

**Muir Elementary**

10621666006415

Principal's Name: Wendy Silva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 and Family 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Wendy Silva</b>	X				
2. <b>Chairperson – Ida Saldana</b>				X	
3. <b>Secretary-Hannah Nakagawa</b>		X			
4. <b>DAC Representative-Angelica Cardiel</b>				X	
5. <b>Beatrice Ramos</b>				X	
6. <b>Saira Navarro</b>				X	
7. <b>Kirby Wright</b>				X	
8. <b>Cynthia Guillen-Linares</b>		X			
9. <b>Patrick Speir</b>		X			
10. <b>Rosalinda Estrada</b>			X		
11.					
12.					
13.					
14.					
15.					

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

**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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	Wendy Silva	Wendy Silva	5/27/20
<b>SSC Chairperson</b>	Ida Saldana	Ida Saldana	

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 2020/21

Muir - 0340

**ON-SITE ALLOCATION**

3010	Title I	\$52,046 *
7090	LCFF Supplemental & Concentration	\$180,503
7091	LCFF for English Learners	\$19,431
<b>TOTAL 2020/21 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	\$1,473
Remaining Title I funds are at the discretion of the School Site Council	\$50,573
Total Title I Allocation	\$52,046

## Muir Elementary 2020-2021 - 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)	30 %	23.387 %	2018-2019	30.387 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25 %	20.161 %	2018-2019	27.161 %
SBAC ELA Distance from Level 3 (African American)		-83.4 pts	2018-2019	-68.4 pts
SBAC Math Distance from Level 3 (African American)		-114.5 pts	2018-2019	-99.5 pts
SBAC ELA Distance from Level 3 (White)		-60 pts	2018-2019	-45 pts
SBAC Math Distance from Level 3 (White)		-46.4 pts	2018-2019	-31.4 pts
SBAC ELA Distance from Level 3 (Homeless)		-67.5 pts	2018-2019	-52.5 pts
SBAC Math Distance from Level 3 (Homeless)		-90.9 pts	2018-2019	-75.9 pts

**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)

**ELA Action:** Muir focused on Tier 1 Instruction in ELA throughout the year in PL and in classroom observations using tools such as the IPG.

Our English Learner re-designation rate dramatically increased from 3.8% to 23.8% indicating our students performed significantly better on multiple measures needed for re-designation.

ILT members participated in learning through TNTP which supported teachers in the design and development of lessons in ELA. The team met with a consultant from TNTP multiple times to build knowledge, design lessons, instruct, and receive feedback from the consultant to support their growth in planning/instruction of CORE Lessons. In addition, there were a number of PL sessions for staff related to

**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)

Turnover in staff at Muir has made it difficult to truly evaluate PL and initiative/action effectiveness and may alter results from year to year. We had 8 teachers new to the Muir staff in 2018-19. Of those teachers, 5 were brand new teachers and only 3 had more than 2 years of experience. 2019-20 brought 8 additional new teachers, again 5 who were brand new and 3 who had more than 3 years of experience.

Early results from this year show improvement. Based on growth of Fall and Winter iReady diagnostics, there is adequate growth in all grade levels, however, it is important for teachers to utilize the mini lessons made available on the i-Ready platform to provide additional access to reading foundations and to build reading comprehension skills.

design and implementation of excellent Tier 1 lessons for students.

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

With a minimum of 90 minutes of instruction in ELA and 40 minutes of RTI at each student's designated reading level, District and State assessments are showing increases in grade 3, 4, & 6.

2018-19 SBAC Scores show a slight increase of .4% in ELA schoolwide as compared to the previous year (2017-18). Most recent iReady assessment results show an increase in performance in all grades 1<sup>st</sup>-3<sup>rd</sup> (Kinder does not take this assessment) from the beginning of this year to the last assessment. 1<sup>st</sup> grade showed a 17% increase in performance, 2<sup>nd</sup> grade a 15% increase and 3<sup>rd</sup> grade an 8% increase. These results show students are moving closer to proficiency. iReady results also show growth in all grade levels (5<sup>th</sup> stayed the same) for an overall growth of 8.2%.

#### **SBAC ELA Distance from Level 3 (African American)**

2018-19 SBAC Data shows a 19.6% increase in ELA performance for our African American subgroup. As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of our African American students.

Distance from Level 3 for African American students is still ranking as Very Low, however, the CA Dashboard indicated a change level of "Increased Significantly" from the previous year. African American students moved 33.6 points closer to Level 3 than the previous year.

As a result, Muir will continue to work with our African American students based on individual need and provide leveled support in both academics and SEL.

#### **SBAC ELA Distance from Level 3 (Homeless)**

2018-19 SBAC Data shows a 9.1% proficiency overall in ELA performance for our Homeless subgroup. As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of Homeless students. In addition, our office staff worked to provide supports/resources to families designated as Homeless.

