

Muir Elementary

106216660064151

Principal's Name: Wendy Silva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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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

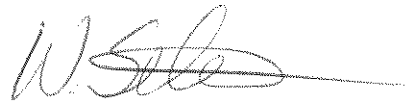
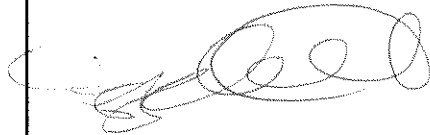
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Wendy Silva	X				
2. Chairperson - Angelica Cardiel				X	
3. Kristal Warkentin				X	
4. Donita Carter				X	
5. Laura Avalos				X	
6. Ana Hermosillo				X	
7. Celia Paz		X			
8. Jessica Blackburn		X			
9. Christina Lewis		X			
10. Viviana Martinez			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	Wendy Silva		3-19-18
SSC Chairperson	Angelica Cardiel		3-19-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$43,860 *
7090	LCFF Supplemental & Concentration	\$178,021
7091	LCFF for English Learners	\$30,099
TOTAL 2018/19 ON-SITE ALLOCATION		\$251,980

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,032
Remaining Title I funds are at the discretion of the School Site Council	\$42,828
Total Title I Allocation	\$43,860

Muir Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	8	15
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	16.049	23.049
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7.377	14.377

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- High levels of misbehavior for the 2016-17 school year
- Long Term subs in Grades 3, 5 and 6 (high teacher absence rate)
- Newer curriculum in ELA Staff still learning components and strategic selection of materials.
- Students experiencing low rigor questions/tasks with low student ownership
- AC's functioning at Pre-Initiating or Initiating throughout 2016-17 (based on Learning By Doing Rubric)

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- High levels of misbehavior for the 2016-17 school year
- Long Term subs in Grades 3, 5 and 6 (high teacher absence rate)
- AC's functioning at Pre-Initiating or Initiating through 2016-17 (based on Learning By Doing Rubric)
- Focus of PL's in ELA (not math) for 2016-17
- Students not regularly exposed to Go Deeper/Think Smarter rigor level problems
- Staff limited knowledge of 5 E's (GoMath) and the importance of release of ownership for students.

EL Reclassification Rate (All grade levels)

- Need to restructure designated ELD time and Tier 1-2 Support for Intergrated ELD
- Need for staff awareness of ELD standards and use of GVC to address daily.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- The students with disability subgroups often struggle with reading fluency. This can cause significant gaps in learning.
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- The students with disability subgroups often struggle with math fluency. This can cause significant gaps in learning.
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance.

EL Reclassification Rate (All grade levels)

- EL subgroup need to receive adequate designated and integrated ELD time.
- More PL needed for staff in ELD standards and integration into all subject areas.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC reviewed data and wished to hear teacher suggestions for budget/actions.
- SSC wanted to continue Mustang Mastery (Tier 1-2 Support in ELA and Math) and RTI in Reading.
- SSC wanted to ensure teachers had the supplies needed and ensure there was money budgeted for them

2 ELAC:

- ELAC wanted more support for EL students who are below grade level.
- ELAC would like to continue and do more ELPAC training for teachers to support ELD students as well as parent education around ELPAC.
- More information/training around EL support for staff.

3 Staff:

- Staff shared thoughts on initiatives from 17-18 and voted on those they would like to continue and those to discontinue.
- Teachers asked for continued RTI support in Tier 3 (RTI program) for students below grade level in reading.
- Continue Tier 1-2 (Mustang Mastery) time.
- Peer Observations/Planning Days

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title 1 funded Teaching Fellows for Tier 3 RTI, HSL, RCA, Materials/Supplies.

Tier 3 interventions funded by Title 1 money generated growth for students. However, the lack of consistency with teaching fellows and variety of use of teaching fellows in K-3 classrooms did not produce the level of growth to justify the expense. Therefore, the staff and parents voted to discontinue the use of Teaching Fellows in the 18-19 school year. In addition, we are restricting the RTI Tier 3 program and focusing on both a K-3 Reading focus and a 4-6 Gap Closing for students.

The RCA position has assisted in a reduction of misbehavior and suspensions for students through counseling and classes/groups. We plan to continue a similar support system next year and refine our clubs to tailor for student's interest and by student need.

