

2025-26 SPSA



County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
37683386059687	4-16-25	

**ENGAGING EDUCATIONAL PARTNERS - PARTNER GROUPS THAT CONTRIBUTED TO UPDATING THE SPSA**

Educational Partner Group(s) that Reviewed or Approved the Budget	Date(s)
School Site Council (SSC)	3-12-2025
English Learner Advisory Council (ELAC)	DNA
Other Educational Partner Group (ILT, SGT, PLC-staff)	SGT 3-12-2025, Staff 1-22-25

Educational Partner Group(s) that Reviewed or Approved the SPSA	Date(s)
School Site Council (SSC)	4-16-25
English Learner Advisory Council (ELAC)	DNA
Other Educational Partner Group (ILT, SGT, PLC-staff)	SGT 4-16-25, Staff 4-9-25, PLC Staff 4-7-25, 4-9-25, 4-16-25

## List of Appendices

A. Recommendations and Assurances
B. SPSA Site Goals
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E. Parent & Family Engagement Policy
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H. School Site Council Roster
I. Comprehensive Needs Assessment Summary

# 1. Executive Summary

## PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

This School Plan for Student Achievement (SPSA) aligns with San Diego Unified School District's Local Control Accountability Plan (LCAP) goals listed below:

LCAP Mapping to 2025/26 SPSA	
2024/25 LCAP	2025/26 LCAP Revision
Goal 1. Strengthening Social Emotional Development	Goal 1. Fostering Student Wellness
Goal 2. Increasing Academic Achievement Through Broad and Challenging Curriculum	Goal 2. Advancing Literacy and Effective Communication Goal 3. Developing Critical Thinking and Problem Solving in Mathematics
Goal 3. Increasing College and Career Preparedness	Goal 4. Expanding College, Career, and Life Readiness

## Purpose and Description

This School Plan for Student Achievement (SPSA) fulfills the requirements of a comprehensive school plan.

## 2. Resource Inequities

Muirlands has a relatively small amount of funds above the regular district allocations. Muirlands does not receive Title One funds. Our Discretionary budget for School Year (SY) 2025-26 is \$62,280.00. Our 2025-26 LCFF budget is \$25,466.00. We utilize most of our Local Control Funding Formula (LCFF) budget and a portion of our discretionary budget to address needs and inequities in math by employing a math assistant to support students struggling with math. The math assistant is assigned to English Learner (EL) math classrooms. We also use these budgets to support our after-school tutoring lab. The lab is a support service we use to assist struggling students. In addition, we offer a sixth-grade wheel class that supports our sixth-grade students whose data shows they struggle in math and need additional support. For the school year 2025-26, the district has reduced our allocation for classified support in the following manner. We have lost one full-time School Clerk position (our current attendance clerk position), a .5 of our financial clerk position, and a .5 of our library position. This will impact our work to support the districts and School Plan for Student Achievement (SPSA) goals of improving the rate of chronically absent students.

### 3. LCAP 1

#### Annual Review of Efforts Focused on Strengthening Social-Emotional Development

##### Analysis - A short reflective analysis of this year's plan

- At the conclusion of last year, Muirlands was designated a "No Place for Hate" (NPFH) school. This year, Muirlands has continued with the NPFH. Our school community has focused on supporting a respectful and inclusive environment on our campus.
- We have utilized a .4 position to support our campus's Restorative Justice Practices (RJP) work. This year, we had two different support teachers. These were two very competent leaders, we have unfortunately experienced a loss of momentum from the work we completed last year. This loss, however, we remain committed to our RJP work, continuing to implement restorative circles on our campus and working to implement our school's newly implemented RJP.
- We produce a weekly student-generated bulletin called Dolphin Details, which includes student recognition, campus information, social reminders, and more. The bulletin is shown weekly campus-wide in each period one classroom. The Dolphin Details are shared with parents so they can view them at home with their students. This has provided excellent links and connections for our school community.
- Our CARE Team, consisting of Administrators, Counselors, the School Nurse, the School Psychologist, and the Attendance Clerk, began the year with a commitment, holding monthly meetings. These meetings discussed students' attendance, academic, health, and social concerns. However, despite our dedicated collaborative work to address our attendance issues, with the absence of a consistent attendance clerk position to support the monitoring of attendance for chronically absent students, this work became a challenge.
- We implemented programs and actions to support a more inclusive campus climate by actively supporting all students, clubs, and staff.
- We have established more than 20 free student clubs on our campus this year. It has been incredible for our students to have another means of connection on campus.