Distance from Level 3 for Homeless students is still ranking as Low, however, the CA Dashboard indicated a change level of "Increased Significantly" from the previous year. Homeless students moved 38.7 points closer to level 3 than the previous year.

As a result, Muir will continue to work with our Homeless students based on individual need and provide leveled support in both academics and SEL.

#### **SBAC ELA Distance from Level 3 (White)**

2018-19 SBAC Data shows a 9.2% increase in ELA performance for our White subgroup. As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of White students.

Distance from Level 3 for White students is still ranking as Low, however, the CA Dashboard indicated a change level of "Increased Significantly" from the previous year. White students moved 23.7 points closer to Level 3 in ELA than the previous year.

The students in lower performing subgroups may struggle with reading fluency and reading comprehension. This can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning).

Muir will continue work in Cultural Proficiency and ensuring students in subgroups receive grade level appropriate work and support in closing learning gaps with a special lens on specific needs for subgroups.

Additionally, our African American and Students with Disabilities Subgroups have a higher %chronically absent rate, which leads to decreases in academic performance. (See Action 4 for support)

#### **SBAC ELA Distance from Level 3 (African American)**

Our African American subgroup has a status of "Very Low" scoring academically in ELA. Although there were significant increases in movement towards standard, this status is a major concern for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school).

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

#### **SBAC ELA Distance from Level 3 (Homeless)**

Attendance and transiency is a significant barrier for our Homeless students. Additionally, lack of basic needs can sometimes impede learning. At Muir, we seek to support the whole child and have a multi-tiered approach to supporting the family/basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL/Counseling services serve as supports for our Homeless students.

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

#### **SBAC ELA Distance from Level 3 (White)**

Our White subgroup at Muir is identified as a status level of "Low" in ELA. They are currently 60 points away from standard and need additional intervention to close the gap. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

Additional PL in instruction as well as differentiation is needed and should be continued throughout the year (and differentiated for varied levels of staff experience).

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

According to our SBAC results, 3<sup>rd</sup> and 5<sup>th</sup> grade did not perform as expected. Turnover in staff has made it difficult to truly evaluate PL and initiative effectiveness and may alter results from year to year. We had 8 teachers new to the Muir staff in 2018-19. Of those teachers, 5 were brand new teachers and only 3 had more than 2 years of experience. 2019-20 brought 8 additional new teachers, again 5 who were brand new and 3 who had more that 3 years of experience.



As a result, Muir will continue to work with our White students based on individual need and provide leveled support in both academics and SEL.

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

##### **Math Actions:**

Muir focused on Tier 1 Instruction in Math throughout the year in PL and in classroom observations using tools such as the IPG.

With 90 minutes of daily instruction in math (Tier 1 & 2), the site has had consistent growth in state assessments. In addition to the 90 minutes of Core Math, teachers scheduled and instructed at least 30 minutes of Tier 3 RTI for math based on the students level of need to close gaps.

Additional improvement in scores correlate to a Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), in which grade level teachers from all four schools meet to build for each Math chapter: one Common Summative Assessment, at least on Common Formative Assessment, assessing standard knowledge using IAB and FIAB assessments (grades 3-6 only), and then share data and provide each other feedback as to successful instructional moves.

On SBAC, Muir grew 2.7% overall as compared to the previous year. According to the California Dashboard, SBAC scores increased by 13.7 points. Hispanic and Socioeconomically Disadvantaged subgroups grew 13.5 points and 14.8 points, respectively

##### **SBAC Math Distance from Level 3 (African American)**

2018-19 SBAC Data shows a 14.4% increase in Math performance for our African American subgroup (Up from 3.8% to 18.2% Proficiency). As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of our African American students.

Distance from Level 3 for African American students is still ranking as Very Low, however, the CA Dashboard indicated a change level of "Increased Significantly" from the previous year. African American students moved 15.8 points closer to Level 3 than the previous year.

As a result, Muir will continue to work with our African American students based on individual need and provide leveled support in both academics and SEL.

##### **SBAC Math Distance from Level 3 (Homeless)**

2018-19 SBAC Data shows a 9.1% proficiency overall in MATH performance for our Homeless subgroup, which is a 2% increase from the previous year. As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet the needs of Homeless students. In addition, our office staff worked to provide supports/resources to families designated as Homeless.

Distance from Level 3 for Homeless students is still ranking as Low, however, the CA Dashboard indicated a change level of "Increased Significantly" from the previous year. Homeless students moved 41.9 points closer to level 3 in Math than the previous year.

As a result, Muir will continue to work with our Homeless students based on individual need and provide leveled support in both academics and SEL.

