

Muir Elementary

10621666006415

Principal's Name: Nicole Jones

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Nicole Jones', with a large, stylized flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (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 Engagement 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 rewritten 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 - Nicole Jones	X				
2. Chairperson - Stephanie McDowell				X	
3. Annel Cazares				X	
4. Pamela Morales				X	
5. Brenden Pryller				X	
6. Ashley Hudson		X			
7. Paulina Gallardo		X			
8. Jaci Garcia		X			
9. Maria Cuevas-Murillo			X		
10. Kelly Hickey				X	

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			
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
Principal	Nicole Jones		3/6/25
SSC Chairperson	Stephanie McDowell		3/6/25

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

Office of State and Federal Programs
Revised School Plan for Student Achievement Allocations

FY 2025/26

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	\$61,134 *
7090	LCFF Supplemental & Concentration	\$190,422
7091	LCFF for English Learners	\$26,796

TOTAL 2025/26 ON-SITE ALLOCATION **\$278,352**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,772
Program Budget	\$59,362
Total Title I Allocation	<u>\$61,134</u>

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Muir Elementary 2025-2026 - SPSA Draft Edits

Current Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		38.6 %	2023-2024	48 %
SBAC ELA - Average distance from standard	✓	-45 pts	-66.9 pts	2023-2024	-50 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	-75 pts	-99.2 pts	2023-2024	-89 pts
SBAC ELA - percentage of students met/exceeded standard	✓	33 %	22.6 %	2023-2024	30 %
SBAC Math - Average distance from standard	✓	-59 pts	-76.3 pts	2023-2024	-61.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	30 %	19.6 %	2023-2024	25 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

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Muir's problem of practice based on the metrics in this current goal:

Based on the metrics in this current goal, students are not reading on grade level as identified by iReady & SBAC.

- School wide iReady (D2) ELA Data:

- Overall, 34% on Grade Level
- K-2, 44% on Grade Level
- 3-6, 26.5 % on Grade Level
- For SBAC 23-24 School Year 3-6, 22.6 % on Grade Level, DFS -66.9 pts
- African American students and Students with Disabilities are scoring significantly lower than the overall student population in ELA:
- ELA - Average distance from standard (African American) -134 pts
- ELA - Average distance from standard (Students w/ Disabilities) -135 pts.

Based on the metrics in this current goal, students are not performing on grade level in Math as identified by SBAC.

- School wide iReady (D2) Math Data:
- Overall, 18% on Grade Level
- K-2, 23% on Grade Level
- 3-6, 13% on Grade Level
- For SBAC 23-24 School Year 3-6, 19.6 % on Grade Level, DFS -76.3 pts
- African American students and Students with Disabilities are scoring significantly lower than the overall student population in Math.
- Math - Average distance from standard (African American) -136 pts
- Math - Average distance from standard (Students w/ Disabilities) -122 pts.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes on why students struggle to reach grade-level proficiency in ELA and Math.

- Reading- Students lack of foundational skills which contribute to lack of Reading Comprehension Skills.
- Reading- Students lack writing to grade-level text.
- Math- Students lack of number sense, conceptual understanding and problem solving skills.
- Math- Students lack of mathematical foundational skills contributes to their inability to understand grade-level word problems and math tasks
- New Curriculum was purchased- SWUN- teachers needed additional Professional Learning for support

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve student performance in ELA and Math, including African American students and Students with Disabilities Muir will:

- Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process
- ELA: (K-2) Professional Learning for Teachers to support- foundational skills, phonemic awareness, reading fluency, writing, vocabulary & comprehension strategies
- ELA: (3-6): Professional Learning on utilizing Claims, Targets to support Instruction. Use FIAB's and IAB's to support rigor, and provide support with PLC Process

- Math: Professional Learning for K-6- MLD Process, SWUN Curriculum, and Math Talks.
- Additional PL for number sense, conceptual understanding?and problem solving.
- Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level.
- Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching to meet the needs of all students including those with disabilities and African American Students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA/Reading

Partially Implemented

Action 1: A comprehensive Literacy Plan with a focus on K-1 instruction Foundational Skills and for 2-6 a focus on Reading Comprehension and Writing were partially implemented:

- Actions were partly implemented due to the arrival of seven new certificated staff members at Muir Elementary, five of whom were new to the district.
- As a result, teachers had to familiarize themselves with new curricula, structures, routines, and systems within FUSD, which slowed the implementation of planned actions.

Action 2: MATH

Partially Implemented

Action 2: Comprehensive Math Instructional Plan TK-6 was Partially Implemented:

- Site decision was made to use SWUN Math Curriculum for the 24-25 School Year. Professional Learning opportunities lacked in all grade levels because of time, PLC +, and Regional Literacy Focus on K-2.
- Some Professional Learning was provided for staff, but not to its full extent.
- Coaching Cycles and Feedback were not consistently to support teachers with new curriculum.
- Lack of Alignment with SWUN Curriculum, Scope and Sequence, and SBAC Claims and Targets

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA/Reading

Partially Effective

The actions were partially effective as students demonstrated an increase in proficiency growth in iReady D1 (15%) to D2 (34%) in Reading & Foundational skills therefore every effort will be made to continue the progress towards positive student outcomes, including students with disabilities.

Tier 1 Instruction:

- Professional Learning was provided for K-2 Teachers to support Reading Foundational Skills through Regional Literacy Plan/TNTP
- Professional Learning was provided for all teachers to backwards map using Alignment to Assessment and Instruction. The Instructional Team including the Principal, VP, TSA, and Academic Coach provided Professional Learning- Feedback and Coaching Cycles need to improve. Based on current observations, Reading Tier I structures can improve by increasing alignment to Focus Standards, increase Rigor Tasks and ensure alignment with assessment and instruction.

Tier II:

- Classroom Tier II supports were provided by the classroom teacher and some additional support during the day, but not for all grade levels.
- Teaching Fellows were provided for each K/1 classroom to provide student supports- 5 days per week for 3.5 hours.
- Reading CORP supported 65 students for 1:1 or 1:2 Pull-out Intervention in grades K,1,2,3
- Cullinan Reading Intervention provided after-school tutoring for grades K-6.
- Site Funded Teaching Fellows- 4 total supported grades 2-6 for pull-out and push-in.

Tier III:

- Additional small group instruction for classroom instruction based on individual student needs.
- Additional tutoring during and after school for students needing extra academic support
- Process in TST and SST if additional supports are needed
- Supports in place, IEPs and BIPs followed for students with disabilities

Action 2: MATH

Partially Effective

Action 2: Math Instructional Plan TK-6 Effective? Partially Effective? Ineffective?

The actions were partially effective. As a site overall, we met our end of year goal: 30% of students on grade level for D3 in iReady Math.