##### Major Differences - Describe the deviations from this year's plan

- Our CARE Team, consisting of Administrators, Counselors, the School Nurse, the School Psychologist, and the Attendance Clerk, began the year with a commitment, holding monthly meetings. These meetings discussed students' attendance, academic, health, and social concerns. However, despite our dedicated collaborative work to address our attendance issues, with the absence of an available and consistent Attendance Clerk position to support the monitoring of attendance for chronically absent students, this work became challenging and incomplete.

##### Changes - What updates are planned for the new SPSA

After analyzing the Dashboard data, we discovered that our Students with Disabilities (SWD) chronically absent rate was nearly double the school-wide rate. In addition, the Dashboard data shows that the chronically absent rates of our English Learners (EL) and Socially Economically Disadvantaged (SED) students are as high as the school-wide percentage rate.

As a result of analyzing Dashboard data and feedback from educational partners, our school will implement the following in 2025-26:

- We will emphasize and continue to require our case managers to monitor student attendance on their caseload.
- Make SWD chronically absent students a priority for the work of our CARE Team.
- Offer Core Academy to our students to improve their attendance rate. We will continue to emphasize our efforts to encourage Spotlight Students to attend.

##### Identified Need - Based on a data review, what does the site need to address to improve performance related to this goal?

Absenteeism, engagement, and positive social interaction are critical factors of school culture and learning opportunities. Many of our students outside the sphere of success have high absenteeism and low participation rates in the classroom, which leads to fewer opportunities for positive academic and social engagement. In addition, observations show these students to be less engaged with their learning.

- We will positively affect engagement, social interaction, and attendance as we continue to support our students by establishing a connection with the school, maintaining a safe and respectful environment, encouraging and monitoring student participation in school-related activities, and building relationships with our students. We will support this work through our No Place for Hate program, our continued work to bring in speakers for grade level assemblies to address the importance of proper interaction of students both in person and online, supporting clubs and other supervised and positive options for our students to connect to Muirlands and interact with one another.

- Analyzing the 2023 Pupil Engagement portion of the Dashboard data, we discovered that chronic absenteeism for "All Students" has increased

(currently at 11.4%). Our SWD and SED subgroups have increased the percentage of chronically absent students. These two subgroups are our only subgroups in the Red - Very High level. Our Hispanic subgroup increased and is currently in the orange - High level. Our Two or More Races subgroup increased and is currently in the yellow - Medium level

- As a site, we will continue to use the measures previously used to address chronic absenteeism site-wide but will emphasize and focus on monitoring our SWD, EL, SED, and Spotlight Students.
- According to the Dashboard, our school wide suspension rate is in the “High” range for the whole school and each of our significant subgroups. However, all groups have increased from the 2023-24 school year.
- We will continue implementing the No Place for Hate curriculum and activities and transforming to a site-developed restorative practices discipline model.

## Supporting Black Youth

1. In the 2025-26 school year, **Muirlands Middle** will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and to determine if student groups are being disproportionately referred and the appropriate supports.
2. **Muirlands Middle** will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
3. Increase access to advanced classes, such as GATE, seminar, and advanced placement for black youth.
4. **Muirlands Middle** will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

## Strategies/Activities Focused on LCAP 1

Sites must develop one or more strategies/activities for EACH category below

<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Family and Community Engagement
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**Strategy #1 Strategy/Activity Name:**

Implementation of CARE Team

**Students to be served:**

☒ Spotlight Students
 ☒ Students with Disabilities
 ☒ Socioeconomically Disadvantaged
 ☒ English Learner

Funding Source to Support this Strategy    [Budget Strategy Table](#)

[Site Goal Table](#)

Dashboard Indicator Addressed (State Priority)	<input checked="" type="checkbox"/> 09800 Local Control Funding Formula	<input type="checkbox"/> 09807 Local Control Funding Formula (EL Support)	<input type="checkbox"/> 30100 Title I Schoolwide Programs	<input type="checkbox"/> 30101 Involvement
<input checked="" type="checkbox"/> Suspensions (School Climate)				
<input checked="" type="checkbox"/> Chronic Absenteeism (Pupil Engagement)				

**Description of Strategy #1: Title I funded strategy items must be supplemental**

School counselors, the attendance clerk, site administration, the nurse, and our school psychologist will meet regularly (CARE Meeting) to identify and provide interventions and support for students with high absenteeism, academic struggles, behavioral issues, and social-emotional learning (SEL) concerns.

