

Muir Elementary

10621666006415

Principal's Name: Juan Garcia

Principal's Signature:

A handwritten signature in cursive script that reads "Juan Garcia".

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Juan Garcia	X				
2. Chairperson- Maria del Rosario Gallardo				X	
3. Jessica Blackburn		X			
4. Christina Lewis		X			
5. Celia Paz		X			
6. Viviana Martinez			X		
7. Manuel Gallardo				X	
8. Angelica Cardiel				X	
9. Donita Carter				X	
10. Sylvia Molina				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" 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:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Juan Garcia		3/17/17
SSC Chairperson	Maria D. Gallardo		3/17/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$37,725 *
7090	LCFF Supplemental & Concentration	\$140,703
7091	LCFF for English Learners	\$23,622
		\$202,050
TOTAL 2017/18 ON-SITE ALLOCATION		\$202,050

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$708
Remaining Title I funds are at the discretion of the School Site Council	\$37,017
Total Title I Allocation	\$37,725

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	57/68	N/A ³	14.12%	18.80%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	63/68	N/A ³	4.71%	12.05%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	21/66	N/A ³	24.64%	31.25%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	38/68	0.00% ⁴	52.31%	54.26%	39.20%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	37/63	N/A ⁶	37.14%	32.00%	1.35%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	45/63	N/A ⁶	40.00%	44.00%	2.70%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	28/67	N/A ⁷	N/A ⁷	22.63%	25.38%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	38/67	N/A ⁸	N/A ⁸	19.49%	19.74%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	26/68	11.01%	19.09%	17.98%	18.31%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	36/68*	20.73%	24.21%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	50/68	35.05%	38.20%	46.58%	47.46%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	58/68	93.19%	93.43%	93.95%	94.29%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	56/69	18.71%	20.33%	20.48%	18.57%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	63/68	N/A ¹⁰	N/A ¹⁰	53.87%	34.84%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	11.71%	0.00%	0.00%	1.10%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	57/68	11.71%	12.22%	14.01%	16.39%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.18%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	38/67	63.99%	48.06%	45.23%	16.70%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	66/68	N/A ¹³	N/A ¹³	62.50%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	62/69	N/A ¹³	N/A ¹³	57.67%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	59/68	N/A ¹³	N/A ¹³	53.82%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	66/68	N/A ¹³	N/A ¹³	65.12%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: Juan.Garcia - 03/15/2017

Save

Muir Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	18.8	25	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	22.63	28	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	31.25	41	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Muir will Increase the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA (CAASP) by utilizing Wonders Curriculum and challenging content across all content areas to support reading comprehension. Muir will continue to focus on building foundational reading skills and reading comprehension through best first teaching, high leverage instructional practices, professional learning and building the capacity of Accountable Communities.

1. Muir will continue to implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction (Response to Intervention, 45 minute block) for students scoring significantly below grade level based on but not limited to; DRP, BAS, Interim and SBAC results in grades 3-6. (1) TSA, (1) Certificated Tutor (.4687 FTE), (3) Instructional aides (.4375 FTE) to target identified reading skills during Response to Intervention (RTI) block.

- (3) Teaching Fellows (3 hrs.) to support early literacy in classrooms grades K-2). K-1 will continue to implement baseline Wonders Curriculum and RIRA lessons to support reading comprehension.
- The site will continue to provide professional learning opportunities to build teacher and AC capacity to deconstruct standards and learning targets, analysis of student data to identify skills to support reading comprehension and writing through the use of Wonders Curriculum, Complex Text, Task and Talk across all content areas.
- Peer Observations and Instructional practice walks will be conducted utilizing a variety of structures including substitutes to build AC capacity of implementation of Wonders curriculum, reading strategies; close read sequence, thinking routines, text annotation, TDQ's, teacher questioning, unpacking of sentences, and text deconstruction to support reading comprehension - (Visible Learning, pg.112-113).
- Students will engage in instruction of grade level standards using higher levels of thinking (DOK Levels 2-4), use of challenging content, close read strategies, text dependent questions, text annotation, thinking routines (Learning By Doing, Making Thinking Visible, Notice & Note, Core Six) and reading skills instruction integrating reading, writing, listening, speaking and technology standards in grades K-6.