##### **SBAC Math Distance from Level 3 (White)**

2018-19 SBAC Data shows a 9.2% increase in Math performance for our White subgroup (29.2% Met overall). As a site, we focused on analyzing data by subgroup and designing intervention strategies to meet

Based on growth of Fall and Winter diagnostics, there is adequate growth in all grade levels, however it is important for teachers to utilize the mini lessons made available on i-Ready platform to provide additional access to reading foundations and to build reading comprehension skills.

There was an SBAC goal of 25% in Math for the 2018-19 school year, 4<sup>th</sup> and 6<sup>th</sup> grade did increase dramatically which supports our site as whole

##### **SBAC Math Distance from Level 3 (African American)**

Our African American subgroup has a status of "Very Low" scoring academically in MATH. Although there were significant increases in movement towards standard, this status is a major concern for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school).

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

##### **SBAC Math Distance from Level 3 (Homeless)**

Attendance and transiency is a significant barrier for our Homeless students. Additionally, lack of basic needs can sometimes impede learning. At Muir, we seek to support the whole child and have a multi-tiered approach to supporting the family/basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL/Counseling services serve as supports for our Homeless students.

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

##### **SBAC Math Distance from Level 3 (White)**

Our White subgroup at Muir is identified as a status level of "Low" in ELA. They are currently 46.4 points away from standard and needs additional intervention to close the gap. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

Additional PL in instruction as well as differentiation is needed and should be continued throughout the year (and differentiated for varied levels of staff experience).

the needs of White students.

Distance from Level 3 for White students is still ranking as Low, however, the CADashboard indicated a change level of "Increased Significantly" from the previous year. White students moved 31 points closer to Level 3 in EMATH than the previous year.

As a result, Muir will continue to work with our White students based on individual need and provide leveled support in both academics and SEL.

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

**ELARTI:** In 2019-20, we budgeted approximately \$23,000 to support instructional assistants specifically for the K-3 grade level intervention. Due to low levels of interest in the position and unqualified candidates, the positions were not fully staffed leaving vacancies that were not picked up by substitutes. We adjusted by gaining support from other classified staff on campus, however, the staffing issues caused a slow start for the RTI program. Currently, we still have 3 of the 4 Instructional Assistant positions vacant. 2 of the 3 are filled with reliable substitutes. At this point in the year, we are adjusting our budget to account for the lack of staffed vacancies.

**Math:** For 2019-20, we implemented T2 and T3 blocks of instruction. Teachers have scheduled instructional minutes that allow T2 and T3 instruction to occur daily in Math and ELA. During T2 and T3, teachers are teaching mini lessons, small group instruction, and computer time on iReady that target specific standards to close the gap. According to our iReady data, we are improving and showing areas of growth in several grade levels. Our site has been provided professional development learning in quarter 1 and 2 with T2 and T3 instruction. We are also currently working as a MiniPac (Homan, Del Mar, Roeding) where teachers are provided additional resources and planning tools to increase cognitive planning. Teachers create and compare CSA's and CFA's quarterly with the MiniPac grade level teachers. Our teachers review reports/data to plan T2 and T3 instructional blocks.

**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.

- Teachers are utilizing i-Ready online platform to individualize reading instruction, based off diagnostic results
- Continue TNTP work with Leadership Team (ILT) and begin learning/PL in 2020-21 with all teaching staff
- Continue Tier 3 RTI support for students but revise quarterly based on data to ensure student needs are being met.
- Continue PL for staff on cognitive planning of instruction (build staff capacity)
- Teachers are using various forms of data to identify students' individual needs in reading
- Teachers are meeting with students to goal set for upcoming district diagnostics using multiple measures (such as: iReady data, CFA, and CSA data)
- Teachers were provided grade-level instructional groupings from i-Ready online platform to better inform next steps in reading instruction, specifically during RTI time

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

**1** SSC:

- SSC gave feedback before writing SPSA in Feb. 2020
- SSC member discussed an interest in project based learning
- SSC to review draft SPSA Early March

**2** ELAC:

- ELAC review SPSA 3/11/20
- Feedback:

**3** Staff:

- Staff shared interest/feedback for changes to 2020-21 SPSA via ILT members submitting requests to Admin.
- Admin included all requests in budget/SPSA options
- Staff Voted on options individually at PL Meeting on 2/11/20

- SSC to finalize SPSA before 4/3 deadline

- Admin included majority voted items in 2020-21 SPSA

## Action 1

Title: ELA

### Action Details:

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

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

Timeline:

Quarterly for RTI, by FUSD schedule for others

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

SBAC

Owner(s):

3-6 Teachers/TSA

Timeline:

Annually

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

CFA/CSA

Owner(s):

Teachers

Timeline:

As Scheduled

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

iReady Diagnostic

Owner(s):

TSA/K-6 Teachers/Admin

Timeline:

3-4 times per year

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

- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- Tier 1-2: Students will participate in differentiated instruction in ELA by student by need based on identified Essential Standards.
- Tier 1 and 2 supports will be provided daily by the classroom teacher and AC Teams
- Tier 3: All students will participate in Tier 3 (at student level) differentiated instruction in reading to target specific reading skills/gaps with the support of Instructional Assistants (2), Classroom Teachers, TSA, and RSP. (RTI)
- Tier 3 support will be provided by an RSP Teacher, TSA and 2 Instructional Aids (overseen by TSA)
- Utilize 2nd Step Lessons to build SEL skills for students to better access ELA CORE
- Continue CCI cycle work (embedded learning) and differentiated learning by 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, iReady Materials, and Wonderworks, etc.
- Students in Kindergarten will participate in Word Masters Challenge to master High Frequency Words

- Super Reader Challenge for grades K-3 (reading levels- [award](#) given for when they reach grade level in BAS)
- Release time and substitutes for teachers to do peer observations, lesson studies, planning and attend SST/IEP meetings
- Teacher and student technology, hardware and program
- Headphones needed for iReady and SBAC testing and classroom applications
- Subs to release teachers to plan curriculum (Tier 1 instruction)
- Resources and Material/Supplies for instruction
- 6 hour Kinder (Teaching Fellow) to support Early Learning in classrooms
- Additional Copier Lease to [print](#) materials
- Technology and technology repair for academic support
- Graphics to create and print items for students
- Starfall License for Kinder (Lab use only)
- After School Literacy Building Opportunities and tutoring
- Additional Incentives for student growth and academic success

#### Specify enhanced services for EL students:

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- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- ELPAC Assessors to support testing
- TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Ongoing progress monitoring by teachers/TSA
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.

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

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- Back to School Night/Open House
- Parent Flyers
- Parent Handbook
- Parent coffee hours
- Parent conferences in October
- Parent University
- SSC/ELAC
- Parent Club
- School Messenger weekly phone calls
- Parent Newsletter
- Family Nights
- Quarterly Awards Assemblies/EOY Awards
- 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, etc.

#### 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 has a higher % chronically absent rate which leads to decrease in academic performance. We plan to focus on these subgroups to improve attendance through incentives, counseling support, and building relationships with families.

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

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- Lesson Study Opportunities (Peer Observations) GE classes
- Continue CCI cycle work (embedded learning) and differentiated learning by PLC
- 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.
- PLC's will continue professional learning through collaboration utilizing Learning by Doing and the 4 grounding questions to address and meet student needs. PLC's will use protocols to examine student work samples and data to focus instructional needs by student by need.
- Conference/Outside Learning Opportunities
- Continue SEL Integration PL and Planning
- 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).
- Teaching Fellow PL to support classrooms
- Cultural Proficiency PL/Work
- 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: MATH

### Action Details:

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

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

iReady Diagnostic

Owner(s):

TSA/Teachers/Admin

Timeline:

3-4 times per year

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

CFA/CSA

Owner(s):

TSA/MniPAC/Teachers

Timeline:

As Scheduled

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

SBAC

Owner(s):

TSA, 3-6 Teachers

Timeline:

Annually

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

- Tier 1-2: All students in grades 1-6 will participate in differentiated instruction to target specific math standards by student by need.
- Tier 1 and 2 supports will be provided by the classroom teacher and 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 CSAs for all students
- Utilize 2nd Step Lessons to build SEL skills for students to better access MATH CORE
- **Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (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
- iReady instruction, assessment and computer time to support Tier 3
- Teacher and student technology, hardware, and programs
- Resources and Material/Supplies for instruction
- Additional Copier Lease to print materials

- Graphics to create and print items for students
- Technology and technology repair for academic support
- Incentives for student growth and academic success
- After School Tutoring opportunities for students.

#### Specify enhanced services for EL students:

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- 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

#### 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
- 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:

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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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- Lesson Study Opportunities (Peer Observations)
- CCI cycle work with regional PAC (embedded learning) and differentiated learning by PL
- PLC's will continue professional learning through PLC collaboration utilizing Learning by Doing and the 4 grounding questions to address and meet student needs. PLC's will use protocols to examine student work samples and data to focus instructional needs by student by need.
- Conference/Outside Learning 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
- Continue PL in SEL Integration and planning
- Revisit PL in Designated and Integrated ELD
- Data Chats, data analysis, and goal setting will be used following District Formative Assessment and State Assessments