Tier I Instruction-

- There was inconsistent Math PL for teachers to learn new SWJN Math Curriculum and MLD Process throughout the year. PL was provided in the beginning and additional needed to occur.
- Teachers need time to learn research based instructional strategies and small group Math intervention was not implemented to the fullest.
- Muir will focus on a year around Math PL for staff and utilize the TSA, Academic Coach, and lead teachers to support, strengthen and maintain high expectations for Tier L, Tier I and Tier II classroom instruction.

Tier II Instruction-

- Inconsistent Tier II small group intervention time was provided daily.

Tier III

- Additional small group instruction for classroom instruction based on individual student needs.
- Additional tutoring during and after school for students needing extra academic support
- Process in TST and SST if additional supports are needed

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For Academic Achievement in ELA the current changes will take place for 25-26 school year:

- Additional Tutoring Contracts will be provided for Certificated teachers to provide after-school tutoring, specifically targeting our African America students and Students with Disabilities student groups.
- Additional Planning Days will be provided for Teachers for PLC Planning and grade-level walkthroughs
- Fund TSA through equity multiplier funds to support instruction.
- On going professional learning to support PLC+ process to build teacher capacity.
- Ongoing professional learning on reading and foundational skills for K-2.
- Comprehensive Writing Program will be implemented for K-2.
- Continue RTI- program through California Teaching Fellows(4 Tutors, 5 days a week, 3.5 hrs per day), Continue Tutors through Regional Literacy Plan (Kinder-1st grade, 1 tutor in each room, 5 days a week, for 3 hours)
- Fund two reading core tutors to support Tier II focused interventions.
- Calibrate K-2nd grade reading foundational skills progress monitoring and benchmark assessments which includes phonics, fluency and high frequency words.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs.
- Continue to expand and strength after school tutoring.

For Academic Achievement in Math the current changes will take place for 25-26 school year:

- Specific math professional learning to support foundational math skills, SWJM curriculum, student data and observations and feedback.
- Implement effective research-based Math PL around the mathematical practices for staff.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs and math fluency.
- Adopt & implement SWJN math.
- Expand quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.
- Targeted small group instruction for specific student groups, African American students and Students with Disabilities.

Section D: Educational Partner 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.

SSC:

- Keep Teaching Fellows to support Reading Intervention
- Add additional supports for EL Students
- Keep incentives for academic achievement

ELAC:

- Add more supports for EL Students
- More family learning and opportunities

Staff:

- Add Professional Learning for ELA and Math
- Add supports for Writing Program
- Add additional Planning Days, Sub Days, and Extra Pay

- Keep Planning Days for teachers

- Contracts for staff to support tutoring after-school
- Add Teaching Fellows to start Math groups

Action 1 :

ELA/Reading

Action Details:

Muir's Literacy Instructional Plan

Muir will implement a well-rounded literacy program that provides daily, targeted, and differentiated instruction to ensure all students are reading at or above grade level.

Tier 1 Instruction:

- All teachers will deliver a cohesive, standards-based literacy program using State Standards, GVC, and Backwards Mapping.
- Instruction will be informed by assessments such as CFA's, CSA's, IAB's, and FIAB's to support weekly instruction of Essential Standards.
- PLC teams will collaborate using the PLC+ (CORWIN) model to identify challenges, analyze student work, and adjust instruction accordingly.

Tier 1 & Tier 2 Support:

- Students will receive daily instruction based on grade-level standards, with differentiation to meet individual learning needs.
- Classroom teachers will provide Tier 1 and Tier 2 interventions and collaborate as PLC teams to plan and adjust instruction.

Tier 3 Support:

- Additional support will be provided by the RSP Teacher, TSA, and RTI Team, including Teaching Fellows, AmeriCorps Tutors, and contracted tutors.
- Certificated and Classified Staff will also provide Tutoring after-school on targeted focus standards

Teacher Support & Professional Development:

- The TSA will focus on K-2 foundational skills and provide PLC support as needed.
- The Instructional Coach will assist teachers in grades 3-6 with reading and ELA instruction, data analysis, and action planning. Additional support will be provided as needed.
- K-2 teachers will continue receiving foundational skills training, including TNTP's Regional Literacy Plan and Orton-Gillingham training. New teachers will complete full training, while previous attendees will participate in refresher courses.
- Grades 3-6 teachers will develop a comprehensive assessment plan aligned with Claims/Targets, Standards, and Formative Assessments, including FIAB/IAB administration.

This plan ensures all students receive the support needed to develop strong literacy skills, math skills to achieve academic success.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

Tier 1 Instruction will focus on backwards mapping using standards, GVC, Common Core Companion, Coherence Maps and additional tools, and resources including but not limited to:

- Use of PLC time to plan and implement CFA's, CFU's, and additional assessments. Additional supports will be provided by, but not limited to CORWIN Inc.
- Regional Literacy Plan to support K-2 Teachers: Reading Foundational Skills, support instructional leadership team, support Admin team
- 3-6 teachers will focus on Instructional Planning
- Materials such as-Wonders, Leveled Readers, Corrective Reading/Reading Mastery, iReady Materials, iReady Toolbox, Wonderworks, Cullinan-Orton Gillingham, and additional resources and materials as needed.
- Additional EL Resources as needed for Designated and non-Designated EL Instruction
- Planning Days and Sub Release time to support PLC Planning, grade-level walk-thrus, and CCI Process

- Additional Supplemental Contracts to support after-school tutoring
- Addition of academic incentives to support student achievement in meeting standards and growth including but not limited to: glowstick parties, field trips, transportation, movies, vendors for assemblies, Kona ice, incentives, Muir SWAG, food, etc.
- Software licenses to support student learning, including but not limited to: Starfall, PebbleGo, BrainPop, News ELA, CuriosityStream, Prodigy, Pink CAT Games, Pixton, etc.
- Additional Copier Lease to support student materials
- Graphics and printing costs for instructional resources
- Additional Maintenance Costs
- Technology to support students
- Professional Learning Opportunities including: Conferences, travel expenses, hotels, flights, gas, etc.