5. Muir will continue to implement “Step Up to Writing” strategies, organization and structure to support integration of student writing across all content areas.
6. AC teams to calendar district, benchmark site assessments and agreed upon CFAs to analyze and align instruction to meet student needs based on student results. AC teams will analyze common formative assessments and student work samples to guide and inform instructional decisions to ensure student learning and growth. AC teams will utilize resource (Learning by Doing) to deepen understanding of AC/PLC process, reflect in AC conversations and meetings, guide and implement the work of PLCs in order to address the 4 AC guiding questions.
7. Utilize technology resources/tablets to support reading comprehension in grades 3-6.

SMART Goals

By the EOY 2017-18, CAASP data from the Spring 2018 administration of the CAASP will show an increase of 6% in the percentage of students scoring Standard Met or Standard Exceeded on the ELA/CAASP in grades 3rd-6th (from 18.8% to 25%) as measured by SQII indicator 3165. By the EOY 2017-18, site data from the Spring 2018 administration will show an increase of 10% in the percentage of students Reading by 3rd Grade.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

2016-17 Interim Scores

Scores on the 2017/18 ELA Illuminate Interim assessment 2 (Gr. 1st-6th) will increase by 10%:

- Grade 1: 2016/17 (43%), Grade 1 (2017/18) increase by 10% (53%)
- Grade 2: 2016/17 (32%), Grade 2 (2017/18) increase by 10% (42%)
- Grade 3: 2016/17 (30%), Grade 3 (2017/18) increase by 10% (40%)
- Grade 4: 2016/17 (16%), Grade 4 (2017/18) increase by 10% (26%)
- Grade 5: 2016/17 (21%), Grade 5 (2017/18) increase by 10% (31%)
- Grade 6: 2016/17 (13%), Grade 6 (2017/18) increase by 10% (23%)
- On-going RTI progress monitoring provided by Intervention Team for students identified in Intensive Level and to communicate student progress to teachers aligned with report card periods.
- Analysis of student work in Accountable Communities using common formative assessments, common assignments, quarterly writing samples to inform instruction as reflected in AC agendas shared on One Drive.
- Administrator/ILT Classroom Walkthrough data utilizing the Instructional Practice Guide to monitor implementation of guaranteed viable curriculum and utilization of Complex Text, Talk and Task
- Plan, Do, Study, Act (PDSA) Cycle of Reviews
- ATLAS Reports/SQII Dashboard

Owner(s):

Teachers, Intervention Team, Principal, VP, ILT, ACs, TSA & Certificated Tutor

Timeline:

Aug 2017 - June 2018

Principal/VP will distribute District data; DRP and Illuminate to AC teams to analyze and inform next steps for instruction

ILT (Lead Teachers) will meet 1x per month for data/IPG trend analysis, identify PL needs, best instructional practices and highly effective PLC practices to build AC capacity.

Teachers/AC Teams will participate in analysis of student work/common formative assessments in Accountable Communities.

AC agendas reflecting data analysis will be shared on One Drive by AC teams after each common formative assessment.

Support Staff, Principal, VP, TSA/ Intervention Team will meet bi-weekly to discuss site data/IPG trends, PL and instructional support for ACs/teachers based on need.

Administrators/ILT/ACs/School Climate teams to share minimally of quarterly with staff data/ trends, student work of site implementation of adopted curriculum utilizing the Instructional Practice Guide.

Walkthrough data utilizing the IPG will be analyzed by admin/ILT team and shared with ACs.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will review each student's reading levels and current assessment data during fall parent conference
- DRP reports and Interim results communicated to parents after each administration
- Parent Newsletter to include assessment data and reading strategies to promote reading at home

Describe Related Professional Learning:

- Continued Professional Learning on reading standards and reading comprehension strategies to support the implementation of the Wonders curriculum and address challenging content through the use of complex text, talk, and task.
- Professional Learning training utilizing site TSA, ILT, district instructional TSAs as well as teacher leaders to

- The school will host a Family Literacy Night in the fall to inform parents of the purpose of District Formative Assessments (DRP, Interim) and introduce reading strategies to promote reading at home.
- Parent "Coffee Hour" to promote parent involvement and provide resources
- Parent University
- Back to School Night
- Awards Assemblies
- EduText
- School Messenger
- SSC/ELAC
- Student Success Team meetings