- We will maintain a log and agenda with parent contact information, intervention supports, and notes.
- We will identify our EL, SWD, SED, and Spotlight students from the list.
- With input from the "Team," we will develop targeted steps to address and support these struggling youth.
- We will utilize our after school tutoring (**1157**) program to support the academic concerns.
- We will utilize our club offerings and other extracurricular options to promote engagement and reinforce a connection between students and the school.
- We will offer Core Academy to support our chronically absent students.
- We will continue to implement Restorative Justice Practices on our campus.
  - We will continue implementing and refining our school-wide restorative-based discipline policy as needed.
  - 0.2 In-School Resource Teachers will serve as Restorative Justice Coordinator and support students with conflict management and peer mediation
  - circles
- We will continue to complete the required steps to maintain our designation as a "No Place for Hate" campus.
  - Classroom Teacher/staff will present No Place for Hate lessons to all students.
  - Our NPFH Leaders and ASB NPFH Team will vet lessons
- Our monthly Grade-Level Meetings will agenda a review of our Spotlight Student progress.
- These steps will positively impact campus climate, engagement, and attendance rate.



## Strategies/Activities Focused on LCAP 1

Sites must develop one or more strategies/activities for EACH category below

<input type="checkbox"/> Students	<input checked="" type="checkbox"/> Family and Community Engagement
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**Strategy #2 Strategy/Activity Name:**

Principal Chat, Sunday Notes
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**Students to be served:**

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Funding Source to Support this Strategy

[Budget Strategy Table](#)

[Site Goal Table](#)

Dashboard Indicator Addressed (State Priority)	<input type="checkbox"/> 09800 Local Control Funding Formula	<input type="checkbox"/> 09807 Local Control Funding Formula (EL Support)	<input type="checkbox"/> 30100 Title I Schoolwide Programs	<input type="checkbox"/> 30101 Title I Targeted Assistance
<input checked="" type="checkbox"/> Suspensions (School Climate)				
<input checked="" type="checkbox"/> Chronic Absenteeism (Pupil Engagement)				

**Description of Strategy #2: Title I funded strategy items must be supplemental**

- The school will advertise and host monthly "Principal Chats" meetings to promote home and school connections to families.
- The principal will send all families a weekly phone and email message (Sunday Notes). This message will share information and update community on important school events and resources.
- In August, we will host an in-person "New Student Orientation" for families and students new to Muirlands.
- We will continue supporting a Link Crew club at Muirlands to assist with transitioning our 5th-grade students and parents to middle school.
- Muirlands will provide school tours to prospective new families and an opportunity for families to sign up for Parent Portal information.
- Muirlands will schedule assemblies and a campus tour for our cluster fifth-grade classes.
- Muirlands will post important information on the school marquee.
- Muirlands will host and send representatives to the La Jolla Cluster meetings.
- Muirlands will utilize a Bilingual School Clerk to interpret and translate materials for our Spanish-speaking community members.
- Muirlands will utilize a Bilingual School Clerk to register and welcome our new Spanish-speaking families to Muirlands.
- Muirlands will send periodic communications to our spotlight families.
- Muirlands will host the Annual Muirlands Rocks Festival.
  - A family and community event. We will invite all current, future, and past Muirlands families to our outdoor weekend event. This event will feature live music and entertainment performed by Muirlands students and alums, games, food, and raffle prizes.
- If our EL numbers mandate, Muirlands will develop a functioning English Learner Advisory Committee (ELAC) beginning in Fall 2025. A Learner Advisory Committee (DELAC) will be identified and report to the School Site Council (SSC).