# 2020-2021 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		11,743.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: G1A1 & 2: Technology Equipment	4,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology including but not limited to student tablets, projectors, document cameras, ebeams, replacements for computer hardware and/or replacement of broken/damaged equipment	11,241.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Subagreement: Teaching Fellow Assigned to Kinder (1 TF for 6 hours Mon-Fri)	18,562.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			The New Teacher Project (TNTP Subagreement) : The New Teacher Project (TNTP Subagreement)	5,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement -No Food, No Incentives.	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP Subs	8,556.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release for Peer Observations	3,090.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Instructional Aide (3.5 hrs) x 1 Aide	11,754.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	237.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (Teachers @ \$5,400)	28,803.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction/Headphones	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology/Campus Maintenance	774.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology including but not limited to student tablets, projectors, document cameras, ebeams, replacements for computer hardware and/or replacement of broken/damaged equipment	15,211.00
G1A1	Sup & Conc	Instruction	Copier Maint			Library and Office Copier Maintenance	8,362.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: G1A1 & 2: Technology Repairs	1,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology Support ELD Instruction/Headphones	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,300.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent Engagement/Involvement	2,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translations for Parent Conferences, Other Meetings	1,001.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies	9,130.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			MiniPAC Subs	12,406.00

**\$158,670.00**

**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	75.62 %	65.672 %	2018-2019	72.672 %

**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**

We currently provide our students with daily opportunities with clubs and activities. We recently added more tutoring opportunities for our Kinder students and a chess club for intermediate grades. According to data, our suspension has dramatically decreased compared to previous years.

We have also expanded our MBK (My Brother's Keeper) mentoring program where almost all of our certificated staff is a one to one mentor with a student. This will support building positive relationships & connections to school.

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

**Goal 2 Participation Rate**

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

We have a large number of clubs and activities that students are involved in on a daily basis. We recently discovered that not all teachers were logging attendance/participation. We have also recently reviewed our MBK program to determine needs and changes. There were several areas of concerns with our MBK program that we needed to address. One of the concerns, MBK has not been inputted into Atlas Engagement Tool. We are currently working on updating that information. It was also determined that our teachers were confused on the MBK documentation process. We have recently provided teachers with an update on MBK process.

**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.

**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 gave feedback before writing SPSA in Feb. 2020
- SSC member discussed an interest in project based learning
- SSC to review draft SPSA Early March
- SSC to finalize SPSA before 4/3 deadline

**2** ELAC:

- ELAC review SPSA 3/11/20
- Feedback:

**3** Staff:

- Staff shared interest/feedback for changes to 2020-21 SPSA via ILT members submitting requests to Admin.
- Admin included all requests in budget/SPSA options
- Staff Voted on options individually at PL Meeting in February
- Admin included majority voted items in 2020-21 SPSA

**Action 1**

**Title:** Participation in Goal 2

Action Details:

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

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

**Explain the Progress Monitoring and data used for this Action**

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

Goal 2 Participation Rate

Owner(s):

Admin/Teachers/Classified Staff

Timeline:

Input regularly, review quarterly

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

Power BI: Goal 2 participation rate

Owner(s):

Admin/CCS/Teacher

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 as instructors are available.
- CCT & TST Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- **Disaggregate Goal 2 participation data to identify how the following significant sub-groups are progressing (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 2020-21 school year based on parent input/feedback
- Saturday Academy enrichment opportunities for students
- Intervention Specialist to support with MBK
- RCA to assist in coordination of arts, activities, etc.
- Assemblies, guest artists, and musicians may be contracted
- Supplemental Contracts for Teachers and Classified Staff to organize and instruct groups for students (including sports, social emotional and academic).
- Materials/supplies for family events, security, clubs, activities, and sports will be purchased.

#### Specify enhanced services for EL students:

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- 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):

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- Parents will be encouraged to help volunteer for clubs through our parent involvements groups
- Family events such as parent coffees, 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
- Parent coffee hours
- Parent conferences 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

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

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- Seek input from low performing student groups on possible clubs
- Seek instructors for clubs suggested

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

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

# 2020-2021 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 Games/Incentives	1,500.00

**\$1,500.00**

**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 %	90 %	2018-2019	97 %

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

<p><b>1</b> 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.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>Students are participating in Goal 3 activities. In the past 2 years, our data shows that we have an overall 9% decrease due to staff not entering data in the Engagement Tool online.</p> <p>We currently determined that Goal 3 activities have not been entered into the Atlas Engagement Tool. Therefore, the data does not reflect what our current status of student participation in Goal 3 shows. Our 3<sup>rd</sup> graders have participated in Brick for Kids twice this year. Our 6<sup>th</sup> grade students have attended a college campus earlier this year and is scheduled to attend Camp in May 2020. Recently, our 5<sup>th</sup> grade students attended a play at Roosevelt High School.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b></p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We currently determined that Goal 3 activities have not been entered into the Atlas Engagement Tool. Therefore, the data does not reflect what our current status of student participation in Goal 3 shows. Our 3<sup>rd</sup> graders have participated in Brick for Kids twice this year in addition to exposure to other career field trips. This would account for almost 100% of 3rd grade students. Our 6<sup>th</sup> grade students have attended a college campus earlier this year and is scheduled to attend Camp in May 2020. Recently, our 5<sup>th</sup> grade students attended a play at Roosevelt High School.