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- All students in grades 1-6 gr. will participate in a 45 minute differentiated reading block (RTI) to target specific reading skills. Students identified in the Intensive level (significantly below reading level) will be serviced by the Intervention team focused on reading foundational skills and reading comprehension based on reading assessments; (1 TSA, .4687 FTE Certificated Tutor, RSP teacher and (3) .4375 FTE instructional aides) (3) Teaching Fellows (3 hrs.) will support reading support in grades K-2 during RTI reading block.
- SBAC, Interim, DRP Goal setting by teachers after each administration of the assessment
- Digital literacy resources and programs; (MobyMax, NewsELA, Imagine Learning, Crack the Code)
- (1) Teaching Fellow/Computer Lab assistant (3hrs.) to support in computer lab with navigation and application of computer and digital literacy skills.
- Utilization of research based materials and supplies to provide direct instructional support to supports.

- support training and implementation of Wonders curriculum, Complex Text, Task and Talk – (Learning by Doing, Making Thinking Visible, Visible Learning, pg.119-121).
- Professional Learning in Writing (August) using Step Up to Writing strategies to target and differentiate for Gr. K-2 and Gr. 3-6 to support Writing Standards (Informative/Opinion) and integrate across all content areas.
- Utilize professional readings/resources to support reading comprehension strategies and site implementation to include but not limited to; "Learning by Doing, Making Thinking Visible, Core Six, Skillful Teacher, Notice and Note and Focus". Utilize quarterly Principal Accountable Community (PAC) Cycles of Review to analyze student work samples and review implementation of Wonders curriculum, comprehension strategies, standard learning progressions and site data/trends.
- All teachers will utilize planning time as professional learning through Accountable Community (AC) collaboration. "Learning by Doing" will serve as a professional guide in service of FUSD's AC foundations and AC 4 Grounding Questions to address and meet student needs with an emphasis on utilization of student work protocol during PL and Accountable Communities to examine student work samples.
- AC collaboration and analysis of district & site benchmark assessments; BAS, DRP, Interim, SBAC & Writing to inform instruction and teach to the depth of the standard in ELA reading, writing, listening, and speaking standards to close gap to reading on grade level.
- Professional learning in integrated and designated ELD aligned to the CA ELA/ELD framework
- Professional Learning in (Grades 2nd – 6th) will be provided on SBAC type assessments to design common formative assignments/tasks that align to SBAC.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All teachers will utilize best practices in support of academic language acquisition.
- EL students who are significantly below grade level and who qualify for RTI intervention support will receive 45 minutes of targeted reading instruction in RTI based on student needs.
- School-wide ELD designated time (30 min.) and ELD integration throughout content areas aligned to ELA/ELD framework.
- EL goal setting and data chats after CELDT administration
- CELDT, EL Re-designation goal setting
- School-wide ELD integration whole and small group differentiated instruction (PL)

Muir Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst I	0.4375		3.5 hr. Computer Lab Assistant	\$ 12,457.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		3.5 hr. RTI Aide	\$ 10,798.00
1	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		3.5 hr RTI Aides	\$ 9,338.00
1	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375		3.5 hr. RTI Aide	\$ 9,338.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2678		3.75 hr. RTI - Certificated Tutor	\$ 27,382.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2009		3.75 hr. RTI - Certificated Tutor	\$ 20,541.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitutes for SST's, IEP's, and Peer Observations	\$ 6,275.00
1	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Translators to support parent conferences/SST/IEP	\$ 723.00
1	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for parent university/ELAC/SSC	\$ 602.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows Support - K-2 classrooms	\$ 28,970.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology which supports ELA & Math	\$ 7,000.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Ricoh copier lease	\$ 8,500.00
1	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent Involvement Supplies	\$ 720.00
1	1	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphics -	\$ 338.00
1	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT Assessors - Supports ELD students	\$ 1,300.00
								Total	\$ 144,282.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	12.05	20	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	19.49	25	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Muir will increase the number and percentage of students scoring Standard Met or Standard Exceeded on the Math CAASP. Muir will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor.