Tier II- Instructional Focus will be small group instruction during RtI

- 4 Teaching Fellows- 3.5 hrs/ per 5 days a week
- Site Fund 2 Reading CORP Tutors
- Continued training in the Science of Reading Training, Orton Gillingham and additional materials to support reading foundation skills

Tier III

- Additional planning days and sub release time for teachers to have PLC Planning Days, Visit Peers through Classroom Observations, attend IEP's, SST's, and 504 meetings
- Additional resources and materials to support Tier III Instruction
- Additional support staff including staffing to support Student Achievement

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support students

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Extra Pay Contracts for staff to support with testing
- 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.
- 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
- Additional support will be provided by push-on model utilizing support staff, mentors, and additional supplemental contracts as needed

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Homeless (HM): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Socio-economically Disadvantaged (SED): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

African American (AA): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Homeless (HM): Additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, Incentives for academic achievement

Socio-economically Disadvantaged (SED): Additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, Incentives for academic achievement

African American (AA): Additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, Incentives for academic achievement

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Homeless (HM): Teaching Fellows to support ELD Groups, Contracts for Planning, Family Resources

Socio-economically Disadvantaged (SED): Teaching Fellows to support ELD Groups, Contracts for Planning, Family Resources

African American (AA): Teaching Fellows to support ELD Groups, Contracts for Planning, Family Resources

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.
- K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement and literacy proficiency in all grade levels.
- Reading Literacy K-1: Students reading by first grade 65%. Using Regional Assessment Data and iReady D3.
- Target Goal for students reading on grade-level iReady D3-45% (K-6).
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments.
- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A significant increase in students reading at or above grade level, closing achievement gaps.
- Reading Literacy K-1: Students reading by first grade 65%. Using Regional Assessment Data and iReady D3.
- Target Goal for students reading on grade-level D3- 45% (K-6).
- SBAC Students scoring "On or Above Grade-level" for Reading: 30%
- SBAC Distance from Standard Goal -50pts
- A sustainable, data-driven instructional culture embedded in PLC practices. PLC's should be effectively selecting a Common Challenge to support student academic achievement.
- Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

Action 2 :

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.

Tier I Supports:

- Tier 1-2: All students in grades K-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 PLC Team.
- All classrooms will utilize Number Talks and POD's to engage students at the beginning of each lesson.
- Basic Math Facts and Grade-Level Fluency will be part of daily instruction.

- Instructional Coach and TSA will support Math Instruction, deconstructing math standards, Math Progression and Coherence Maps.
- Professional Learning to support implementation of SWUN/MLD Math Curriculum for K-6
- Lead Teachers will support PLC through Rigorous Planning and analyzing data
- Support teachers and PLC through CCI Process.
- Use iReady Diagnostic results to support teachers to determine student needs

Tier II Interventions:

- Certificated and Classified Staff will provide Math RTI push-in supports
- Certificated and Classified Staff will be given additional Math Tutoring Contracts
- Small Group Instruction- RTI use SWUN, iReady Tool Kit, additional math resources to support students

Tier III Interventions:

- 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.
- Teachers will have planning days where they plan to ensure standards, claim/target, assessment, and instructional alignment.
- RTI Team will provide additional supports-TSA, Academic Coach, Teaching Fellows, Tutors, RSP Teacher,

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

- 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 PLC 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.
- Additional supplemental Contracts for certificated and classified staff to support student achievement
- Begin CCI cycle work in math with regional PAC (embedded learning) and differentiated learning by PLC
- PLC's will create CFU, CFA, and CSA's 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 (White, African American)
- 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
- Technology to support ELD students and ELD Instruction
- Resources and Material/Supplies for instruction, software, and additional licenses
- Math Programs/Resources to support math 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.
- Additional Math Materials, Supplies, Curriculum, including but not limited to SWUN
- Purchase of iReady Toolbox to support teachers and students. Teachers will have access to additional resources to utilize during whole-class instruction, small group, and to use for assessment.
- Lead Teachers and Staff will attend Professional Learning Conferences to support their learning
- Travel Expenses including: Hotel, Travel, Conference Payments to support Teacher Professional Development

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support students

Additional Mentor Support if needed

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Extra Pay Contracts for staff to support with testing
- 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.
- 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
- Additional support will be provided by push-on model utilizing support staff, mentors, and additional supplemental contracts as needed

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Homeless (HM): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Socio-economically Disadvantaged (SED): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

African American (AA): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Homeless (HM): Additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, Incentives for academic achievement

Socio-economically Disadvantaged (SED): Additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, Incentives for academic achievement

African American (AA): Additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, Incentives for academic achievement

As a site: What are the planned actions to support this student group?

Homeless (HM): Teaching Fellows to support ELD Groups, Contracts for Planning, Family Resources

Socio-economically Disadvantaged (SED): Teaching Fellows to support ELD Groups, Contracts for Planning, Family Resources

African American (AA): Teaching Fellows to support ELD Groups, Contracts for Planning, Family Resources

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.
- K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement in Math proficiency in all grade levels.
- Target Goal for students performing on grade-level for Math iReady D3- 40%(K-6)
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments. Target proficiency to be 80%.
- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A significant increase in students reading at or above grade level, closing achievement gaps.
- Target Goal for students performing on grade-level for Math D3- 40%(K-6)
- SBAC Students scoring "On or Above Grade-level" for Math: 30%
- SBAC Distance from Standard Target Goal -61.3 pts
- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows: to support RTI (Reading and Math)	50,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support PL planning days, classroom walks, and observations- IEPs, SSTs, 504s.	15,626.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff for tutoring- RTI, etc.	2,880.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Additional supplies and materials for MTSS/Classroom, RTI, tutoring, etc. Books and references supplies and materials- site licenses for academic and SEL instruction.	8,259.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support the classroom.	2,500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows to Support RTI (Reading and Math)	7,243.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Campus improvements, maintenance, safety, upgrades, and installation.	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Reading Corp : Tutors to support MTSS structures.	16,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors.	3,065.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified supports.	2,580.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Classroom supplies, student supplies.	3,651.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support classrooms.	2,500.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CA teaching fellows provide ELD tutoring.	15,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Certificated supports- NO IEPs.	5,129.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Site licenses to support student achievement.	4,228.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for additional PLC planning or tutoring.	13,487.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier lease to support instruction	15,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Communication	2,500.00

\$174,648.00

Current Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95 %	89.4 %	2024-2025	93 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Muir's POP-Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey declined 6% for the Fall CC Survey

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes that lead to the decrease in the student survey

- Connection between student-centered/real-world experiences need to be explained more
- Lack of opportunities for students to be part of after-school clubs and activities
- Not enough opportunities for student involvement due to lack of coaches/sponsors for clubs and programs

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve the results of the Student Climate and Culture Survey Muir will continue to support students and families to participate in real-world experiences.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Student Engagement

Partially Implemented

Action 1: Increase Student Engagement was Partially Implemented due to:

- Lack of field trip opportunities and connection to real-world opportunities
- Lack of opportunities for students to participate in additional clubs and activities in the first semester
- There was a lack of staff to start clubs

Action 2: Social Emotional Learning (SEL)

Partially Implemented

Action 2: Social Emotional Learning (SEL) was partially implemented due to:

- Inconsistent implementation of Second Step (GVC) 16% of teachers on pace based on Scope and Sequence, class meeting, and anti-bullying program in classroom
- Staff needing additional training for working on SEL with students who are referred out for extra support, and setting up solution kits and wheels of choice in class
- Lack of consistency in staff through Hand in Hand mentoring

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Student Engagement

Partially Effective

Action 1: Was Partially Effective because there was a 6% decrease in the student surveys for the Fall Climate and Culture Survey

Action 2: Social Emotional Learning (SEL)

Effective

Action 2: The data we looked at for this action was based on the results from the Climate and Culture Survey, for the question, "There is an adult at my school who cares about me." The results show that we have a 94% favorable response, which is an 11% growth from last Fall

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a results- major changes that will be made include:

- Increase Amount in Site Budget to provide Extra Pay Contracts for Certificated and Classified Staff for clubs and activities
- Provide more Real-World Experiences for Muir Students- Career Days, Guest Speakers, Events with Community Members
- Provide additional PL for SEL Implementation to support Certificated and Classified Staff

Section D: Educational Partner 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.

