

**Muir Elementary**

10621666006415

Principal's Name: Wendy Silva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 - Ida Saldana				X	
3. Vice-Chairperson- Patrick Speir		X			
4. Secretary- Hannah Nakagawa		X			
5. Angelica Cardiel				X	
6. Beatrice Ramos				X	
7. Cynthia Guillen			X		
8. Rosalinda Estrada				X	
9. OPEN				X	
10. OPEN					
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: Muir Elementary, Fresno			
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		3/15/19
SSC Chairperson	Ida Saldana		3-15-19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Muir - 0340

**ON-SITE ALLOCATION**

3010	Title I	\$48,692 *
7090	LCFF Supplemental & Concentration	\$180,428
7091	LCFF for English Learners	\$22,860
		\$251,980
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$251,980</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,554
Remaining Title I funds are at the discretion of the School Site Council	\$47,138
Total Title I Allocation	\$48,692

## Muir Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.049 %	22.989 %	2017-2018	30 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.377 %	17.49 %	2017-2018	25 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Students experiencing low rigor questions/tasks with low student ownership in ELA
- Some AC's functioning at Pre-Initiating or Initiating (based on Learning By Doing Rubric)
- Implemented 30 Minute Mustang Mastery Block to intervene for ELA Gaps. This was effective in closing significant gaps in ELA and led to increases based on SBAC results.
- RTI (Reading Intervention) for 45 minutes daily for grades K-3 resulted in significant growth in BAS levels for students in those grades.

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

- Students experiencing low rigor questions/tasks with low student ownership in Math
- AC's functioning at Pre-Initiating or Initiating (based on Learning By Doing Rubric)
- Focus of PL's in ELA (not math) for 2017-18
- 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.
- Conducted PL in the two above math areas leading to the 10% increase in Math on SBAC
- Implemented 30 Minute Mustang Mastery Block to intervene for Math Gaps. This was effective in closing significant gaps in Math and led to increases based on SBAC.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- The students in low performing subgroups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance.

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

- The students in low performing subgroups may struggle with math fluency and conceptual understanding. This can cause significant gaps in learning.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Title 1 funded Aid Support for Tier 3 RTI, HSL, RCA, Materials/Supplies.

Muir worked in collaboration with three other schools (Del Mar, Roeding and Homan) in ELA planning and Essential Standards. This supported our growth in ELA and allowed us to nearly meet our ELA growth goal (short .06%).

PL on the 5 E's, work with Higher Rigor questions such as Go Deeper/Think Smarter, and intervention within classes in math, helped us to surpass our Math goal by 3%.

Muir SBAC scores for grades 3-6 increased in ELA from 16% to 23% in 17-18 (7% increase). In Math SBAC scores increased from 8% to 18% (10% increase).

In 2017-18 we focused the RTI Tier 3 program on both a K-3 Reading focus and a 4-6 Gap Closing for students. This produced increases in ELA based on Interim scores.

The RCA and Intervention Specialist 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 site funded a counselor from Family Foundations for the 2018-19 school year. She was able to see a number of students, however the need was more significant. This year we are increasing the counselors time from 2 days per week to 3 days per week in an attempt to help more students, staff and families to succeed. This should also help to reduce the suspension which directly affects student achievement.

Staff turnover also necessitated an need for additional training of new teachers to our site. This effected the progression of learning for our teachers.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Increase site funded counselor from 2 days per week to 3 days per week.
- Discontinue Certificated Tutor funded for K-3 RTI program. Program to be managed by district funded TSA (significant savings).
- Funding increased for Parent Engagements Activities to encourage family connections
- Decrease HSL hours and increase tiered support for translation for families.
- Increased Planning days for teachers from 3 to 4 to include math planning with 4 school collaboration and continue ELA work as well.
- Increase materials/supplies budget to ensure items needed for student instruction.
- Funding allocated for off site PL for selected teaching staff to increase instructional support to students
- Increased Technology funding to replace outdated and nonfunctioning equipment

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- SSC reviewed data and wished to hear teacher suggestions for budget/actions.
- SSC wanted to ensure teachers had the supplies needed and ensure there was money budgeted for them
- SSC suggested reduction in HSL hours and changing structure for translation

**2** ELAC:

- ELAC wanted to ensure parents who are Spanish only speaking would have translation support.