**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 will focus on better tracking of students participating in clubs, career, and other events to close the gap between actual participation and tracked participation. We will seek input from students as to career interest and request community and family members make guest appearances to expose to future careers of interest.

**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 gave feedback before writing SPSA in Feb. 2020
- SSC member discussed an interest in project based learning
- SSC to review draft SPSA Early March
- SSC to finalize SPSA before 4/3 deadline

**2 ELAC:**

- ELAC review SPSA 3/11/20
- Feedback:

**3 Staff:**

- Staff shared interest/feedback for changes to 2020-21 SPSA via ILT members submitting requests to Admin.
- Admin included all requests in budget/SPSA options
- Staff Voted on options individually at PL Meeting in February
- Admin. shared with staff voting results and parent voice.
- Admin included majority voted items in 2020-21 SPSA

### Action 1

**Title:** Social Emotional Learning (SEL)

[Action Details:](#)

Muir will teach and recognize positive character traits in students/staff and build the Social Emotional skills needed for students to be successful in the 21st century.

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

#### Explain the Progress Monitoring and data used for this Action

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

PowerBI: Student Survey Question: Do you feel like there is a teacher or any other adult who really care about you?

[Owner\(s\):](#)

TSA/CCS/Admin/Teachers

[Timeline:](#)

As data is populated but at least once per year

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

- 21st Century Skills: Formal versus Informal Environment Education (awareness of differences in environments, attributes, actions, etc)
- Continue Morning Meetings to build character and community
- Continue 2nd Step & Bullying Prevention Program/Kindness Campaign
- Calming Corners in all Classrooms
- Focus on relationship building with staff and students & provide PL/support as needed
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- 1.0 Interventions Specialist to support Tier 2 SEL
- CCS to support Tier 1 SEL
- Counseling Service (such as All 4 Youth) to support Tier 3 SEL

- Additional 1 day funded of Psychologist to support SEL & SEL Instruction
- 6 hour RCA to conduct classes, weekly meetings, and sessions with students to build character and a connection to school.
- Character Counts/Magnificent Mustang Awareness or other trait awareness and recognition
- Adult-Student Mentor Program: MBK
- Relationship Building with Students (utilize strategies from My Brother's Keeper or other programs)
- Clubs encouraging good character
- Growth Mindset Awareness
- Social Awareness
- Self-Management
- Focus on positive attributes of character
- Materials/Supplies/Awards

#### Specify enhanced services for EL students:

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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

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

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- 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

#### 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.

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

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- PL and Lesson Design for Formal vs Informal Environments
- Additional PL on Calming Corners & Morning Meetings
- Trauma Informed PL
- FUSD SEL Competency PL
- PL on Building Relationships with students
- Calendar Character Counts Days
- Continue PL in Building a Growth Mindset

- 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

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	Pschologist - 1 additional day	29,036.00

**\$29,036.00**



**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	17.504 %	22.651 %	2018-2019	20.651 %
Suspensions Per 100	14.455 %	14.373 %	2018-2019	13.373 %
Chronic Absenteeism (African American)		31 %	2018-2019	29 %
Suspension Rate (African American)		13 %	2018-2019	10 %
Chronic Absenteeism (White)		34.5 %	2018-2019	32.5 %
Suspension Rate (White)		12.3 %	2018-2019	9.3 %
Chronic Absenteeism (Homeless)		36.1 %	2018-2019	34.1 %
Suspension Rate (Homeless)		20.5 %	2018-2019	17.5 %

**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**

In 2019-20 Muir hired an additional RCA and I.S. to help increase students' level of connectedness to their school. Additionally, our Office Assistant participated in PL and received support from district office personnel to help improve attendance.

**Chronic Absenteeism (African American)**

Our Chronic Absenteeism rate for African American students was reduced by 5.5% due, in part, to the RCA and I.S. and Office Assistant support to help improve attendance.

**Chronic Absenteeism (Homeless)**

There was an effort to provide supports to homeless families by connecting them with Project Access as well as offering participation in our Food Bank item giveaways and clothing giveaways. This did not have a significant impact in chronic absenteeism.

**Chronic Absenteeism (White)**

Our Chronic Absenteeism rate for White students was reduced by 14% due, in part, to the RCA and I.S.

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

**Chronic Absenteeism**

Currently, the chronic absenteeism rate is 22.4% (which is a slight increase from the previous year). A lack of consistent communication with the chronic absentee demographic has negatively impacted the attendance rate. The OA (with district support) started to respond to the absentee rate in the second semester of the 2019-2020 school year by holding attendance, SART and SARB meetings in order to inform families of the State's absenteeism and truancy policy and SARB process as well as to collectively develop a plan to improve student attendance.

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

**Chronic Absenteeism (African American)**

Chronic Absenteeism decreased this year for our African American students, however, there is still a 5.6% gap between our African American students and our White students. However, our African American Chronic Absenteeism rate is lower than that of our Hispanic population. This gap was a result of a lack of consistent communication primarily and a need for additional contact strategies.

and Office Assistant support to help improve attendance.