Our HSL started a parent group this year to volunteer and is gaining momentum in generating a connection between school and families/community. We plan to continue this work next year and add additional support/classes to encourage these connections.

Action 1

Title: ELAK-3 (Literacy by 3rd Grade)

[Action Details:](#)

Muir will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades K-3 reading on grade level or beyond.

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

Explain the Progress Monitoring and data used for this Action

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

BAS

Owner(s):

Teachers/TSA/Cert. Tutor

Timeline:

Q3/4: Kindergarten, Quarterly (1st-3 Grade)

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

DRP

Owner(s):

Teachers/TSA/Cert. Tutor

Timeline:

Fall & Spring (2nd-3rd Grade)

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

BPST

Owner(s):

Teachers/TSA/Cert. Tutor

Timeline:

Quarterly

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

ELA CCI Cycle Data: CFU/CFA/CSA

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Del Mar, Roeding, Muir)

Timeline:

Teachers Daily & Weekly/Quarterly PAC

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

ELA Interim

Owner(s):

Teachers/TSA

Timeline:

Bi-Annually

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

KAIG (Kindergarten Assessment)

Owner(s):

Teachers/TSA

Timeline:

Quarterly

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

SBAC (3rd Grade)

Owner(s):

Teachers/TSA

Timeline:

Annually

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

Specify enhanced services for EL students:

- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- Tier 1-2: Students in grade 1-3 will participate in a 30 minute block of differentiated instruction in ELA by student by need based on identified Essential Standards (Mustang Mastery).
- Tier 1 and 2 supports will be provided daily by the classroom teacher and AC Teams
- Tier 3: All students in grades K-3 will participate in a minimum of 30 minutes of differentiated instruction in reading to target specific reading skills/gaps. (RTI)
- Tier 3 support will be provided by an RSP Teacher, Certificated Tutor (.4687 FTE) and 2 (.4375 FTE) Instructional Aids (overseen by 1.0 TSA)
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- AC's creating CFU, CFA, and CSA's for all students
- **Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth)**
- Staff responds to data with next steps and timely intervention based on data analysis.
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, NewsELA, and Wonderworks, etc.
- Students in Kindergarten will participate in Word Masters Challenge to master High Frequency Words
- Super Reader Challenge for grades K-3 (K=D, 1st=J, 2nd=DRP 39, 3rd=45 DRP(reading levels- T shirt for when they reach grade level in BAS)

- Designated support in developing language proficiency daily.
- Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesignation Goal Setting Reports.
- EL Redesignation incentives and awards.
- ELPAC Assessors to support testing

- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- Teacher and student technology, hardware and program
- Resources and Material/Supplies for instruction
- Additional Copier Lease to print materials
- After School Literacy Building Opportunities and tutoring

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

- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings/IEP Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

Describe Professional Learning related to this action:

- Regional CFA Rubric
- Lesson Study Opportunities (Peer Observations)
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- .5 TSA will support our learning with grade level teams from other PAC sites through lesson study, PLC planning and direct support procedures.
- Professional learning on ELA standards, scope and sequence, Illuminate CFA building and concept building strategies to support the implementation of the GVC and Tier 1 instruction.
- AC's will continue professional learning through AC collaboration utilizing Learning by Doing and the 4 grounding questions to address and meet student needs. AC's will use protocols to examine student work samples and data to focus instructional needs by student by need.
- Conference Opportunities
- Continued professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and Tier 1 instruction (including a focus on essential components).
- Revisit PL in Designated and Integrated ELD
- Data Chats, data analysis, and goal setting will be used following District Formative Assessment and State Assessments

Action 2

Title: ELA4-6

Action Details:

All students in grades 4-6 will grow one grade level or beyond in ELA. Muir will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

ELA CCI Cycle Data: CFU/CFA/CSA

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Del Mar, Roeding, Muir)

Timeline:

Teachers Daily & Weekly/Quarterly/PAC

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

ELA Interim

Owner(s):

Teachers/TSA

Timeline:

Bi-Annually

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

BAS (students in RTI Tier 3)

Owner(s):

TSA/Cert. Teacher/Teachers

Timeline:

Quarterly

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

- Tier 1-2: All students in grades 4-6 will participate in a minimum of 30 minutes of differentiated instruction to target specific reading standards by student by need based on identified Essential Standards.
- Tier 1 and 2 supports will be provided by the classroom teacher and AC Team.
- Tier 3: a minimum of 30 minutes of reading intervention support will be provided to struggling students by an RSP Teacher and an (.4375 FTE) Instructional Aid with support from the .5 FTE TSA (RTI)
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- AC's creating CFU, CFA, and CSA's for all students
- **Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth)**
- Staff responds to data with next steps and timely intervention based on data analysis.
- Materials to be utilized may include Wonders materials (ex Leveled Readers), Corrective Reading/Reading Mastery, NewsELA, and Wonderworks, etc.
- Release time and substitutes for teachers to do Peer observations, lesson studies, planning and attend SST/IEP meetings
- Teacher and student technology, hardware, and programs
- Resources and Material/Supplies for instruction
- Additional Copier Lease to print materials
- Incentives for student growth and academic success

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

- Back to School Night/Open House
- Parent Flyers
- Parent Handbook
- Parent coffee hours
- Parent conference in October
- Parent University
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison

Specify enhanced services for EL students:

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal Setting and Data Chats based on ELPAC results and EL Redesignation Goal Setting Reports
- ELPAC Assessors to support testing

Describe Professional Learning related to this action:

- Regional CFARubric
- Lesson Study Opportunities (Peer Observations)
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- Professional learning on ELA standards, scope and sequence, Illuminate CFA building and concept building strategies to support the implementation of the GVC and Tier 1 instruction.
- AC's will continue professional learning through AC collaboration utilizing Learning by Doing and the 4 grounding questions to address and meet student needs. AC's will use protocols to examine student work samples and data to focus instructional needs by student by need.
- Conference Opportunities
- .5 TSA will support our learning with grade level teams from other PAC sites through lesson study, PLC planning and direct support procedures.
- Continued professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and Tier 1 instruction (including a focus on essential components).
- Revisit PL in Designated and Integrated ELD
- Data Chats, data analysis, and goal setting will be used following District Formative Assessment and State Assessments

- Student Success Team Meetings/IEP Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

Action 3

Title: Math K-6

Action Details:

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

MATH CCI Cycle Data: CFU/CFA/CSA

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Del Mar, Roeding, Muir)

Timeline:

Teachers Daily & Weekly/Quarterly PAC

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

MATH Interim

Owner(s):

Teachers/TSA

Timeline:

Bi-Annually

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

Math SBAC (grades 3-6)

Owner(s):

Teachers grades 3-6/TSA

Timeline:

Bi-Annually

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

KAIG Math (Kinder)

Owner(s):

K Teachers/TSA

Timeline:

Quarterly

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

- Tier 1-2: All students in grades 1-6 will participate in a minimum of 30 minutes of differentiated instruction to target specific math standards by student by need based on identified Essential Standards. (Mustang Mastery)
- Tier 1 and 2 supports will be provided by the classroom teacher and AC Team.
- Tier 3 supports will be provided in an after school tutorial focused on math fluency and basic math skills to close academic gaps in mathematics.
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- Continue CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- AC's creating CFU, CFA, and CSA's for all students

Specify enhanced services for EL students:

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

- **Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth)**
- Staff responds to data with next steps and timely intervention based on data analysis.
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving using Go Deeper/ Think Smarter questions from GoMath.
- Materials may include GoMath materials including online resources, manipulatives, as well as Math Fluency components and other common core resources, etc.
- Release time and substitutes for teachers to do Peer observations, lesson studies, planning and attend SST/IEP meetings
- Teacher and student technology, hardware, and programs
- Resources and Material/Supplies for instruction
- Additional Copier Lease to print materials
- Incentives for student growth and academic success
- After School Tutoring opportunities for students.