**3** Staff:

- Staff shared thoughts on initiatives from 18-19 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 intervention in both ELA/Math to close gaps.
- Peer Observations/Planning Days
- Continued work with other schools (mini-PAC)



**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/Classified Aids

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/Classified Aids

Timeline:  
Fall & Spring (2nd-3rd Grade)

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

Owner(s):  
Teachers/TSA/Classified Aids

Timeline:  
Quarterly

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

- 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, TSA and 2 Instructional Aids (overseen by 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 (reading levels- [award](#) given for when they reach grade level in BAS)
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- Teacher and student technology, hardware and program
- Resources and Material/Supplies for instruction
- Additional Copier Lease to [print](#) materials
- Technology and technology repair for academic support
- Graphics to create and print items for students
- After School Literacy Building Opportunities and tutoring

#### Specify enhanced services for EL students:

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- 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

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

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- 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 [phone](#) calls
- Quarterly Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison Support
- Student Success Team Meetings/IEP Meetings

#### Specify enhanced services for low-performing student groups:

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- The students in low performing subgroups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups for after school tutoring opportunities as well as in RTI/Intervention in ELA.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance. We plan to focus on these subgroups to improve attendance through incentives, counseling support, and building relationships with families.

#### Describe Professional Learning related to this action:

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- CFA Rubric
- Lesson Study Opportunites (Peer Observations)
- [Continue](#) CCI cycle work with regional PAC (embedded learning) and differentiated learning by AC
- TSA will support our learning with grade level teams from other PAC sites through lesson study, PLC planning and direct support procedures.
- On Site and Off Site 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

- Share quarterly data during parent coffee hours, SSC and ELAC

## 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/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.
- Tier 1 and 2 supports will be provided by the classroom teacher and AC Team.
- Tier 3: reading intervention support will be provided to struggling students by an RSP Teacher and an Instructional Aid
- 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
- Technology and technology repair for academic support
- Additional Copier Lease to print materials
- Graphics to create and print items for students
- Incentives for student growth and academic success
- After School Tutoring opportunities for 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
- ELPAC Assessors to support testing

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

**Specify enhanced services for low-performing student groups:**

- The students in low performing subgroups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups for after school tutoring opportunities as well as in RTI/Intervention in ELA
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance. We plan to focus on these subgroups to improve attendance through incentives, counseling support, and building relationships with families.

**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
- On site and Off-Site 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

**Action 3**

**Title:** Math K-6

**Action Details:**

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

<b>Reasoning for using this action:</b>	<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 differentiated instruction to target specific math standards by student by need.
- 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 by grade level and varied throughout the year to distribute support.
- Begin CCI cycle work in math with regional PAC (embedded learning) and differentiated learning by 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.
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving using Go Deeper/Think Smarter type questions from GoMath or other resources.
- Materials may include GoMath materials including online resources, manipulatives, as well as Math Fluency components and other common core resources, etc. as well as EngageNY where gaps are present
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- Teacher and student technology, hardware, and programs
- Resources and Material/Supplies for instruction
- Additional Copier Lease to print materials
- Graphics to create and print items for students
- Technology and technology repair for academic support
- Incentives for student growth and academic success
- After School Tutoring opportunities for students.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- The students in low performing subgroups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. We plan to focus on subgroups for after school tutoring opportunities as well as in RTI/Intervention in ELA.
- Tier 1 instruction support needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).
- Our African American Subgroup and Students with Disabilities have a higher % chronically absent rate which leads to decrease in academic performance. We plan to focus on these subgroups to improve attendance through incentives, counseling support, and building relationships with families.

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

- Regional CFARubric
- 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
- 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
- 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

# 2019-2020 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		10,847.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP Days (54) sub release days	10,101.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics to support student learning	1,250.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Data Chats (6 subs) @ \$159	1,123.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics- copy early learning books	500.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			ELD Parent Engagement	500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			4 Qtr. Mini Pac Planning (24 tchrs) X \$159= \$3816 each qtr.	17,957.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		10,325.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials to support instruction	18,542.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials to support classroom instruction.	2,546.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	6,000.00
G1A2	Sup & Conc	Instruction	Copier Maint			Library & office copier lease	8,362.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repairs to support instruction	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			(30) Peer Observations/ Sub release@ \$159 per sub day	5,611.00
G1A2	LCFF: EL	Instruction	Mat & Supp			materials to support ELD instruction	1,820.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support ELD instruction	2,000.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors - (2 for 3 days @ \$155 per day)	1,100.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent University Babysitting	625.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating Parent Conferences, SST,	1,249.00
G1A3	Sup & Conc	Instruction	Travel			Math Conference	20,000.00