- Professional Learning to deepen understanding of Mathematical standards and claims, PL to embed vision of effective instruction (IPG Tenets), the eight mathematical practices with a deeper emphasis on focus, coherence and rigor.
- Teachers will implement "Go Math" curriculum and use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics.
 - Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Common Core Companion, Scope and Sequence, and Quarterly Planners
 - Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps and progression documents.
 - Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
- AC collaboration will focus on Major Clusters and critical areas, unit planning, development of common formative assessments and performance tasks, responses to instruction and intervention.
- Peer observations/Instructional practice walks will be conducted utilizing a variety of structures including substitutes to build AC capacity of mathematical practices, instructional strategies and implementation of mathematical shifts; focus, coherence and rigor - (Learning by Doing, Visible Learning, pg.112-113).
- Teachers will utilize district provided planning resources; Go Math on-line resources, Common Core Companion, Scope and Sequence, Quarterly Planners to plan grade level lessons/units but not limited to; deconstructed standards, progression documents, coherence maps and other resources. Teachers will plan lessons to increase opportunities for students to promote reasoning and problem solve, to develop understanding of grade level standards, mathematical practices, procedures, skills and fluency in order to apply to real world problems and scenarios.
- Teachers will utilize instructional strategies to make math comprehensible and accessible through a variety of student explanations, representations, models, and examples.

SMART Goals

By the EOY 2017-18, CAASP data from the Spring 2018 administration of the CAASP will show an increase of 8% in the percentage of students scoring Standard Met or Standard Exceeded on the Math CAASP in grades 3rd-6th (from 12% to 20%) as measured by SQI indicator 3166.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

2016/17 Interim Scores

Scores on the 2017/18 Math Illuminate Interim assessment 2 (Gr. 1st-6th) will increase by 10%:

- Grade 1: 2016/17 (51%), Grade 1 (2017/18) increase by 10% (61%)
- Grade 2: 2016/17 (19%), Grade 2 (2017/18) increase by 10% (29%)
- Grade 3: 2016/17 (27%), Grade 3 (2017/18) increase by 10% (37%)
- Grade 4: 2016/17 (11%), Grade 4 (2017/18) increase by 10% (21%)
- Grade 5: 2016/17 (1%), Grade 5 (2017/18) increase by 10% (11%)
- Grade 6: 2016/17 (0%), Grade 6 (2017/18) increase by 10% (10%)

Analysis of student work in Accountable Communities using common formative assessments, common assignments and performance tasks to inform instruction as reflected in AC agendas shared on One Drive.

- Administrator/ILT Classroom Walkthrough data utilizing the Instructional Practice Guide to monitor implementation of challenging content; focus, coherence, and rigor to inform next steps
- Utilize digital assessments through the Illuminate platform accessible through the teacher and site reports to inform next steps
- Utilize planning resources; Math Scope and Sequence, Quarterly Planners, Common Core Companion to address Major Clusters and critical areas for Math.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will review each student's assessment data in Math during fall parent conference
- Interim results communicated to parents after each administration
- Parent Newsletter to include assessment data and math strategies
- Parent "Coffee Hour" to promote parent involvement and provide resources
- Parent University
- Back to School Night
- Awards Assemblies
- EduText
- School Messenger
- SSC/ELAC
- Student Success Team meetings

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Professional learning and AC collaboration will support student learning of grade level standards through enhanced delivery of instruction, high leverage instructional strategies and through the review of grade level data, student work samples and CFAs for the purpose of remediation and acceleration (AC questions #3 and #4).
- Digital math resources and programs; students will utilize tablets to support remediation and acceleration

Owner(s):

Teachers, Intervention Team, Principal, VP, ILT, ACs, TSA

Timeline:

August 2017 - June 2018

Admin Team will distribute Interim assessment data twice a year to AC teams to measure and monitor site goals.

ILT will ensure the development and analysis of common formative assessments will be on-going throughout the year for all AC teams.

AC agendas reflecting data analysis will be shared on One Drive by AC teams after each common formative assessment.

Admin/ILT will utilize the Instructional Practice Guide to collect and review site data/trends of adopted curriculum and challenging content.