## 4. LCAP 2 & 3

### Annual Review of Efforts to Increasing Academic Achievement through Broad and Challenging Curriculum

#### Analysis - A short reflective analysis of this year's plan

Teachers meet monthly in department Professional Learning Communities (PLC) teams to analyze our assessment data, establish best practices, and support our students.

- Our Math, English, and Science Departments invited district resource staff to support their work during department meetings and release days for the interpretation of data, answered curriculum questions, offered resource ideas, and provided general guidance on best practices.
- We offered our students access to an after-school tutoring lab, open three days a week. To support our SWD and EL students, we recruited an English Education teacher, an Art teacher, and Paraprofessionals to help our students.
- Our counseling department, CARE Team, and teaching staff identified struggling students and encouraged student attendance at the tutoring lab, including working with our parents to ensure their students participated in this tutoring opportunity.
- Professional Development (PD) release days were provided to the English Language Arts (ELA) and Math departments to allow time to work on developing standards-based curricula, or other pre-identified areas of need.
- With the addition of modified days every Wednesday, our teaching staff has committed to offering office hours every Wednesday from 1:15 to 2:15. These established campus office hours allow students and families access to teacher support outside of classroom hours.
- An analysis of our 2024 ELA Dashboard data shows that all subgroups significantly increased, increased, or maintained their Distance from Standard (DFS) on the Smarter Balanced Assessment (SBAC). Except for our Asian and Multiple Races student groups, which slightly decreased their DFS. However, all groups continued to score at the Very High (VH) Level.
- An analysis of our 2024 Math Dashboard data shows that all subgroups significantly increased or increased their DFS on the Math portion of the SBAC, with the exception of the Asian and Two or More Races subgroups, which showed a decline but remained 116.7 and 59.9 points above standard, respectively, at the Very High Level.

#### Major Differences - Describe the deviations from this year's plan

- No major changes. We have implemented our intended strategies/activities this year.

#### Changes - What updates are planned for the new SPSA

- No major changes are planned for the next school year.

### **ELA - Identified Need - Based on a data review, what does the site need to address and improve performance in English Language Arts?**

The data from the 2024 Dashboard supports the conclusion that the strategies and plan we have effectively implemented at Muirlands have shown growth and a positive outcome, with all of our subgroups (except EL, which had a 22.7-point DFS growth compared to last year) currently performing above standard.

- Muirlands had no ELA subgroup identified in the Red or Orange Levels.
- Muirlands Dashboard data shows the following:
  - ELA is 70.1 points above standard. This is an increase of 1.4 points DFS from the previous year and in the Blue Level.
  - Our English Learners scored in the Yellow Level - an increase of 22.7 points
  - Our SWD subgroup scored in the Green Level - an increase of 5.3 points DFS.
  - Our Asian students scored in the Green Level—a decrease of 6.2 points DFS from the previous year. However, the subgroup's score is 109.2 points DFS and still rates Very High.
  - Our Hispanic subgroup scored in the Green Level - an increase of 4.6 DFS.
  - Our Two or More Races subgroup scored in the Green Level - a decrease of 6.9 points DFS.
  - Our Socioeconomically Disadvantaged subgroup scored at the Green Level, with a decrease of 2.5 points DFS.
  - Our White subgroup scored at the Blue Level, with was an increase of .4 points DFS.
- We need to continue our supplemental support for our EL students and Students with Disabilities. As mentioned, we will pilot an Academic Language Development (ALD)/Theater course to support our EL students. We are currently exploring and seeking the best data-backed programs available to support our low-performing subgroups. Our English department's PLC work and release dates will focus on analyzing assessment data, sharing best practices, and pacing.

### **MATH - Identified Need - Based on a data review, what does the site need to address and improve performance in Math?**

The data from the 2024 Dashboard supports the conclusion that the strategies and plan we have effectively implemented at Muirlands have shown growth and a positive outcome. However, as mentioned below, our English Learners did not show parallel growth in Math.