**\$145,502.00**

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

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	61.433 %	68.62 %	2017-2018	75.62 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### Goal 2 Participation Rate

The current % is a 7.2% 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 next year.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### Goal 2 Participation Rate

- Some of the disproportionality could be due to inaccurate logging of engagements. We will work to remedy this.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The 7.2% gain in participation rate was due to an increase in club participation and tracking. Next year, we will look for better accountability of tracking for students. We have a large number of clubs and students involved in them, however, not all teachers were logging attendance/participation.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No major changes to budget, just accountability changes. However, we plan to add more parent events which will include more and different students participating. This will have a small affect on the budget.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:



- Would like to keep clubs and afterschool programs and expand with interest
- Want to keep dances and family nights to encourage parent participation

- Would like to add additional club activities

- Continue After School opportunities and ASP for students

## 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

Owner(s):

Timeline:

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 19-20 school year.
- CCT & TST Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- **Disaggregate Goal 2 participation data to identify how the following significant sub-groups are progressing (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.
- Add additional family events for 2019-20 school year based on parent input/feedback
- Saturday Academy enrichment opportunities for students
- RCA to assist in coordination of arts, activities, etc.
- Assemblies, guest artists, and musicians may be contracted
- Supplemental Contracts for Teachers and Classified Staff to organize and instruct groups for students (including sports, social emotional and academic).
- Encourage Classroom Teachers to seek Sport Coaching roles or support sport coaches
- Materials/supplies for family events, security, clubs, activities, and sports will be purchased.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

- Parents will be encouraged to help volunteer for clubs through our parent involvement groups
- Family events such as Parent coffee, school carnivals and assemblies will highlight school clubs.
- Staff will work with families to increase parent support for school activities
- Back to School Night/Open House

Describe Professional Learning related to this action:

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

- 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 (SST)
- Tiered Support Team Meetings (TST)
- Share quarterly data during parent coffee hours, SSC and ELAC

# 2019-2020 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	Direct-Food			Snacks for Goal 2 activities and incentives	2,500.00

**\$2,500.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade		100 %	2017-2018	100 %
Exposure to Careers - 4th Grade		100 %	2017-2018	100 %
Exposure to Careers - 6th Grade		93.151 %	2017-2018	100 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**  
 100% of students participated in 3rd grade career exposure. We plan to continue next year and maintain our 100%

**Exposure to Careers - 4th Grade**  
 100% of students participated in 4th grade career exposure. We plan to continue next year and maintain our 100%.

**Exposure to Careers - 6th Grade**  
 93% of students participated in 6th grade career exposure. Our goal is to increase to 100% next year. We worked to communicate with families to increase participation and will plan in advance to ensure the best communication next year.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**  
 There was no disproportionality seen in data.

**Exposure to Careers - 4th Grade**  
 There was no disproportionality seen in data.

**Exposure to Careers - 6th Grade**  
 There was no disproportionality seen in data. We were very close to 100%.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Grade 3 and 4 data shows 100% participation so little work is needed. However, the 6th grade goal was 100% and data shows us 7% below that goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We plan to increase 6th grade participation from 93% to 100% by being proactive in contacting parents and communicating opportunities to both parents and students.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

- 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 3-6 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 at school
- 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

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

- Student can share career interests to support club creation

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

Disproportionality was not seen in the data.

- Provide primary language support as needed.
- All communication will be translated

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

- Back to School Night/Open House
- Parent coffee hours with performance when possible
- Parent conference in October
- Parent University
- Parent Handbook
- Parent Flyers
- SSC/ELAC
- Field Trip opportunities and positive rewards for attendance or to encourage higher attendance for some students
- Parent Club
- School Messenger weekly phone calls
- Quarterly Parent Newsletter
- Family Nights
- Parent Education Night(s)
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Tiered Support Team (TST) Meetings
- Intervention Specialist
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

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.