Support staff; Principal, VP, TSA will meet bi-weekly in support of PL and AC development

Describe Related Professional Learning:

- Professional Learning on Common Core State Standards in Math to address challenging content through the lens of focus, coherence, and rigor.
- Professional Readings and resources to support Professional Learning to include but not limited to; "Sensible Mathematics, Principles to Action, Skillful Teacher" and "Learning by Doing".
- Professional Learning in Math utilizing Admin team, TSA, ILT as well as teacher leaders to support training and implementation of Common Core State Standards (CCSS) and mathematical practices with an emphasis on focus, coherence, and rigor – (Visible Learning, pg.119-121).
- Professional Learning in Writing using Step Up to Writing strategies to target and differentiate for Gr. K-2 and Gr. 3-6 to support Writing Standards (Informative/Opinion) and integrate across all content areas (Mathematical Practices – Promote Reasoning/Problem Solving).
- All teachers will utilize AC planning time as professional learning through Accountable Community (AC) collaboration. ACs will utilize FUSD's AC foundations and AC 4 Grounding Questions to address and meet student needs with an emphasis on utilization of student work protocol during PL and Accountable Communities to examine student work samples.
- Utilize "Learning by Doing" as a resource for AC collaboration and analysis of district & common formative assessments; Interim, performance tasks in Math and student work samples.
- Professional Learning in (Grades 2nd – 6th) will be provided on SBAC type assessments to design common formative assignments/tasks that are aligned to SBAC.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All teachers will utilize best practices in support of academic language acquisition
- School-wide ELD designated time (30 min.) and ELD integration throughout content areas aligned to ELA/ELD framework
- EL students will benefit from an added emphasis on math discourse
- EL goal setting and data chats

(ie. MobyMax).

- (1) Teaching Fellow/Computer Lab assistant (3 hrs.) to support staff in the computer lab with navigation and application of computer and digital literacy and math skills).

- CELDT, EL Re-designation goal setting
- Opportunities to provide Re-engagement strategies to address student needs of identified standards

Muir Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1 Title 1 Basic		Instructional Supervision & Administration	Materials & Supplies				Materials to support Math	\$ 6,015.00	
2	1 Sup & Conc		Instruction	Materials & Supplies				materials to support ELA & Math	\$ 14,977.00	
2	1 Title 1 Basic		Instruction	Direct-Graphics (Dr)				Graphics to support Math	\$ 500.00	
Total									\$ 21,492.00	

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	20.48	15	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Muir will decrease the number and percentage of students who are chronically absent.

1. Implement a school-wide attendance incentive program to reduce the percentage of students who are chronically absent and severely chronic.
2. The school will utilize the HSL (.4375 FTE) to make home-visits, meet with parents to offer support and resources, provide parents with information regarding the importance of school attendance.
3. Utilize (2) Resource Counselor Assistant (.4375 FTE) to work in partnership with staff to increase positive ratio of interactions, school engagements, attendance, time on task, time out of classrooms through individual and small group sessions to support social skills/social emotional needs.
4. Implement a Tiered Level of support through the SST process, attendance parent conferences and SARB process to support families who are chronically absent and habitually truant.
5. The school will implement school-wide incentives for perfect attendance; weekly incentives, monthly drawings, quarterly recognition, and semester bike drawing to increase school-wide attendance rate. School wide actions include but are not limited to;
6. School Messenger will notify parents that students were not in school at time attendance was taken by 9:00 a.m. daily
7. Monthly conferences with Administration, HSL and identified families to discuss strategies and support to improve attendance.
8. Parents receive 1st letter of concern for Truancy when students have reached 3 unexcused absences. Teacher makes office and parent contact.
9. Parents receive 2nd letter of concern for Habitual Truancy when students have reached 6 unexcused absences
10. Bi-weekly attendance meetings will be held monthly for parents whose students reach 7 absences to improve attendance, parents and students sign a school/parent/student compact agreeing to improve attendance. resources are provided to parents to utilize, if needed.
11. HSL/District CWA supports site and performs home visit when students have been noticed for Habitual Truancy to promote positive attendance and offer resources
12. Teachers will schedule weekly lessons (1 day a week) in alignment with the scope and sequence for Second Step and Olweus Bullying Prevention curriculum to increase connection and engagement home to school positive attendance