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

- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings/IEP Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

Describe Professional Learning related to this action:

- Regional CFA Rubric
- Lesson Study Opportunities (Peer Observations)
- CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- AC's will continue professional learning through AC collaboration utilizing Learning by Doing and the 4 grounding questions to address and meet student needs. AC's will use protocols to examine student work samples and data to focus instructional needs by student by need.
- Conference Opportunities
- .5 TSA will support our learning with grade level teams from other PAC sites through lesson study, PLC planning and direct support procedures.
- Professional learning on math standards, quarterly planner, progression, Illuminate CFA building and concept building strategies to support the implementation of the GVC and Tier 1 instruction.
- IPG Training related to Tenets 1, 2a, 2b, & 3 (special focus on Tenet 3: student ownership)
- IPG classroom walks with ILT Team to calibrate and build capacity
- Revisit PL in Designated and Integrated ELD
- Data Chats, data analysis, and goal setting will be used following District Formative Assessment and State Assessments

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Aide K-3	10,398.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2678	Certificated Tutor- RTI K-3	29,500.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Aide - K-3	9,908.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Tutor	10,398.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Print K-3 books	100.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2009	Certificated Tutor- RTI K-3	22,131.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Print books for ELD support	500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food or Incentives	7,775.00
G1A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parent Connections -	13,327.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Splitting position between Muir and Del Mar. Tentative hire: Brooke Juarez 1045115 Del Mar - Goal 1 Action 2 Muir - Goal 1 Action 3 - Math K-6	56,982.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology- tablets, bulbs, projectors, etc..	3,000.00
G1A2	Sup & Conc	Instruction	Travel			: Conference Travel	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology repairs	2,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional supplies	3,990.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for SST's, IEP's and Parent Conferences	978.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	1,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			SST/IEP Days, Teacher Observation, Data Chats	15,211.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	14,187.00
G1A3	Sup & Conc	Instruction	Copier Maint			Ricoh Copier Office and Library	8,362.00

\$212,247.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	54.433	61.433

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>The current % is an increase over the previous year participation rate. We added more afterschool tutoring opportunities including CoderKids, Cheer, Dance, etc. These additional opportunities encouraged students to get involved. We plan to expand the program even more next year.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Some of the disproportionality could be due to inaccurate logging of engagements.
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <ul style="list-style-type: none"> Interested in adding Greek Dance and Foklorico Would like to keep clubs and afterschool programs such as CoderKidz Want to keep dances and Family nights to encourage parent participation 	<p>2 ELAC:</p> <ul style="list-style-type: none"> Would like to add additional club activities 	<p>3 Staff:</p> <ul style="list-style-type: none"> Continue clubs and add more. Seek student input for clubs Continue After School opportunities
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Action 1

Title: Students Engaged in a Goal 2 Activity

Action Details:

Muir will foster a positive identification with school, a sense of belonging, and increase communication to develop greater participation in school for students through clubs, sports and engagement activities.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

SQII Indicator 2080

Owner(s):

Teachers/TSA/Admin

Timeline:

Quarterly

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

- Muir currently offers several clubs and plans to increase the number of clubs available in the 18-19 school year.
- On-Site Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- **Disaggregate Goal 2 participation data to identify how the following significant sub-groups are progressing (SPED, EL, African American, and foster youth).**
- Staff responds to data with next steps and timely intervention based on data analysis.
- Continue Family events such as dances, etc.
- Possible Saturday enrichment opportunities for students
- Assemblies, guest artists, and musicians may be contracted
- Supplemental Contracts for Teachers and Classified Staff to organize and instruct groups for students (including sports, social emotional and academic).
- Supplies for family events, security, clubs, activities, and sports will be purchased.

Specify enhanced services for EL students:

- Encourage culturally relevant curriculum and clubs/activities to build shared knowledge and engage English Learners

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

- Parents will be encouraged to help volunteer for clubs through our parent involvements groups
- Family events such as Parent coffee, school carnivals and assemblies will highlight school clubs.
- HSL will work with families to increase parent support for school activities
- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

Describe Professional Learning related to this action:

- Presentations/Sharing of club options
- Seek staff interest in new club opportunities and encourage participation

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contract- Goal 2	119.00

\$119.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
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Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Keep positive rewards for students who show good character
- Keep awards ceremonies to recognize kids

2 ELAC:

- Continue Field Trips for students to learn about careers
- Celebrate student growth

3 Staff:

- Continue positive reinforcement programs that are working
- Continue focus on excellent character
- Use POWER to teach good character rules and continue tickets/rewards

Action 1

Title: Exposure to Careers

Action Details:

Muir will provide opportunities for students to build knowledge and experience through exposure to assemblies, guest speakers, and field trips.