<b>Reasoning for using this action:</b>	<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

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 Surveys

Owner(s):

Staff/Admin

Timeline:

2-3 times per year

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

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- 21st Century Skills: Formal versus Informal Environment Education (awareness of differences in environments, attributes, actions, etc)
- Continue Morning Meetings to build character and community
- Continue 2nd Step & Bullying Prevention Program
- Focus on relationship building with staff and students
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- RCAs to conduct weekly meeting with students to build character and a connection to school.
- Character Counts Awareness
- Adult Mentor Program MBK
- Relationship Building with Students (utilize strategies from My Brother's Keeper or other programs)
- Clubs encouraging good character
- Growth Mindset Awareness
- Focus on positive attributes of character
- Materials/Supplies/Awards

Specify enhanced services for EL students:

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Specify enhanced services for low-performing student groups:

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- Student survey data collected is for 4-6th grade. Currently there is a gap in determining student needs for our K-3 students. We plan to conduct school generated surveys to gain additional feedback from students.
- Students showing high suspensions from in the African American, Hispanic, Homeless & Socioeconomically Disadvantaged subgroups may not be recognized for their positive traits as proportionally as other students. Plan to focus on supporting and recognizing these students for their growth as well as positive character traits.

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

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Describe Professional Learning related to this action:

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

- 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**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	19.847 %	19.504 %	2017-2018	17.504 %
Suspensions Per 100	20.994 %	15.455 %	2017-2018	14.455 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

Action #1 was to reduce chronic absenteeism. We lost the CWAS but gained an Intervention Specialist. We are continuing to develop plans to support families who have students that are chronically absent. We started MBK to address disproportionality for chronically absent students and it was supportive in improving in this area.

**Suspensions Per 100**

Action #2: Suspensions decreased about 4%. Our IS, CCT, CCS, RCA and Counselors were integral to this reduction in suspensions.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Our Homeless and AA students have disproportionality in Chronic Absences. This may be due to transportation for homeless students. AA and homeless students had a higher suspension rate as well.

**Suspensions Per 100**

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

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Action #1: We reduced chronic absenteeism by .343% from the previous year. We hope to decrease chronic absenteeism to 17.5%. We are increasing the budget slightly to account for additional rewards/incentives for students and families. We intended our budgeted items such as the counselor and programs supported by the office to increase attendance and decrease suspensions. We did see a decrease in suspensions but attendance did not increase at a satisfactory rate.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We plan to target students from 70-90% attendance rates and develop incentives to encourage attendance. In addition, we plan to support our most chronic students and families through AI Meetings, SART and SARB support. We will be altering and possibly removing the clip chart system to reduce negative student reactions. In addition, we will focus on positive discipline and PL for staff on calming Corners/SEL/Positive Discipline.



**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Noted decrease in misbehavior and suspensions and would like to continue structures that support students

**2** ELAC:

None

**3** Staff:

- Continue and increase counselor time to support students who have been affected by trauma
- Alter or remove the Clip PBIS system. Continue and support: CHAMPS, STOIC, POWER, and Positive Reinforcement

### 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:**  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**

ATLAS Reports

**Owner(s):**

Intervention Specialist/OA/Admin/Teachers

**Timeline:**

Weekly

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

- HSL/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 through school counselor and psychologist
- MBK (My Brother's Keeper) check in program and mentorship to help connect chronically absent students to school.
- Implement a tiered level of support through the TST/SST process, parent conferences, attendance conferences, and the SARB process (including letters, meetings, etc) to support families who are habitually truant or chronically absent.
- School wide incentives for perfect attendance and/or growth in attendance rate
- Saturday Acadmeny
- School Messenger daily attendance calls
- Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance
- Materials/Supplies

**Specify enhanced services for EL students:**

**Specify enhanced services for low-performing student groups:**

- All communication will be translated through HSL

Focus on Homeless & AA students who are chronically absent. Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.

**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
- Quarterly Parent Newsletter
- Family Nights
- Parent Education Night
- Quarterly Awards Assemblies
- EduText
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings (SST)
- Tiered Support Team Meetings (TST)
- Share quarterly data during parent coffee hours, SSC and ELAC

**Describe Professional Learning related to this action:**

- Attendance Works Website PL
- Building Relationships with Students PL
- 10-2 Strategy Review and continuation PL on MBK
- Tier 1 Instruction Focus for PL to increase student engagement and desire to attend school daily.
- Study classes of Teachers with Highest Attendance Rates and share strategies
- Review Staff Handbook
- Absence Data Review
- Saturday Academy PL
- 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
- Culturally Responsive Teaching Training
- Positive Discipline PL
- Calming Corner in Classrooms to de-escalate