- Muirlands had no Math subgroup identified in the Red or Orange Levels.
- Muirlands Dashboard data shows the following:
  - Math is 48.6 points above standard. This is an increase of 6.1 points DFS from the previous year and in the Blue Level.
  - Our English Learners scored in the Yellow Level - an increase of 52.5 points
  - Our SWD subgroup scored in the Green Level - an increase of 25.2 points DFS.
  - Our Asian students scored in the Green Level - a decrease of 3.5 points DFS from the previous year.
  - Our Hispanic subgroup scored at the Green Level, with an increase of 15.9 points DFS.
  - Our Two or More Races subgroup scored in the Green Level - a decrease of 35 points DFS.
  - Our Socioeconomic Disadvantaged subgroup scored at the Blue Level - a decrease of 17.5 points DFS.
  - Our White subgroup scored in the Blue Level - an increase of 7.2 points DFS.
- An analysis of our student group data highlights a significant increase in Math for our English Learners (52.5 points). We must target struggling mathematicians to attend and participate in the afterschool tutoring lab. We may also incorporate additional software and programs to support our Long-Term English Learners (LTEs). We are currently exploring and seeking the best data-backed programs available. We must determine how best to connect our EL parents with the school and their child's education process.

### **English Learner - Identified Need - Based on a data review, what does the site need to address and improve performance in English Learners?**

An analysis of our EL subgroup data highlights a significant increase in Math (52.5 points DFS) and ELA (22.7 points DFS). We will continue to fund our EL Mathematics Assistant position for next year. In addition, we intend to continue the ALD Theater pilot we began this year.

The data from the 2024 Dashboard supports the conclusion that the strategies and plan we have effectively implemented at Muirlands have shown growth and a positive outcome for the school and our EL students. Muirlands will switch from the FAST assessment to iReady to monitor students' progress in both Math and ELA. We will have a growth period as we become accustomed to the new assessment system.

- 20 English Learner students comprise 2.7% of the whole school population.
  - Based on our 2024 Dashboard Data, our EL students increased significantly in both in ELA and Math. Although we celebrate this tremendous growth, we should be careful when interpreting this data as our sample size is relatively small (20 students). Although this is tremendous growth, our EL subgroup remains below standard in Math and ELA.
- We must continue to target our struggling mathematicians to attend and participate in the afterschool tutoring lab and attend our teacher office hours for support. We should also consider incorporating additional software and programs to support our Long-Term

English Learners (LTELs). We are currently exploring and seeking the best data-backed programs available. We must determine how best to connect our EL parents with the school and actively monitor their child's school attendance and education process.

## Strategies/Activities LCAP 2 & 3

Sites must develop one or more strategies/activities for each.

<input type="checkbox"/> Lesson Planning, Data Analysis, and Professional Development	<input type="checkbox"/> Effective Classroom Instruction	<input checked="" type="checkbox"/> Interventions During and After the School Day and Other Supports	<input type="checkbox"/> Improving English Learner Performance
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**Strategy #1** Strategy/Activity Name:

Improving English Learner Performance

Students to be served:

English Learner ▾

[Site Goal Table](#)

Funding Source to Support this Strategy

[Budget Strategy Table](#)

<b>Dashboard Indicator Addressed (Pupil Achievement)</b> Multilingual/EL ▾	<input checked="" type="checkbox"/> <b>09800</b> Local Control Funding Formula	<input checked="" type="checkbox"/> <b>09807</b> Local Control Funding Formula (EL Support)	<input type="checkbox"/> <b>30100</b> Title I Schoolwide Programs	<input type="checkbox"/> <b>30100</b> Title I Individualized Programs
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**Description of Strategy #1:** Title I funded strategy items must be supplemental

- EL Tutoring after school to support academic growth for our EL Population (09800/1157)
- ELPAC administration (09807/1157)
- Supplies including items such as headphones for listening activities, classroom library books for leveled reading practice, and basic materials like colored paper, pencils, and highlighters to support engagement and differentiation during lessons to support proficiency of ELPAC (098074301)

## Strategies/Activities LCAP 2 & 3

Sites must develop one or more strategies/activities for each.