SSC:

- More opportunities for parents to understand school activities and how they relate to real-world experiences
- More opportunities for families to be involved in school events
- Continue Family events

ELAC:

- More opportunities for parents to understand school activities and how they relate to real-world experiences
- More opportunities for families to be involved in school events
- Continue Family events

Staff:

- Professional Learning to support SEL in the classroom- 2nd Step, Morning Meetings, etc.
- Climate Culture Team to set goals and implementation of a plan to increase this area in the student CCT Survey

Action 1 :

Expand Student Centered and Real-World Learning Experiences

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.

Muir will continue to support all students in becoming responsible participants in real-world experiences and have a positive impact in the culture and climate within our school. Students will support each other, while feeling safe and participate in multiple site experiences. Positive behavior opportunity through the Muir Store will support SEL and participation.

Other actions include:

Goal Participation Rate

Muir Meaningful Work

SEL groups, Weekly 2nd step lessons

Muir Store-Positive Behavior

Clubs- opportunities available according to supervision support

Career Readiness Field Trips

Student Leadership, Peach Blossom, Spelling Bee, Minecraft, Chess Club,

On-site family opportunities

STEAM/CTE Lessons

Continued Support from Transitional Counselor from Fort Miller Middle School to connect with incoming 6th graders

6th graders to take part in field trips, activities, school-wide events at Fort Miller

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- 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 2025-2026 school year based on parent input/feedback
- Saturday Academy enrichment opportunities for students
- Tier II Intervention Specialist to support with groups/clubs
- Tier II, Mentors, will plan and implement projects and clubs
- Assemblies, guest artists, and musicians may be contracted, additional outside vendors
- 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.
- Provide additional opportunities for students to go on Real World Field Trips

- Community/Job Fair- career days, motivational speakers, motivational assemblies, focus on diversity

- Meaningful Jobs for students

- SEL Rallies and Assemblies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- *All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*
 - 1. Identify English learner students in Red and all the areas that they are identified in.**

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.
 - 2. Using Title I funds Only: What are the planned expenses to support English learner students?**

Explicit Professional Learning to support EL students
 - 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student
- *Additional Mentor support if needed*

- **4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA
- Encourage culturally relevant curriculum and clubs/activities to build shared knowledge and engage English Learners. Additional parent communication through HSL support.
- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Funds from Title 1 3010 will be used to provide extra pay contracts for teachers and additional planning time for PLCs.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Funds from 7090 will be used for extra pay contracts for clubs and activities, including events such as a career fair.

As a site: What are the planned actions to support this student group?

Funds from 7091 will be used for extra pay contracts for clubs and activities, including events such as a career fair.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

<p>Short-Term (Learning) Expect to see</p>	<p>Medium-Term (Change in Behavior or Performance) Want to see</p>	<p>Long-Term (Change in Condition) Hope to see</p>
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Increased student engagement as more clubs and enrichment opportunities become available. • Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance. • Staff will use data-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements. • Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement. • Successful launch of new student programs, including Saturday Academy, Tier II mentorship projects, and additional enrichment activities. • Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips. • Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions. • Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging. Decrease Chronic Absenteeism to 35.0%, increase ADA to 92.%, and decrease overall suspension rates to 5.0% • Strengthened mentorship and club programs, fostering positive peer relationships and leadership skills. • Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals. • Higher family participation in school events, with new activities tailored to community needs based on parent feedback. • A structured approach to SEL (Social-Emotional Learning) rallies and assemblies, improving school climate and student well-being. • Greater staff collaboration in supporting academic and social-emotional development, backed by supplemental contracts for enrichment programs. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Target goal for Fall CCT for percent favorable in student-centered /real-world experiences 94.0%. • Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system (Academic Performance should include iReady and SBAC student Data) • A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students in need. • A diverse range of clubs and enrichment programs embedded into the school culture, ensuring long-term engagement and student success. • Decrease Chronic Absenteeism to 35.0%, increase ADA to 92.%, and decrease overall suspension rates to 5.0%. • Decrease suspension rates for Student Groups: AA (12.0%, Homeless 8.0%, and SD 5.0%, and White 5.0%) • Increased graduation rates and post-secondary readiness, as students gain exposure to career pathways and real-world experiences. • A self-sustaining mentorship model where older students become mentors, fostering a cycle of peer-to-peer leadership. • A highly engaged school community with regular, well-attended family events and active parental involvement in school planning. • An established student employment program, reinforcing life skills, responsibility, and career readiness. • A positive and inclusive school environment where students feel valued, motivated, and prepared for future success. • Decrease Suspension rates

Current Goal 3 - STUDENTS: Increase student engagement in their school and community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		41.7 %	2023-2024	35 %
Suspension Rate	✓	1.97 %	6.7 %	2023-2024	5 %
Suspension Rate - (African American)	✓	2.57 %	16.1 %	2023-2024	12 %
Suspension Rate - (Homeless)	✓		10.8 %	2023-2024	8 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	1.87 %	6.6 %	2023-2024	5 %
Suspension Rate - (White)	✓	2.47 %	7.7 %	2023-2024	5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Muir’s problem of practice is based on the metrics in this current goal, due to the transiency rates of our student population we have a chronic absenteeism rate of 41.7%. Suspensions have increased in the following subgroups over the last year- African American, Homeless, SED, and White. There is significant disproportionality in the suspension rates of African American (16.1%) and Homeless Youth (10.8%).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes for Chronic Absenteeism:

- High transiency rates, Muir was identified as having a high “non-stability rates” which is why were able to get Equity Multiplier Funds for 24-25.
- Families not engaging in Attendance Meetings, low participation rates
- Lack of transportation and clean clothes
- Attendance Team- change in teaming structures, staffing, and procedures

Below are the major causes for an increase in Suspension Rates:

- Students exposed and experienced Trauma
- New staff- not fully implementing SEL Tier 1 Lessons (Second Step)
- Students struggling in academics which lead to behaviors in the classroom
- TST Team- change in teaming structures, staffing, and procedures

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To decrease Chronic absenteeism and suspension rates, in particular for our African American Students and Students with Disabilities Muir will:

Chronic Absenteeism:

- Continue to use the Attendance Team to monitor and track students at risk for Chronic Absenteeism
- Mentors, CA, HSL, OA will make individual connections with students who are near or at the chronic absenteeism rate
- Home visits by our HSL will be made consistently for those families who have high absenteeism rates
- Families will be surveyed to share barriers of getting students to school, the attendance team will take the data to generate solutions to barriers (such as providing bus tokens to families if needed)

Suspension Rates:

- Strengthen Tier 1 classroom practices such as using CHAMPS, Classroom Management Plan and fidelity to Morning Meetings and Second Step
- Follow Discipline Guidelines binder for alternative means of corrections
- Engage in equitable disciplinary practices to help change behavior, and see incidents as a learning opportunity rather than focus on punitive consequences
- Leverage support staff- Mentors, School Social Worker, to make connections and support interventions that will be focused on skill building
- Continue to use Levels of Misbehavior consistently to mitigate inequitable practices for students of color and those with special needs

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Decrease Chronic Absenteeism

Partially Implemented

Action 1: Chronic Absenteeism efforts were partially implemented due to support staff such as mentors to support with building relationships and providing a sense of belonging, and a social worker to help with social emotional supports, skill building self-efficacy, and building friendships were not staffed until later in the year.

We did have an attendance team made up of administrators, HSL, TSA, and OA to help decrease chronic absenteeism. The team planned incentives such as punch cards, pizza parties, increased connection via family phone calls, and an attendance glow stick party.

Action 2: Positive Behavior Support

Partially Implemented

Action 2: Reduction of Suspension rates through positive behavior supports (MTSS) were partially implemented due to several new staff members learning how to implement Levels of Misbehaviors and learning our approach of Discipline Guidelines. We also show that we have a low percentage of teachers using our Second Step curriculum (Q1- 2/18 = 11% & Q2- 4/18 = 22%) which helps to teach students SEL competencies that will give them the skills needed for self-management, social awareness, relationship skills and responsible decision-making. We also noticed that not all teachers are using calming corners and behavior plans as intended

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Decrease Chronic Absenteeism

Ineffective

Action 1: Chronic Absenteeism efforts were partially effective because we went from 41.7% to 23-24 YTD 38.2 % and currently 24-25 YTD 39.4%, but we did not hit our target goal of 35%.

Action 2: Positive Behavior Support

Partially Effective

Action 2: Reduction in Suspension efforts through positive behavior supports (MTSS) were partially effective because overall we have reduced our African American suspension to 11.8 % (4). But overall we are still seeing the same percentage rates as last year. We are not seeing consistent implementation of wheel of choice, calming corners, solution kits, and behavior plans.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Major Changes to Site Plan and Budget:

- Fund TSA and School Site Social Worker from Equity Multiplier to support Attendance Team and TST Team
- Add additional family supports for attendance- Community Supports and Incentives
- Increase PL to support staff in SEL
- Add additional incentives for PBIS
- Additional PL on Culturally Responsive Practices to support disproportionate student groups
- Provide professional learning on Trauma-informed practices for all staff
- 1-Mentor from Hand-in-Hand Services to support Attendance and Behavior
- Staff to attend Professional Learning and Conferences to support Attendance Initiative, PBIS, SEL, and Trauma Informed Practices, PLC Process
- SEL Instructional Materials to support classrooms

Section D: Educational Partner 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.

SSC:

- Continue Supports for students in the classroom (Mentors)
- Continue Social Worker- can help students and families
- Continue Supports for families and students
- Family Engagement Hour Topics to help with supporting students at home

ELAC:

- Continue Mentors to support EL Students
- Continue having Social Worker
- Continue Supports for families and students

Staff:

- Continue Mentors
- Continue Social Worker
- Continue Supports for families and students
- Need better communication from TST and SST.
- Increase follow up so staff know what is happening
- Continue CCT work

Action 1 :

Decrease Chronic 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.

- Attendance Team (HSL, Tier, OA, Mentors, VP, Principal) will work with Targeted Support Team (TST) to identify students needing attendance support.
- Parent meetings will be held twice a month with the principal.
- HSL will conduct weekly home visits.
- 8 hour HSL to support with outreach to families: attendance calls, attendance meetings, provide community outreach and resources, and home visits
- Office Assistance will support with Daily Attendance calls and focus students to improve attendance
- Mentors (3) will provide attendance support groups, push-in, field trips, and family support through conferences and phone calls
- Tier II Guidance and Support of Attendance
- Counseling and strategy support for students with chronic absenteeism through psychologist and additional school staff including (All 4 Youth Counselor, Mentors, and other staff as needed)
- Additional programs including but not limited to: check in program and mentorship to help connect chronically absent students to school with incentives/positive interventions
- 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 not limited to, dances, bounce houses, pizza parties, Kona Ice, etc.
- Professional Learning, Staff to attend Conferences to support Attendance, PBIS, SEL Instruction, Behavior Supports, Trauma Informed Practices, PLC Process

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I Attendance:

- Attendance team- Principal, VP, Tier II CWAS, Mentors, OA, HSL, TSA, & SSW will meet biweekly for proactive strategies to support attendance
- 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.
- Mentors (1)-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach

- School wide incentives to improve attendance and support positive team building in the classrooms
- Parent Square, daily attendance calls
- Incentives such as pencils, T-shirts, food, awards, celebrations, etc. to focus students who improve attendance schoolwide
- Materials/Supplies
- Additional technology and devices to support students
- Incentives: students who meet goals- Quarterly and individual goals. Incentives include but not limited to: pizza parties, ice cream parties, assemblies, snacks, food vouchers, field trips, prizes, etc.
- Professional Learning, Staff to attend Conferences to support Attendance, PBIS, SEL Instruction, Behavior Supports, Trauma Informed Practices, PLC Process

Tier II Attendance:

- Office Assistant to support with daily attendance calls, truancy letters, work with DPI. Site to provide additional extra pay contract
- 8 hour Home School Liason to support phone calls, home visits, meet with parents to provide information regarding the importance of school attendance and to provide community resources
- Tier II CWAS Guidance and Support of Attendance
- Incentives: students who meet goals- Quarterly and individual goals. Incentives include but not limited to: pizza parties, ice cream parties, assemblies, snacks, food vouchers, field trips, prizes, etc.
- Attendance Team will support students who are in the 85%-90% Attendance Rate- check-ins, incentives, etc.
- SSW will provide supports for families and student groups
- Professional Learning, Staff to attend Conferences to support Attendance, PBIS, SEL Instruction, Behavior Supports, Trauma Informed Practices. PLC Process