SMART Goals

By the EOY 2017-18, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease by at least 5% (from 20% to 15%) as measured by SQI indicator 5942.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *Principal's Dashboard to monitor daily attendance*
- *ATLAS Reports – Weekly*
- *A2A System*
- *SQII Indicators*
- *Weekly data on attendance shared with staff*
- *ATLAS - Teacher phone calls home to "Manageable/Chronic Group"*
- *Teacher referrals*
- *Weekly progress review with OA, HSL and admin.*

Owner(s):

- *Principal/VP*
- *Teachers*
- *Office Staff*
- *HSL*
- *CWA*
- *Resource Counselor Assistant*

Timeline:

August 2017 - June 2018

- *Teachers will take attendance by 8:30 every morning and promote positive attendance.*
- *Teachers will promote the importance of school attendance in their classrooms and communicate to parents for those students under 90% attendance rate.*
- *Admin, HSL, CWA to conference meetings monthly with identified chronic students/families*
- *Office Assistant to communicate attendance reports to staff/admin of chronic students monthly and inform identified families of attendance rate.*
- *Resource Counselor Assistant to support and meet with identified students to build connect to school and build social skills.*
- *CWA, HSL, OA to meet bi-weekly to monitor student chronic attendance and intervene for identified student/family.*

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Monthly Newsletter shared with parents*
- *Inform parents of the importance of attendance at "Back to School Night, Parent Conferences, and Open House"*
- *Quarterly parent recognition*
- *Attendance data shared with parent committees (SSC, ELAC)*
- *Parent University*
- *Parent Workshops; Family Literacy Night*
- *Parent "Coffee Hour"*
- *Probation officer on site 2 days a week to build community relations*
- *Schedule meeting with parents to offer support and services*
- *Parent conferences to provide informational packet*
- *Parent participation at SST meetings*
- *Attend SARB meetings*

Describe Related Professional Learning:

- *ATLAS training planned in August (parent contact documentation regarding attendance)*
- *Principal's dashboard and SQII dashboard*
- *PL staff training – SEL/Non-Academic domains, ATLAS, attendance and documentation*
- *Safe and Civil training*
- *Second Step and Olweus Bullying Prevention*
- *Community outreach and resources*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Classroom Incentives/Weekly Pencils*
- *Quarterly Awards to recognize students for perfect attendance and students with improved attendance*
- *Quarterly classroom recognition highest attendance rate*
- *Semester Bike Drawing*
- *Student Contracts for manageable and chronic students to increase attendance*
- *Support staff to conference with individual students (chronic)*
- *HSL/CWA to support grade levels with lowest attendance rate*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Provide bilingual resources for parents of ELs to promote positive attendance*
- *Bilingual HSL to make home contact to inform parents of the importance of school attendance*
- *SSC and ELAC communication regarding site Attendance rate*

- Student conferences/contracts with identified students, connect students with (Adult mentors)
- Utilize SST process for support
- Leverage SARB process
- Teachers to send post cards home and log on ATLAS positive entry when student improves attendance

Muir Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375		3.5 hr. RCA	\$	12,172.00
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		3.5 hr. Home School Liasion	\$	11,932.00
Total									\$	24,104.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	14.01	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Muir will decrease the number and percentage of students who have been suspended and/or expelled.

- Muir will develop and implement a Tiered Level of support for Behavioral Intervention to reduce suspension rates. Utilize the SST process, parent conferences and ICET process to support students/families with behavioral concerns.
- Utilize (2) Resource Counselor Assistants (.4375 FTE) to work in partnership with staff to increase positive ratio of interactions, school engagements, attendance, time on task, and time out of classrooms through individual and small group sessions to support social skills/social emotional needs.
- The school will utilize the HSL (.4375 FTE) to make home-visits, meet with parents to offer support and resources, provide parents with information regarding the importance of school attendance.
- Connect identified students with mentors at site/community to increase positive ratios of interactions and school connectivity.

SMART Goals

By the EOY 2017-18, the number and percentage of students who have been suspended or expelled will decrease by at least 4%. Site data will indicate a decrease from 14% to 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ATLAS Reports – Daily, Weekly
- SQII Indicators
- Site data on suspensions shared with Safe & Civil team for CCI
- Teacher positive phone calls home to tier 3 students
- Office referrals trend data
- Weekly progress review with OA, HSL and admin.