**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 stakeholders.

**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

Misbehavior Referral Data from ATLAS/PowerBI & Pivot Tables

**Owner(s):**

ILT/Admin/Teachers

**Timeline:**

Quarterly

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

- Tier 1: Daily Morning Meetings TK-6

- Tier 1: Implementation of weekly class meetings and Second Step Lessons to promote student engagement.
- Tier 1: Bullying Prevention PL and support
- Tier 1: Begin introducing Mind Up strategies to staff
- Tier 3: Fund an additional day of the school psychologist to assist in counseling and other site needs.
- Tier 2: Utilize RCAs & Intervention Specialist to work in partnership with staff to increase the positive ratio of interactions, school engagements, time on task, and reduce time out of classrooms through individualized and small group sessions.
- Tier 1: Continue using Safe and Civil, CHAMPS, and STOIC Frameworks to increase positive behavior and discourage misbehaviors
- Tier 1: Common area expectations are taught school wide as a part of Beginning of the Year Training for students as well as after Winter Break (review expectations) and after Spring Break if needed.
- Tier 1: OA will work directly with families, guardians and care takers to insure that they are aware of school wide expectations, and provide resources as needed to support families.
- Tier 1: OA and Parent University coordinate events that build site and community partnerships.
- Tier 1-3: POWER Team to assist in communication of staff concerns related to school wide safe and civil actions
- Tier 3: Social Emotional Support through Family Foundations provided by a social worker or Intern Social Worker (21 hours per week) to support students, families, and staff.
- Tier 1-2: Peer Mediator Program for students
- Tier 1: Family events to increase connections between families and school
- Tier 2-3: Adult-Student Mentor Program (MBK)
- Tier 2-3: On-Site Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- **Tier 3: Disaggregate misbehavior/suspension data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth)**
- Tier 1: Staff responds to data with next steps and timely intervention based on data analysis.
- Tier 1-3: Recognition, incentives and rewards for students who show good behavior or growth in positive behavior.
- Tier 1-2: Clubs/Organizations encouraging positive behavior (including vendors such as Fun Works and others)
- Supplemental Contracts for staff to conduct clubs
- Materials/Supplies/food for incentives and recognition

#### Specify enhanced services for EL students:

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

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

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

#### Specify enhanced services for low-performing student groups:

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

#### Describe Professional Learning related to this action:

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- 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
- Culturally Responsive Teaching Training
- Positive Discipline PL
- Calming Corner in Classrooms to de-escalate
- Goal 2 Data Sharing and next steps discussions

## 2019-2020 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
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation in school activities - No Food/Incentives	3,500.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent engagement and support	8,332.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling - 3 days per wk	10,546.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,277.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling- 3 days per wk	29,454.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	Psychologist 1 day - Jessica Avina 1069176 Avina, Jessica	26,804.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Support Social Skills groups	13,065.00

**\$103,978.00**

# 2019-2020 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		10,847.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP Days (54) sub release days	10,101.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics to support student learning	1,250.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Data Chats (6 subs) @ \$159	1,123.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics- copy early learning books	500.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			ELD Parent Engagement	500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			4 Qtr. Mini Pac Planning (24 tchrs) X \$159= \$3816 each qtr.	17,957.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		10,325.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials to support instruction	18,542.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials to support classroom instruction.	2,546.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	6,000.00
G1A2	Sup & Conc	Instruction	Copier Maint			Library & office copier lease	8,362.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repairs to support instruction	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			(30) Peer Observations/ Sub release@ \$159 per sub day	5,611.00
G1A2	LCFF: EL	Instruction	Mat & Supp			materials to support ELD instruction	1,820.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support ELD instruction	2,000.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors - (2 for 3 days @ \$155 per day)	1,100.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent University Babysitting	625.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating Parent Conferences, SST,	1,249.00
G1A3	Sup & Conc	Instruction	Travel			Math Conference	20,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			Snacks for Goal 2 activities and incentives	2,500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation in school activities - No Food/Incentives	3,500.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent engagement and support	8,332.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling - 3 days per wk	10,546.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,277.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling- 3 days per wk	29,454.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	Psychologist 1 day - Jessica Avina 1069176 Avina, Jessica	26,804.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Support Social Skills groups	13,065.00

\$251,980.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,692.00
Sup & Conc	7090	\$180,428.00
LCFF: EL	7091	\$22,860.00
<b>Grand Total</b>		<b>\$251,980.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$145,502.00
G2 - All students will engage in arts, activities, and athletics	\$2,500.00
G4 - All students will stay in school on target to graduate	\$103,978.00
<b>Grand Total</b>	<b>\$251,980.00</b>