**Suspension Rate (African American)**

Our African American Subgroup suspensions decreased by over 4%, due primarily to staff PL and Discipline Guidelines work the site administration participated in during 2019-20.

**Suspension Rate (Homeless)**

Our homeless student suspensions rate was 15%, with no comparison data from 2018-19. However, any decrease was due primarily to staff PL and Discipline Guidelines work the site administration participated in during 2019-20.

**Suspension Rate (White)**

Our White Subgroup suspensions decreased by over 29%, due primarily to staff PL and Discipline Guidelines work the site administration participated in during 2019-20.

**Suspensions Per 100**

Overall, Muir saw a dramatic decrease in suspensions (a reduction of 8.7% school-wide) and misbehavior referrals due to PL, a strong Climate and Culture Team who responded immediately to campus needs, and the discipline guidelines work the site administration participated in which involved adding proactive support for students to reduce misbehaviors.

**Chronic Absenteeism (Homeless)**

Our Homeless Chronic Absenteeism is 61.5%, by far our highest subgroup. This gap was a result of a lack of consistent communication primarily and a need for additional contact strategies.

**Chronic Absenteeism (White)**

N/A

**Suspension Rate (African American)**

There is a gap (3.75% higher for AA) between African American student suspensions and White student suspensions. There is still a need for more Discipline Guidelines Work and Restorative practices on campus. Additional PL for all staff in the area of cultural proficiency would be beneficial.

**Suspension Rate (Homeless)**

Homeless student suspensions were 15% in 2019-20 as compared to non-Homeless at 6% so a gap is still present. There is a need for trauma informed practices and additional family supports this subgroup of students.

**Suspension Rate (White)**

White student suspension was one of the lowest of our subgroups at about 8% (the Hispanic subgroup was only 5.4%). Additional work is needed with restorative practices and discipline guidelines.

**Suspensions Per 100**

Muir's suspension rate for 2019-20 year was 6.9% which is a dramatic decrease from the previous year at 14.9%. This indicates that improving Tier I structures in and out of the classroom, our discipline guidelines work, and a strong CCT presence are demonstrating an improvement in overall student misbehaviors, which then reflects a reduction in student suspensions.

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

At the beginning of 2019-20 we met with district personnel to request support in designing a program to reduce chronic absenteeism when we discovered our rates were not reducing. Our OA has been contacting families and offering Saturday Academy as a support to reduce absences as well as conducting A2A meetings and more recently SARB referrals.

Based on current data, our school-wide average daily attendance rate increased by .14%.

**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.

In 2018-19 there was a 2.5% increase in chronically absent students. Additionally, there was a 3.2% increase in students who are truant. We predicted that Morning Meetings (in addition to increasing connections with students and building relationships) would reduce tardies. However, this does not seem to be the case as of yet. Continued PL in Morning Meeting process and flow could be a support to staff.

A2A meetings, daily parent calls related to absences, home visits, and check in programs are not currently reducing chronic absenteeism. Currently the office is conducting a large number of SARB referrals to attempt to reduce

the rate.

**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 gave feedback before writing SPSA in Feb. 2020
- SSC member discussed an interest in project based learning
- SSC to review draft SPSA Early March
- SSC to finalize SPSA before 4/3 deadline

**2 ELAC:**

- ELAC review SPSA 3/11/20
- Feedback:

**3 Staff:**

- Staff shared interest/feedback for changes to 2020-21 SPSA via ILT members submitting requests to Admin.
- Admin included all requests in budget/SPSA options
- Staff Voted on options individually at PL Meeting in February
- Admin included majority voted items in 2020-21 SPSA

**Action 1**

**Title:** Absenteeism

Action Details:

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

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

**Explain the Progress Monitoring and data used for this Action**

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

Average Daily Attendance Rate

Owner(s):

Admin/OA/IS/CCS/Teachers

Timeline:

Quarterly (at minimum)

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

Chronically Absent Rate

Owner(s):

Admin/OA/IS/CCS/Teachers

Timeline:

Quarterly (at minimum)

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

- 2 hour HSL/Office Assistant to support phone calls, home visits, meet with parents to provide information regarding the importance of school attendance.
- Intervention Specialist Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through school counselor and psychologist
- MBK (My Brother's Keeper) check in program and mentorship to help connect chronically absent students to school.
- Implement a tiered level of support through the TST/SST process, parent conferences, attendance conferences, and the SARB process (including letters, meetings, etc) to support families who are habitually truant or chronically

absent.

- School wide incentives to improve attendance
- Saturday Academy marketing and support to increase student attendance
- School Messenger daily attendance calls
- Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance
- Materials/Supplies

#### Specify enhanced services for EL students:

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- Communication will be translated (if needed) into Spanish

#### 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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- 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.