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

Explain the Progress Monitoring and data used for this Action

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

Data related to % attended for Career Building Field Trips (PowerBi)

Owner(s):

Teachers/Admin

Timeline:

As data is received

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

- Students in grades 3,4, & 6 will attend district sponsored trips to gain career awareness
- Students in grades K-6 will have opportunities to examine career opportunities and share interest in careers
- Encourage teachers to include all students in field trips
- Share opportunities with parents/students and encourage participation
- Clubs can be coordinated to match students career interests with club options
- Guest speakers will be invited to speak on campus to students in grades TK-6
- Materials/Supplies

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

- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Discuss Field Trip opportunities and positives to attendance
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

Specify enhanced services for EL students:

- Student can share career interests to support club creation
- Provide primary language support as needed.
- All communication will be translated through HSL

Describe Professional Learning related to this action:

- PL in career options to teachers and students

Action 2

Title: Building Character

Action Details:

Muir will create a system of support to teach and highlight positive character traits for students and a focus on 21st century skills.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student Survey Data

Owner(s):

Students/Teachers/TSA

Timeline:

Beginning of Year and When updated data is received

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

Site Created Survey

Owner(s):

Staff/Admin

Timeline:

3 times per year

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

Specify enhanced services for EL students:

- 21st Century Skills: Formal versus Informal Environment Education (awareness of differences in environments, attributes, actions, etc)
- Continue Morning Meetings to build character and community
- Focus on relationship building with staff and students
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- RCA (.4375) to conduct weekly meeting with students to build character and a connection to school.
- Character Counts Awareness
- Adult Mentor Program
- Relationship Building with Students (utilize strategies from My Brother's Keeper or other programs)
- Clubs encouraging good character
- Growth Mindset Awareness
- Possible monthly focus on positive attributes of character
- Materials/Supplies/Awards

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

Describe Professional Learning related to this action:

- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

- PL and Lesson Design for Formal vs Informal Environments
- PL on Building Relationships with students
- Calendar Character Counts Days
- Continue PL in Building a Growth Mindset

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	21.847	19.847
Suspensions Per 100	21.994	20.994

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.	2 What were the key factors that contributed to the disproportionality for any significant subgroups.
<p>Chronic Absenteeism</p> <p>Suspensions Per 100</p>	<p>Chronic Absenteeism</p> <p>Suspensions Per 100</p>

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> Noted decrease in misbehavior and suspensions and would like to continue Clip Chart system and walking lines for structures 	<ul style="list-style-type: none"> Would like to continue clip chart system and recognizing students in positive ways (through dances/rewards, etc) 	<ul style="list-style-type: none"> Would like a counselor to support students who have been affected by trauma Continue Clip PBIS system and support: CHAMPS, STOIC, POWER, and Positive Reinforcement

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Tier 3 RTI, HSL, Materials/Supplies:

Action 1

Title: Attendance

Action Details:

Muir will support students in being on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
SQII Indicator 5942-Chronic Absenteeism Rate

Owner(s):
• CWAS, Teachers, Admin, Office Assistant

Timeline:
Weekly Review, Monthly Goal Progress Monitoring

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

Owner(s):
CWAS/OA/Admin/Teachers

Timeline:
Weekly

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

Specify enhanced services for EL students:

- CWAS (.5 FTE), HSL (.4375 FTE), and Office Assistant work together to make phone calls, home visits, meet with parents to provide information regarding the importance of school attendance.
- Counseling and strategy support for students with chronic absenteeism
- Implement a tiered level of support through the SST process, parent conferences, attendance conferences, and the SARB process (including letters, meetings, etc) to support families who are habitually truant or chronically absent.
- School wide incentives for perfect attendance and/or growth in attendance rate
- Saturday Acadmeny opportunities
- School Messenger daily attendance calls
- Incentives such as pencils, T-shirts, awards, celebrations, etc.
- Materials/Supplies

- All communication will be translated through HSL

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

Describe Professional Learning related to this action:

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

- Review Staff Handbook
- Absence Data Review
- Saturday Academy PL

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

Action 2

Title: Positive Behavior Support

Action Details:

Muir will implement a multi-tiered system of support for agreed upon levels of misbehavior and response strategies, a character building program, and provide social-emotional support to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stateholders.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

SQII Suspension Rate Indicator 843

Owner(s):

ILT/Teachers/Classified/Admin/Parents

Timeline:

Quarterly Review

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

Misbehavior Referral Data from ATLAS (using Tableau)

Owner(s):

ILT/Admin/Teachers

Timeline:

Quarterly

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

- Daily Morning Meetings TK-6
- Implementation of weekly class meetings and Second Step Lessons to promote student engagement.
- Begin introducing Mind Up strategies to staff
- Utilize RCA (.4375 FTE) to work in partnership with staff to increase the positive ratio of interactions, school engagements, time on task, and reduce time out of classrooms through individualized and small group sessions.
- Continue using Safe and Civil, CHAMPS, and STOIC Frameworks to increase positive behavior and discourage misbehaviors
- Common area expectations are taught school wide as a part of Beginning of the Year Training for students as well as after Winter Break (review expectations) and after Spring Break if needed.
- HSL will work directly with families, guardians and care takers to insure that they are aware of school wide expectations, and provide resources as needed to support families.
- HSL and Parent University coordinate events that build site and community partnerships.
- POWER Team to assist in communication of staff concerns related to school wide safe and civil actions
- Social Emotional Support through Family Foundations provided by a social worker or Intern Social Worker (14 hours per week) to support students, families, and staff.
- Peer Mediator Program for students

Specify enhanced services for EL students:

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

- Adult-Student Mentor Program
- On-Site Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- **Disaggregate misbehavior/suspension data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth)**
- Staff responds to data with next steps and timely intervention based on data analysis.
- Monthly recognition and reward for students who had a significant number of students who clipped off the chart.
- Clubs/Organizations encouraging positive behavior (including vendors such as Fun Works and others)
- Supplemental Contracts for staff to conduct clubs
- Continue Quarterly incentives for students who clip off a significant amount of times.
- Materials/Supplies for incentives and recognition

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

- Back to School Night/Open House
- Parent coffee hours
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

Describe Professional Learning related to this action:

- POWER Team PL through DPI and at site (district provided Safe and Civil Trainings)
- Continue staff knowledge building in the areas of social-emotional supports
- Peer Mediator Training
- Goal 2 Data Sharing and next steps discussions

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Instruction	Direct-Graph			Graphics	600.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Positive Behavior Support	11,760.00
G4A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental Hours for Classified	122.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services - 2days per wk	26,600.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: REA Counseling Evaluation Fee = 2%	532.00

\$39,614.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0340 Muir Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Aide K-3	10,398.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2678	Certificated Tutor- RTI K-3	29,500.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Aide - K-3	9,908.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Tutor	10,398.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Print K-3 books	100.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2009	Certificated Tutor- RTI K-3	22,131.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Print books for ELD support	500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food or Incentives	7,775.00
G1A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parent Connections -	13,327.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Splitting position between Muir and Del Mar. Tentative hire: Brooke Juarez 1045115 Del Mar - Goal 1 Action 2 Muir - Goal 1 Action 3 - Math K-6	56,982.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology- tablets, bulbs, projectors, etc..	3,000.00
G1A2	Sup & Conc	Instruction	Travel			: Conference Travel	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology repairs	2,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional supplies	3,990.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,500.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating for SST's, IEP's and Parent Conferences	978.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	1,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			SST/IEP Days, Teacher Observation, Data Chats	15,211.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies	14,187.00
G1A3	Sup & Conc	Instruction	Copier Maint			Ricoh Copier Office and Library	8,362.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contract- Goal 2	119.00
G4A2	Title 1 Basic	Instruction	Direct-Graph			Graphics	600.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Positive Behavior Support	11,760.00
G4A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental Hours for Classified	122.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Services - 2days per wk	26,600.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: REA Counseling Evaluation Fee = 2%	532.00

\$251,980.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,860.00
Sup & Conc	7090	\$178,021.00
LCFF: EL	7091	\$30,099.00
Grand Total		\$251,980.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$212,247.00
G2 - All students will engage in arts, activities, and athletics	\$119.00
G4 - All students will stay in school on target to graduate	\$39,614.00
Grand Total	\$251,980.00