Tier III Attendance:

- Attendance Meetings with Principal (twice monthly) and provided information from the Targeted support Team
- Mileage for Home Visits
- Social Worker to receive caseload to support students and families
- Incentives: students who meet goals- Quarterly and individual goals. Incentives include but not limited to: pizza parties, ice cream parties, assemblies, snacks, food vouchers, field trips, prizes, etc
- Professional Learning, Staff to attend Conferences to support Attendance, PBIS, SEL Instruction, Behavior Supports, Trauma Informed Practices, PLC Process

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student

1 Mentor Support as Needed

Professional Learning, Staff to attend Conferences to support Attendance and SEL

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Title 1 3010 Funds will be used for Parent Family Involvement Supplies and Materials to promote Attendance- graphics, copies, parent communication, etc.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

LCFF 7090 Funds will be used to support Attendance Initiatives at all Tiers

- Attendance Incentives- including but limited to Muir store items, dances, color run, parties, and raffles
- Additional communication including social media outlets and technology purchases
- Professional Learning, Staff to attend Conferences to support Attendance, PBIS, SEL Instruction, Behavior Supports, Trauma Informed Practices, PLC Process

As a site: What are the planned actions to support this student group?

- 7091- Support EL families and students at ELAC Meetings- supplies and materials for communication
- TST and Attendance Team team to support Attendance Initiatives
- Professional Learning, Staff to attend Conferences to support Attendance, PBIS, SEL Instruction, Behavior Supports, Trauma Informed Practices, PLC Process

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Decrease Chronic Absenteeism by 5% • Increase ADA by 5% • Meet iReady School-wide Goal-40% of students will be on grade-level in Reading and Math by D3 • Increase # of students meeting standards on grade-level CFA's and CSA's (75% of students on grade-level for Formative Assessments) • Increase student academic achievement data- SBAC, iReady, CFA's and CSA's • Decrease number of students receiving Tier II and Tier III Academic Supports • Decrease Chronic Absenteeism for EL students by 5% • Decrease suspensions for ALL (maintain overall suspensions under 8% for the year) • Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter) 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Medium-Term Desired Outcomes</p> <ul style="list-style-type: none"> • Sustain Chronic Absenteeism to 10% or less • Sustain ADA rates to above 90% • Improved academic performance- decrease Distance from Standard (DFS) by 15 pts or more (each year) • Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% • Decrease Suspension Rates by 5% for all Students • Increase students who RFEP • Increase Student Climate Culture Survey Data Results by 5% • Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%) • Sustain decreasing number of students receiving Tier II and Tier III Academic Supports • Decrease Chronic Absenteeism for EL students by 10% • Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Long-Term Desired Outcomes</p> <ul style="list-style-type: none"> • Sustain Chronic Absenteeism to 10% or less • Sustain ADA rates to above 90% • Improved academic performance- decrease Distance from Standard (DFS) by 15 pts or more (each year) • Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% • Decrease Suspension Rates by 5% for all Students • Increase students who RFEP • Increase Student Climate Culture Survey Data Results by 5% • Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%) • Sustain decreasing number of students receiving Tier II and Tier III Academic Supports • Decrease Chronic Absenteeism for EL students by 10% • Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance

Action 2 :

Decrease Suspension Rates

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.

- Power Team will complete Professional Development at the beginning and middle of the year to demonstrate School-Wide Expectations.
- Teachers will develop a classroom management plan to support Positive Behavior
- School-wide PBS such as SEL Student of the Month will be utilized to highlight students following school-wide expectations
- Muir Store to provide student incentives for following expectations in the classroom and around the school
- TST and Power Team will analyze Levels of Misbehavior through out the year to provide Professional Development and additional supports for teachers
- Wheel of Choice and Solution Kits will be utilized in each classroom to support students in self-management and problem solving
- Calming Corners will be utilized in each classroom to support students needing time to reflect
- Behavior plans and behavior charts will be utilized for students needing additional supports

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Tier 1 Supports:

- 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
- Daily Morning Meetings TK-6
- Implementation of weekly class meetings and Second Step Lessons to promote student engagement.
- Bullying Prevention/Kindness Campaign PL and support
- Continue using Safe and Civil, CHAMPS, and STOIC Frameworks to increase positive behavior and discourage mis-behaviors
- 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.
- 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.
- OAHSL, SSW and Parent University coordinate events that build site and community partnerships.
- Family events to increase connections between families and school
- 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.
- Additional assemblies and events encouraging positive behavior (including vendors such as Fun Works, NED, Anti Bullying and others)
- Incentives for PBIS-Muir Store, additional supplies and materials
- Behavior Assemblies to review school-wide expectations

Tier II Interventions:

- Site fund Mentors (1) through Hand in Hand Mentoring to support with connections, Positive Behavior Support, classroom and recess monitoring
- 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. Mentor-Hand in Hand Mentoring to support SEL. Mentor will work with individual students, small group, and provide outreach
- 3: Social Emotional Support through counselor (such as All 4 Youth) provided to support students, families, and staff.
- 2-3: Adult-Student Mentor Program
- Tier 1-2 Clubs/Organizations encouraging positive behavior (including vendors such as Fun Works, NED, Anti Bullying and others)
- 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 III Interventions:

- 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
- TST Team process students and provide appropriate interventions
- SST Team to provide supports based on Progress Monitoring

Additional Supplies/Materials Curriculum

- Supplemental Contracts for staff to conduct clubs
- Materials/Supplies/food for incentives and recognition
- Fund student store items for Muir Store, provide food and other items
- Transportation, field trips to be used for PBIS Incentives
- Additional Direct Food Services to support student engagement
- Events to provide PBIS, examples includes NED show, field days, water days, bounce houses

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners at Muir are too small of a group and are not called out in a band on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Explicit Professional Learning to support EL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Additional tutoring contracts for teachers

Technology

Additional supplies and materials to Support student

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Integrated language support throughout the instructional day.
- EL Re-designation incentives and awards.
- Communication will be translated (if needed) into Spanish (HSL)
- ELAC Parent Meetings to provide information to parents to support students
- Additional Contracts for EL Tutoring
- ELAC Meetings to provide information for families
-

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

White (WH): Title 1 3010 Funds will be used for Parent Family Involvement Supplies and Materials to reduce suspensions- graphics, copies, parent communication, etc., family supports during monthly family engagement hour.

Socio-economically Disadvantaged (SED): Title 1 3010 Funds will be used for Parent Family Involvement Supplies and Materials to reduce suspensions- graphics, copies, parent communication, etc., family supports during monthly family engagement hour.

