timeline: Review as given (relevant)</p>

[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: Utilize RCAs & 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 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 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- 2 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, Mnd 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:

- AA and Homeless students had a higher suspension rate. This may be due to counseling needs or additional cultural responsive training needed for staff.

2021-2022 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
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentors (2)	46,000.00

\$46,000.00

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	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		69.19 %	2019-2020	69.19 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>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.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p>
<p>Staff Goal - Site Defined</p> <p>Current Identified sections in SPSA were difficult to implement due to the Pandemic and subsequent Distance Learning Format.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>Specific actions</p>	<p>Staff Goal - Site Defined</p> <p>Muir Elementary will increase the percentage in the metric aligned to the Staff Survey: Overall Positive in Belonging Domain by 5%.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p>

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.

The major differences between the intended and actual implementation of actions and budget expenditures to meet this goal include:

- Limitations imposed from Pandemic and Remote Learning, Staff worked on campus and remotely from home
- Limitations on time and space during PL/PLC Process which includes New Distance Learning Schedules

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 2021-2022 SPSA.

Changes that will be made during the 2021-2022 School Year include:

- Increased staff involvement in Team Building Activities
- Increased opportunities for Staff Voice, through Instructional Lead Teacher and Climate Culture Team

- Increased learning in Cultural Proficiency

Step 4: Stakeholder 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:

Positive and safe working environment: pot lucks, inclusion of staff voice, team building activities, addressing needs concerns in a timely manner.

2 ELAC:

ELAC had no suggestions

3 Staff:

Information from the the Staff Needs Assessment included:

Action 1

Title: Staff Engagement

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

FUSD Staff Spring Climate Culture Survey and School-Wide Surveys

Owner(s):

Principal

Timeline:

Winter 2022

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Site Level Surveys

Owner(s):

Climate Culture Team (Power Team)

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:

- 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 Weekly 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)
- 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 Distance Learning, Simultaneous Teaching, and Cultural Proficiency.

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	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		88.95 %	2019-2020	95.95 %
Parent Survey - Safe and secure		89.47 %	2019-2020	96.47 %
Family Goal - Site Defined		0 %	2020-2021	95 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Family Goal - Site Defined

After utilizing the current student and family survey data, we continue to implement and increase family engagement at our site. During the 2020-2021 school year, we continue to engage our families virtually and drive-thru opportunities for positive incentives. At times, it has been difficult to engage about 40% 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

Parent Survey - Respected and welcomed

Parent Survey was sent out by School Administration, Classroom Teachers, and Flyers were given during School Drive-through Events.

Completion of Survey was very low-only 53 total responses were submitted

Parent Survey - Safe and secure

Parent Survey was sent out by School Administration, Classroom Teachers, and Flyers were given during School Drive-through Events.

Completion of Survey was very low-only 53 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

Distance Learning 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

Parent Survey - Respected and welcomed

New Metric for this upcoming school year

Distance Learning 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

Parent Survey - Safe and secure

New Metric for this upcoming school year

Distance Learning 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.

Major differences between the intended and actual implementation if action and budget expenditures include: new metric (no comparisons), virtual leaning- students and family are not as connected since we have been virtual all year. Completion rate of Family Survey ended with only 53 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 2021-2022 SPSA.

For 2021-2022 School Year, site will fund 6 hour Home School Liaison

For 2021-2022 School Year, site funds will be used for Fun Works: student and family events

For 2021-2022 School Year, site funds will be used for food, incentives, prizes, to be used for student and family celebrations

Step 4: Stakeholder 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 will review:

- Current Action in the school year
- Attendance of Family Events
- Completion of Spring CC Survey
- Provide Pulse surveys during the year

2 ELAC:

ELAC will review:

- Current Action in the school year
- Attendance of Family Events
- Completion of Spring CC Survey
- Provide Pulse surveys during the year

3 Staff:

Staff: Power Team/CCT, ILT, Grade-level

- Current Action in the school year
- Attendance of Family Events
- Completion of Spring CC Survey
- Provide Pulse surveys during the year

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.

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/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:

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **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
- 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
- 1.0 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
- 6 hour RCA to conduct classes, weekly meetings, and sessions with students to build character and a connection to school.
- 2 Mentors to support family and student engagement
- 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
- Parent meetings hosted by Muir Staff, Parent University, and additional community resources for support

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
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls

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

- 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.

- 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

Action 2

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 10%, while engaging students to opportunities during family events and on-site or virtual activities.

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

Family engagement of activities
Average Daily Attendance Rate

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

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)
- 6 hour HSL/Office Assistant to support phone calls, home visits, meet with parents to provide information regarding the importance of school attendance.
- Tier II CWAS and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through TST Team
- 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
- Muir Money-Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance
- Materials/Supplies

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 RCAHSL

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

- Focus on Homeless & AA students who are chronically absent. 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.
- Opportunities for parents to be included in child's learning

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.

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

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 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:

- **Student Academics:**
- **Student Centered and Real-World Learning:**

- **Student Engagement:**

- 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: Utilize RCAs & 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 Positive Culture/Climate with support of Power Team, CHAMPS, and STOIC 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: 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.
- Tier 2-3: 2 Mentors through Hand in Hand Mentoring
- 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 MUJR Money.
- Tier 1-2 Clubs/Organizations encouraging positive behavior (including vendors such as Fun Works and others)
- Supplemental Contracts for staff to conduct clubs
- Classified Support/Translation
- Materials/Supplies/food for incentives and recognition

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:

- AA and Homeless students had a higher suspension rate. This may be due to counseling needs or additional cultural responsive training needed for staff. Attendance support with positive incentives and mentors.

2021-2022 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
G5A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		34,161.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		17,083.00
G5A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement and family engagement ** NO FOOD OR INCENTIVES **	1,500.00
G5A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			MTSS classified support-extra time	519.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified support for students and families	519.00
G5A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation classified parent support	253.00

\$54,035.00

2021-2022 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		12,015.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student devices/replacements and Tech. equipment	14,679.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow will support Kindergarten literacy	19,706.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			The New Teacher Project : Support from TNTP in writing and literacy will be provided	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional and student supplies/incentives	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student and instruction supplies and incentives	3,725.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and student device for ELA and Math support	500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow-RTI support literacy	12,776.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	8,362.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance support	500.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology and student device support for EL students ELA/Math	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Supplies and materials	18,029.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology for students	1,200.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes; Instruction, SST, observations	1,173.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Student devices-technology	990.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		50,438.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental support for students	3,593.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct-Food Services	500.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentors : Hand in Hand Mentors (2)	46,000.00
G5A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		34,161.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		17,083.00
G5A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement and family engagement ** NO FOOD OR INCENTIVES **	1,500.00
G5A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			MTSS classified support-extra time	519.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified support for students and families	519.00
G5A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation classified parent support	253.00

\$262,221.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,900.00
Sup & Conc	7090	\$170,247.00
LCFF: EL	7091	\$19,845.00
One-Time School	7099	\$19,229.00
Grand Total		\$262,221.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$158,093.00
G2 - Expand student-centered and real-world learning experiences	\$4,093.00
G3 - Increase student engagement in their school and community	\$46,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$54,035.00
Grand Total	\$262,221.00