<input checked="" type="checkbox"/> Lesson Planning, Data Analysis, and Professional Development	<input checked="" type="checkbox"/> Effective Classroom Instruction	<input type="checkbox"/> Interventions During and After the School Day and Other Supports	<input type="checkbox"/> Improving Engagement
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**Strategy #2** Strategy/Activity Name:

Professional Learning Communities

Students to be served:

All Students ▾

[Site Goal Table](#)

Funding Source to Support this Strategy

[Budget Strategy Table](#)

Dashboard Indicator Addressed (Pupil Achievement)	<input type="checkbox"/> 09800 Local Control Funding Formula	<input type="checkbox"/> 09807 Local Control Funding Formula (EL Support)	<input type="checkbox"/> 30100 Title I Schoolwide Programs	<input type="checkbox"/> 30101 Other Statewide Programs
ELA ▾ Math ▾				

**Description of Strategy #2:** Title I funded strategy items must be supplemental

- All classroom educators will have access to release time to collaborate in department or grade-level teams to review assessment data, share instructional strategies, and focus on student support.
- Grade Level Team Professional Learning Communities (PLCs) will meet monthly to monitor progress and provide feedback regarding site-determined Spotlight Students.
- Department PLCs will meet monthly to analyze student work/data and assessments, adjust Tier 1 instruction and lesson study, share best practices, and plan differentiated small groups for Tier 2 intervention instruction.
- English and Math Department members will be given release time to analyze iReady assessment data results.
- Special Education Department staff are provided release time to work on Tier 1 and Tier 2 supports, student schedule input, and share best practices.
- Paraeducators will receive release time to attend district and county Paraprofessional training.
- Our departments will continue to reflect on and analyze their instruction and assessment pieces. Our work includes course and vertical alignment, pacing, common units of instruction, and common assessments.
- Our departments will establish and adopt an assessment plan that will be utilized department-wide.

## Strategies/Activities LCAP 2 & 3

Sites must develop one or more strategies/activities for each.

<input checked="" type="checkbox"/> Lesson Planning, Data Analysis, and Professional Development	<input checked="" type="checkbox"/> Effective Classroom Instruction	<input type="checkbox"/> Interventions During and After the School Day and Other Supports	<input type="checkbox"/> Improving Student Engagement
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**Strategy #3** Strategy/Activity Name:

Co-Teaching / Inclusion

Students to be served:

Students with Disabilities ▾

Funding Source to Support this Strategy

[Budget Strategy Table](#)

[Site Goal Table](#)

Dashboard Indicator Addressed (Pupil Achievement)	<input type="checkbox"/> 09800 Local Control Funding Formula	<input type="checkbox"/> 09807 Local Control Funding Formula (EL Support)	<input type="checkbox"/> 30100 Title I Schoolwide Programs	<input type="checkbox"/> 30101 Involvement Programs
ELA ▾ Math ▾				

**Description of Strategy #3:** Title I funded strategy items must be supplemental

- Education Specialists and paraeducators will be provided collaboration time with grade-level teams to support Tier 1 instruction in the classroom.
- Strategic scheduling of student groupings and special education staff support in the Master Schedule.
- Provide additional co-teaching training opportunities to select educators and paraeducators who partner with education specialists.
- Special education case managers will connect vertically with their colleagues to ensure a smooth transition and proper placement of the students entering and exiting Muirlands.
- Special Education Paraeducator Independence Facilitators (PIFs) will be provided with training to determine best practices for performing their job responsibilities. We hope to create a positive and appreciative work environment for these critical staff members.

## Strategies/Activities LCAP 2 & 3

Sites must develop one or more strategies/activities for each.

<input type="checkbox"/> Lesson Planning, Data Analysis, and Professional Development	<input checked="" type="checkbox"/> Effective Classroom Instruction	<input type="checkbox"/> Interventions During and After the School Day and Other Supports	<input type="checkbox"/> Improving Student Engagement
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**Strategy #4** Strategy/Activity Name:

Small Group Intervention

Students to be served:

English Learner ▾

Funding Source to Support this Strategy [Budget Strategy Table](#)

[Site Goal Table](#)

Dashboard Indicator Addressed (Pupil Achievement) Math ▾ Multilingual/EL ▾	<input checked="" type="checkbox"/> <b>09800</b> Local Control Funding Formula	<input type="checkbox"/> <b>09807</b> Local Control Funding Formula (EL Support)	<input type="checkbox"/> <b>30100</b> Title I Schoolwide Programs	<input type="checkbox"/> <b>30100</b> Title I Individualized Programs
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**Description of Strategy #4:** Title I funded strategy items must be supplemental