Homeless (HM): Title 1 3010 Funds will be used for Parent Family Involvement Supplies and Materials to reduce suspensions- graphics, copies, parent communication, etc., family supports during monthly family engagement hour.

African American (AA): Title 1 3010 Funds will be used for Parent Family Involvement Supplies and Materials to reduce suspensions- graphics, copies, parent communication, etc., family supports during monthly family engagement hour.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Funds from 7090 will be used for:

White: Extra Pay Contracts for additional clubs, activities, and SEL groups, Planning time for PLC's, Planning time for CCT, Technology, Communication including Social Media, Supplies/Materials, SEL Curriculum and Materials, SEL Assemblies and Incentives, Muir Store/Incentives, Pro-active Strategies, Graphics, etc.

Socio-economically Disadvantaged (SED): Extra Pay Contracts for additional clubs, activities, and SEL groups, Planning time for PLC's, Planning time for CCT, Technology, Communication including Social Media, Supplies/Materials, SEL Curriculum and Materials, SEL Assemblies and Incentives, Muir Store/Incentives, Pro-active Strategies, Graphics, etc.

Homeless (HM): Extra Pay Contracts for additional clubs, activities, and SEL groups, Planning time for PLC's, Planning time for CCT, Technology, Communication including Social Media, Supplies/Materials, SEL Curriculum and Materials, SEL Assemblies and Incentives, Muir Store/Incentives, Pro-active Strategies, Graphics, etc.

African American (AA): Extra Pay Contracts for additional clubs, activities, and SEL groups, Planning time for PLC's, Planning time for CCT, Technology, Communication including Social Media, Supplies/Materials, SEL Curriculum and Materials, SEL Assemblies and Incentives, Muir Store/Incentives, Pro-active Strategies, Graphics, etc.

As a site: What are the planned actions to support this student group?

NA

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement in **morning meetings, class meetings, and Second Step Lessons**, leading to improved self-awareness and emotional regulation.
- More consistent **implementation of Tier 1 PBIS strategies** (CHAMPS, STOIC, Safe and Civil) resulting in fewer minor classroom disruptions.
- Enhanced **staff understanding and application of PBIS** through PL and POWER Team support.
- Increased **family awareness** of school-wide expectations and available resources through engagement efforts.
- Improved student participation in **behavior assemblies, incentives, and recognition programs**.
- **Site teams (TST, SST, MTSS)** begin to identify students needing Tier 2/3 supports, ensuring targeted interventions.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Decrease in office discipline referrals (ODRs)** due to proactive behavior supports.
- Increased **positive adult-student relationships** through mentoring programs and SEL supports.
- Strengthened **school-wide climate and culture**, with more students meeting behavior expectations in common areas.
- Improved **academic engagement and time on task**, reducing lost instructional time.
- Greater **collaboration between families, school staff, and community partners**, enhancing support networks.
- More effective use of **data-driven decision-making** for timely interventions and adjustments to PBIS strategies.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Significant reduction in behavioral incidents** and an overall increase in positive behavior school-wide.
- A **sustainable PBIS framework** embedded into school culture, with staff, students, and families fully engaged.
- Students demonstrate **stronger SEL skills**, leading to better peer relationships, emotional resilience, and conflict resolution.
- Increased **academic achievement and student success** due to a more positive and structured learning environment.
- Strong **community-school partnerships** supporting long-term student success beyond the classroom.
- **Equitable access to behavior supports**, ensuring that all students, especially those needing Tier 3 interventions, receive appropriate and effective assistance.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Travel			Professional learning conferences, travel, and lodging.	20,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : School spirit, incentives, and engagement.	15,000.00
G3A1	Sup & Conc	Parent Participation	Local Mileag			Mileage for staff to conduct home visits and family support.	500.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Classroom and office supplies, student incentives, climate and culture, student equipment, and student safety.	35,121.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Set aside for classified support-Extra Time - Additional time for NTA's for supervision	3,106.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Mentoring services to provide MTSS support for behavior and attendance.	28,200.00

\$101,927.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90.2 %	93.4 %	2024-2025	94.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Muir's problem of practice is based on the metrics in this current goal, although there has been an increase in favorable responses for the Staff Climate and Culture Survey, we have identified that there could be a increase in favorable responses to two questions in the domain of student centered & real world experiences: Students believe they can overcome challenges in their lives, even when things are hard. As well as: Students at this school are prepared for life with real-world experiences.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The demographics for our student population is one that is exposed to and experiences high trauma
- Our demographics also experience high transiency rates which can affect their abilities to feel stability and thus make it harder to overcome challenges
- Not all teachers are exposing students to our SEL Curriculum Second Step, (Q1- 2/18 = 11% & Q2- 4/18 = 22%), which would help build skills for students in resilience, self-awareness and responsible decision making
- Teachers needing trauma informed practices/empathy professional learning to better understand the needs of our student population

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Continue to work through the Climate & Culture Team (Power Team), Sunshine Club, SBC/FTA, VP and Principal to provide students opportunities to build skills in overcome challenges (academically and relational) as well as real world experiences in practicing skills being taught
- Need a school wide commitment to teach Second Step lessons in all grade levels
- On going training to support teachers with classroom management and specific strategies to build resiliency
- Professional learning for teachers focused on building empathy and learning trauma informed practices

- Recruitment and retention of staff reflecting the diversity of our community
- Provide opportunities for staff to feel connected to school community

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Engagement

Fully Implemented

Action 1: Muir's goal to create a safe and inclusive environment that promotes relationships, diversity and collaboration was fully implemented. Staff engaged in Team Building Activities, staff celebrations, school spirit, professional development, and many other events that built community for the entire staff. This helped to promote relationships among staff and strengthen connections between staff and students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Engagement

Effective

Muir's goal to create a safe and inclusive environment that promotes relationships, diversity, and collaboration was effective. This was measured by the results of our staff Climate and Culture Survey, which went up 16 points to 96% favorable in the Environmental Domain which asks questions such as- I feel valued at this school. This school prepares me to meet my student's needs. I enjoy being at this school, & This school embraces, values, and understands different races, ethnicities and cultures.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- School social worker will lead staff training on self-care and well-being practices
- Social worker will lead staff training on trauma-informed practices
- School Psych to support with Mental Health Awareness and PL
- Funding to continue staff community building activities to support staff culture

Section D: Educational Partner 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.

SSC:

- Continue Diverse Hiring Practices
- Support Teachers with academic and student behavior supports
- Continue providing classroom supplies and materials

ELAC:

- Continue Diverse Hiring Practices
- Support Teachers with academic and student behavior supports
- Continue providing classroom supplies and materials

Staff:

- Continue Staff Events
- Continue Sunshine Club Activities and Events
- Continue diverse hiring
- Support teachers with challenging behaviors in the classroom

Action 1 :

Staff Engagement

Action Details:

Muir Elementary will create a safe and inclusive environment that promotes relationships, diversity, and collaboration.