Owner(s):

- Teachers
- Principal/VP
- Resource Counselor Assistants
- HSL
- Office Staff

Timeline:

August 2017 – June 2018

- Teachers to increase daily positive ratios of interactions to build student/teacher relationships
- Staff/community to serve as mentors with identified students
- Paraprofessional Resource to support and meet with identified individual/groups of students weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Monthly Newsletter shared with parents
- Inform parents of the importance of positive relationships at "Back to School Night, Parent Conferences, and Open House"
- Suspension data shared with parent committees (SSC, ELAC)
- Parent University
- Parent Workshops; Family Literacy Night
- Parent "Coffee Hour"
- Probation officer on site 2 days a week to build positive community relationships
- Schedule meeting with parents to offer support, strategies and services
- Parent participation at SST meetings
- Parent/Teacher conferences

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Classroom Incentives
- Quarterly classroom recognition for demonstrating "POWER"
- Student Contracts to reinforce positive behaviors
- (2) Resource Counselor Assistants (.4375 FTE) to support with individual and small group counseling
- Support staff to conference and mentor with individual students (Tier 3)
- HSL/CWA to support grade levels with highest suspension rate
- Student conferences/contracts with identified students, connect students with (Adult mentors on site)
- Utilize SST process for behavioral support
- Leverage ICET process
- Teachers to send post cards home and log on ATLAS for positive entry

Describe Related Professional Learning:

- ATLAS training planned in August (documentation regarding office referrals/behaviors)
- SQI indicators
- PL staff training – SEL/Non-Academic domains, Growth Mindset, CHAMPS
- Safe and Civil training and CCI
- Second Step and Olweus Bullying Prevention
- Community outreach and resources

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Provide bilingual resources for parents of ELs to promote positive behaviors
- HSL to make home contact to coordinate parent/teacher conferences to support with building positive school relationships.

Muir Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrcr Cnslg	0.4375		3.5 hr. RCA	\$	12,172.00	
										Total	\$ 12,172.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	45.23	50	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Muir will increase the number and percentage of students who are engaged in any Goal 2 activities (Arts, Activities, or Athletics).

1. The school will provide professional learning for staff; including arts council, activities and athletics, to promote connectedness and to increase the percentage of students engaged in Goal 2 activities and increase the percentage of students responding on the school climate survey; "I feel I am part of this school."
2. Implementation of weekly "Classroom Meetings and Second Step" Lessons to promote student engagement
3. Staff training on SEL/Non-academic domains, Growth Mindset to connect adults with students
4. Utilize (2) Resource Counselor Assistants (.4375 FTE) to work in partnership with staff to increase positive ratio of interactions, school engagements, attendance, time on task, and time out of classrooms through individual and small group sessions to support social skills/social emotional needs.
5. Other actions to promote school engagement and connectedness include but is not limited to;
 - Safe and Civil/School wide expectations are reviewed with staff
 - SQI/Progress data is reviewed a minimum of one time per quarter staff wide and/or in AC's
 - Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester.
 - CHAMPS expectations are consistently taught, posted and lived in the classroom learning environment. Classroom teachers/AC's School re-teaches following the guidelines for success (POWER).
 - Common area expectations are taught school wide as part of the August 2017 "First Ten Days of School" teaching expectations school wide. Classroom teachers/AC's/School re-teaches following the guidelines for success (POWER).
 - Community Partnerships to work proactively to mentor students/ groups, as well as support parents.
 - Home School Liaison work directly with families, guardians and care takers to insure that they are aware of school wide expectations, and provides resources as needed to support families.
 - Home School Liaison and Parent University coordinate events that build site and community partnerships.

SMART Goals

By the EOY 2017-18, the number and percentage of students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will increase by at least 5% (from 45% to 50%) as measured by SQI indicator 2080.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ATLAS/SQI
- Suspension data and office referrals by teacher/grade level
- Quarterly data to show number of activities provided and number of students engaged in Goal 2 activities
- Monitor students engaged in activities during Lunch Recess
- School Clubs – Number of students participating
- Staff/Parent/Student Surveys, SEL surveys
- Quarterly Classroom Meetings Teacher Verification
- Implementation of “Second Step” Lessons/Curriculum Guides
- Safe and Civil team surveys and data collection