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

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- Attendance Works Website PL
- Building Relationships with Students PL
- Kindness Campaign
- SARB Support
- 10-2 Strategy Review
- Trauma Informed PL
- Continuation of 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 Training)
- Continue staff knowledge building in the areas of social-emotional supports
- Peer Mediator Training
- Culturally Responsive Teacher Training
- Positive Discipline PL
- Discipline Guidelines PL
- Calming Corner in Classrooms to de-escalate

## Action 2

**Title:** Positive Behavior Support

#### Action Details:

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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  
Student Survey

Owner(s):  
Admin/Power Team/CCS

Timeline:  
Review as given (relevant)

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

Owner(s):  
Admin/Power Team/CCS

Timeline:  
Review as given (relevant)

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

Owner(s):  
Admin

Timeline:  
Review Regularly (at least 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/Kindness Campaign PL and support
- 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 mis-behaviors
- Tier 1: Common area expectations are taught school wide as a part of Beginning of the Year Training for students as well as after Winter Break (review expectations) and after Spring Break if needed.
- Tier 1: staff will work directly with families, guardians and care takers to insure that they are aware of school wide expectations, and provide resources as needed to support families.
- Tier 1: OA and Parent University coordinate events that build site and community partnerships.
- Tier 1-3: POWER Team to assist in communication of staff concerns related to school-wide Tier 1 Climate and Culture Practices & Provide PL to staff to support PBIS
- Tier 3: Social Emotional Support through counselor (such as All 4 Youth) provided to support students, families, and staff.
- Tier 1: Family events to increase connections between families and school
- Tier 2-3: Adult-Student Mentor Program (MBK)
- Tier 2-3: On-Site Team to examine Multi-Tiered Support System and provide individualized assistance to students, track progress, and seek additional supports as needed. Assign case managers for Tier 3 students.
- Participation in FUSD Discipline Guidelines Cohort/Learning
- **Disaggregate misbehavior/suspension data to identify how the following significant sub groups are progressing (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:

- Integrated language support throughout the instructional day.

Specify enhanced services for low-performing student groups:

- AA and Homeless students had a higher suspension rate. This may be due to counseling needs or

- EL Re-designation 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

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
- 2nd Step PL
- Trauma Informed Practices
- Discipline Guidelines PL-continue
- Culturally Responsive Teacher Training
- Positive Discipline PL
- Calming Corner in Classrooms to de-escalate
- Goal 2 Data Sharing and next steps discussions

## 2020-2021 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Parent/HSL Support (Split Funded 7091)	5,000.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent/HSL Support (Split Funded 7090)	5,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	4,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA (6 Hours)	48,774.00

**\$62,774.00**

## 2020-2021 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		11,743.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: G1A1 & 2: Technology Equipment	4,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology including but not limited to student tablets, projectors, document cameras, ebeams, replacements for computer hardware and/or replacement of broken/damaged equipment	11,241.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Subagreement: Teaching Fellow Assigned to Kinder (1 TF for 6 hours Mon-Fri)	18,562.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			The New Teacher Project (TNTP Subagreement) : The New Teacher Project (TNTP Subagreement)	5,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement -No Food, No Incentives.	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP Subs	8,556.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release for Peer Observations	3,090.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI Instructional Aide (3.5 hrs) x 1 Aide	11,754.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	237.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (Teachers @ \$5,400)	28,803.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction/Headphones	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology/Campus Maintenance	774.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology including but not limited to student tablets, projectors, document cameras, ebeams, replacements for computer hardware and/or replacement of broken/damaged equipment	15,211.00
G1A1	Sup & Conc	Instruction	Copier Maint			Library and Office Copier Maintenance	8,362.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: G1A1 & 2: Technology Repairs	1,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology Support ELD Instruction/Headphones	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,300.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent Engagement/Involvement	2,000.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translations for Parent Conferences, Other Meetings	1,001.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies	9,130.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			MiniPAC Subs	12,406.00
G2A1	Sup & Conc	Instruction	Direct-Food			Snacks for Games/Incentives	1,500.00
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	Pschologist - 1 additional day	29,036.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Parent/HSL Support (Split Funded 7091)	5,000.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent/HSL Support (Split Funded 7090)	5,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	4,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA (6 Hours)	48,774.00



\$251,980.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,046.00
Sup & Conc	7090	\$180,503.00
LCFF: EL	7091	\$19,431.00
<b>Grand Total</b>		<b>\$251,980.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$158,670.00
G2 - All students will engage in arts, activities, and athletics	\$1,500.00
G3 - All students will demonstrate the character and competencies for workplace success	\$29,036.00
G4 - All students will stay in school on target to graduate	\$62,774.00
<b>Grand Total</b>	<b>\$251,980.00</b>