- We will utilize a Math assistant (09800/2101) to push into EL-designated math classes. The math assistant will provide direct, small-group instruction to our EL students.
- We will utilize teaching staff to push into EL English sections. In addition, the teaching staff will work with our EL students and families to monitor and support their growth.
- We will utilize teaching staff to provide targeted after-school tutoring (09800/1157)
- Muirlands teaching staff will be available for small group instruction and support during weekly office hours for 1:1 support and small group instruction.



Strategies/Activities LCAP 2 & 3

Sites must develop one or more strategies/activities for each.

<input type="checkbox"/> Lesson Planning, Data Analysis, and Professional Development	<input type="checkbox"/> Effective Classroom Instruction	<input checked="" type="checkbox"/> Interventions During and After the School Day and Other Supports	<input type="checkbox"/> Improving Student Engagement
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Strategy #5 Strategy/Activity Name:

Tutoring - Office Hours and Tutoring Labs

Students to be served:

All Students ▾

Funding Source to Support this Strategy [Budget Strategy Table](#)

[Site Goal Table](#)

Dashboard Indicator Addressed (Pupil Achievement) ELA ▾ Math ▾ Multilingual/EL ▾	<input checked="" type="checkbox"/> 09800 Local Control Funding Formula	<input type="checkbox"/> 09807 Local Control Funding Formula (EL Support)	<input type="checkbox"/> 30100 Title I Schoolwide Programs	<input type="checkbox"/> 30101 Other Statewide Programs
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Description of Strategy #5: Title I funded strategy items must be supplemental

- On Wednesdays, Muirlands teaching staff will be available for office hours from 1:15 p.m. to 1:45 p.m. in their classrooms. This is an opportunity for Muirlands students to drop in for 1:1 and small group support with their teachers. On Wednesdays, our tutoring center will be staffed by paraeducators from 1:10 p.m. to 2:40 p.m.
- On Tuesdays and Thursdays, from 3:10 p.m. to 4:40 p.m., students can get after-school tutoring in the tutoring center, which is staffed with credentialed teachers and paraprofessionals (09800/1157)

## Strategies/Activities LCAP 2 & 3

Sites must develop one or more strategies/activities for each.

<input type="checkbox"/> Lesson Planning, Data Analysis, and Professional Development	<input type="checkbox"/> Effective Classroom Instruction	<input type="checkbox"/> Interventions During and After the School Day and Other Supports	<input checked="" type="checkbox"/> Improving Student Engagement
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### Strategy #6 Strategy/Activity Name:

School/Home Connection

Students to be served:

All Students ▾

Funding Source to Support this Strategy [Budget Strategy Table](#)

[Site Goal Table](#)

Dashboard Indicator Addressed (Pupil Achievement)	<input type="checkbox"/> 09800 Local Control Funding Formula	<input type="checkbox"/> 09807 Local Control Funding Formula (EL Support)	<input type="checkbox"/> 30100 Title I Schoolwide Programs	<input type="checkbox"/> 30101 Involvement Programs
ELA ▾ Math ▾				

### Description of Strategy #6: Title I funded strategy items must be supplemental

- The school will host monthly "Principal Chats" meetings to promote home-school connections to families. These chats will address events and supports available on the Muirlands campus. This will allow families to ask questions regarding their students' academics and well-being.
- The principal will send all families weekly phone and email messages (Sunday Notes). These messages will update the community on important school events and resources available to our students and families.
- We will host an in-person "New Student Orientation" in August. This orientation aims to prepare our students for an excellent academic and social start to the school year on their new campus and to communicate the educational and social resources available to students and families.
- Muirlands will provide school tours to students and families.
- Families will have an opportunity to sign up for Parent Portal information.
- Advertise essential meetings on the marquee.
- We will host the Muirlands Rocks Festival.
- Muirlands Rocks is a family and community event. We will invite all current, future, and past Muirlands families to our outdoor weekend event. This event will include live music and entertainment performed by Muirlands students and alumni, games, food, and raffle prizes.