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Back to School Night/Open House
- Family Fun Night – “Fun Works”, School Jog-A-Thon, Study Trips, Classroom Volunteers
- Parent Conferences
- ASP sports
- Family Literacy Night
- Music Performances (Winter/Spring)
- Parent “Coffee Hour”
- Parent University
- School Messenger/Edutext
- SSC/ELAC meetings
- Probation officer
- Awards Assemblies

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- K- 6 Weekly classroom meetings and “Second Step” lessons in alignment to the scope and sequence
- Student clubs; student leadership (Gr.4-6), peer mediators (Gr.4-6), spelling bee, Peach Blossom, robotics
- Intramurals, “Mega Mlers”
- Student Assemblies; “Fun Works”, American Ambulance, Character Counts
- Music; Band and Orchestra (Gr. 4-6, Music performances (Winter and Spring Programs K-6)
- CSUF Women’s and Girl’s Day
- Staff/Student Games
- Special Speakers/Guests
- MAC and CHAMPS support teaching of school wide expectations for positive behavior
- Quarterly student recognition for academics, attendance, improvement, social skills, citizenship and “Character Counts”
- After school program/sports
- Arts Council (Gr. 4-6)
- Student of Month, Power Teacher, Peer mediator of the month
- POWER ticket drawings every Friday
- Spirit Day every Friday to promote connectedness to school
- Adult/Staff mentors

Owner(s):

- Teachers/All staff
- Principal/VP
- HSL
- Resource Counselor Assistants
- After-School staff

Timeline:

August 2017 – June 2018

- Teachers to increase daily positive ratios of interactions to build student/teacher relationships
- Staff/community to serve as mentors with students
- Paraprofessional Resource to support and meet with identified individual/groups of students weekly
- After-School staff to provide quarterly report of student engagements in ASP program

Describe Related Professional Learning:

- PL for staff – Goal 2 engagement
- Peer mediators training at CSUF
- Robotics Training for coaches and students
- CSUF coaching clinics, CSUF Women’s Day
- District provided PK – K integrated arts, music, and dance
- District provided Safe and Civil trainings
- PL delivered by Safe and Civil team on school wide expectations and school connectedness

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Awards Assembly – Certificate for Re-designation
- Provide bilingual resources for parents of ELs to promote positive behaviors
- HSL to make home contact to coordinate parent/teacher conferences to support with building positive school relationships.
- School Newsletter, School Messenger to communicate in English/Spanish to promote opportunities for student engagement at school.
- SSC & ELAC meetings, Parent Coffee Hour, Parent University to promote and support student engagement

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0340 Muir Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	3.5 hr RTI Aides	9,338.00
1	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	3.5 hr. RTI Aide	9,338.00
1	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent university/ELAC/SSC	602.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.268	3.75 hr. RTI - Certificated Tutor	27,382.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for SST's, IEP's, and Peer Observations	6,275.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438	3.5 hr. RTI Aide	10,798.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology which supports ELA & Math	7,000.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Support - K-2 classrooms	28,970.00
1	1	Sup & Conc	Instruction	Copier Maint			Ricoh copier lease	8,500.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.438	3.5 hr. Computer Lab Assistant	12,457.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.201	3.75 hr. RTI - Certificated Tutor	20,541.00
1	1	LCFF: EL	Instruction	Direct-Graph			Graphics -	338.00
1	1	LCFF: EL	Instruction	Direct-Other			CELDT Assessors - Supports ELD students	1,300.00
1	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators to support parent conferences/SST/IEP	723.00
1	1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement Supplies	720.00
2	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support Math	500.00
2	1	Title 1 Basic	Instructional Supervision & Admir	Mat & Supp			: Materials to support Math	6,015.00
2	1	Sup & Conc	Instruction	Mat & Supp			materials to support ELA & Math	14,977.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	3.5 hr. Home School Liasion	11,932.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	3.5 hr. RCA	12,172.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	3.5 hr. RCA	12,172.00

\$202,050.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,725.00
Sup & Conc	7090	\$140,703.00
LCFF: EL	7091	\$23,622.00
Grand Total		\$202,050.00

Domain Totals	Budget Totals
Academic	\$165,774.00
SEL / Culture & Climate	\$36,276.00
Grand Total	\$202,050.00