- Staff will engage in Team Building Activities, SEL well-being check-ins which include staff celebrations, virtual and in-person gatherings- game nights, craft nights. Food and prizes to be purchased.
- Staff will engage in Spirit Fridays-t-shirts and other spirit wear will be purchased for ALL staff
- All 4 Youth Counselor and School Social Worker will assist in providing Professional Development, Resources, Articles for staff social emotional well-being and check-in activities. Provide PD on Trauma Informed Practices.
- PD on Suicide Prevention, Healthy Relationships, and Mental Health Campaigns through out the year
- School Psychologist will assist in providing Professional Development, Resources, Articles for staff social emotional well-being and check-in activities
- Weekly Updates will be provided
- Funding will be utilized to promote community activities for staff, students, and families. Events include but are not limited to: Game Nights, Movie Nights, Scavenger Hunts, Awards Assemblies, Rallies, and additional food truck and vendors
- Additional Events for Staff team Building-bowling, staff and family events, dinners, picnics, outside events, paint nights, etc.
- Online resources can be purchased to promote events, communication, and serve as supports for all staff

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Increasing Student Academics will be provided through support during PL, PLC, and teacher support. Admin, TSA, and Instructional Coach will provide monthly meetings for new teacher support.
- Staff will engage in Team Building Activities, SEL well-being check-ins which include staff celebrations, virtual and in-person gatherings- game nights, craft nights. Food and prizes to be purchased.
- Staff will engage in Spirit Fridays-t-shirts and other spirit wear will be purchased for ALL staff
- Social Worker will assist in providing Professional Development, Resources, Articles for staff social emotional well-being and check-in activities
- School Psychologist will assist in providing Professional Development, Resources, Articles for staff social emotional well-being and check-in activities
- Weekly Updates will be provided
- Vendors to will be utilized to promote community activities for staff, students, and families. Events include but are not limited to: Game Nights, Movie Nights, Scavenger Hunts, Awards Assemblies, Rallies, and additional food truck and vendors
- Additional Events for Staff team Building-bowling, staff and family events, dinners, picnics, outside events, paint nights, etc.
- Online resources can be purchased to promote events, communication, and serve as supports for all staff
- Sunshine Club will work on staff communitybuilding events through out the year- monthly Potlucks, Staff Socials, Birthdays, special events etc.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Continue Professional Development for all teachers and staff, and Cultural Proficiency

Power Team and ILT will present to classified staff, for example present to NTA's for School-wide Expectations and Procedures.

All staff will be included in training.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

3010- Parent and Family Involvement: supplies and Materials for communication

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Staff Events and Community Building Activities- Lunch, Socials, Muir SWAG

As a site: What are the planned actions to support this student group?

NA

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased **staff morale and engagement** through participation in team-building activities, social events, and SEL check-ins.
- Improved **collaboration and communication** among staff through Professional Learning (PL), Professional Learning Communities (PLC), and instructional coaching support.
- Stronger **new teacher support system** through monthly meetings with Admin, TSA, and Instructional Coach, leading to increased confidence and job satisfaction.
- Enhanced **sense of belonging and school pride** through Spirit Fridays and school-wide staff celebrations.
- More **frequent and transparent communication** through weekly updates and resource-sharing from the Social Worker and School Psychologist.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Reduced **teacher burnout and stress levels** due to ongoing SEL support, well-being check-ins, and social-emotional PD.
- Stronger **staff relationships and collaboration**, resulting in a more cohesive and supportive school culture.
- Increased **staff retention rates** as teachers feel more valued, connected, and supported in their professional growth.
- More **active staff participation** in community-building events such as game nights, picnics, and outside gatherings.
- Increased **engagement in school spirit initiatives**, strengthening a sense of unity among staff and students.
- More effective **mentorship and professional growth** opportunities, improving instructional practices and student achievement.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Higher staff retention rates**, reducing turnover and creating a stable, experienced teaching staff.
- A **school culture that prioritizes well-being, collaboration, and staff appreciation**, leading to long-term job satisfaction.
- Fall CCT Survey Percent Favorable in organizational culture domain 94.5%.
- A **self-sustaining support system** where new teachers receive mentorship and veteran teachers continue to grow professionally.
- Enhanced **school-community relationships**, as staff, students, and families engage in shared events and activities.
- Increased **student success and academic outcomes** due to consistent, well-supported teachers.
- A **positive, inclusive, and thriving workplace environment** where staff feel valued and motivated to stay.

Current Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	94.6 %	94.7 %	2024-2025	95.8 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Muir's Target for this Goal was met. Therefore Muir's POP will be focused on the Student Centered Real-World Experiences Domain, all other Domains in the Fall Climate and Culture Survey increased.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes to support family engagement in their child's education:

- High transiency and non-stability rates- families are not aware of our opportunities
- Lack of family involvement in events
- Lack of transportation
- Families do not have technology to take the Climate and Culture Survey

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1: The actions in the goal were Fully Implemented.

- Increased number of family engagement opportunities- families were invited to participate in school events: Fall Pastries with Parents, Fall Attendance Color Run, Winter Attendance Dance, Turkey Trot
- Parents were provided the opportunity to take the Fall Climate and Culture Survey at school. We provided laptops, snacks, and raffles to those who took the survey
- Increased the number of families who attend Monthly Family Engagement Hour- community members to speak, different topics, called parents to attend, added grade-level performances for families to see their child perform

- Increased Number of Family Literacy Events- Family Literacy Events hosted by grade-level teachers and Monthly Family Book Club- hosted by Success Together

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

Action 1: Implemented

- Metric went up
- Increased the number of families who took the Fall Survey- almost double
- Increased the number of families who attend and support school events

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Effective

Actions were Effective- The Fall Climate Culture Survey increased in most of the domains

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Changes for for this goal will include: utilizing the SSW and HSL to increase Family Engagement Opportunities including family participation at Family Engagement Hours, Family Meetings, etc.

Increase family incentives for participation.

Increase Family Communication- Parent Square, Social Media, Graphics, etc.

Section D: Educational Partner 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.

SSC:

- Continue Family Engagement Hours
- More opportunities for families to help
- More information for families to help their child at home
- Continue Literacy Nights and Book Clubs

ELAC:

- Continue Family Engagement Hours
- More opportunities for families to help
- More information for families to help their child at home
- Continue Literacy Nights and Book Clubs

Staff:

- Continue Family Literacy Nights
- Continue Family Engagement Opportunities
- Keep all current opportunities

Action 1 :

Increase Family Engagement Opportunities

Action Details:

Muir Elementary will create a safe and inclusive environment that promotes relationships, diversity, and collaboration. By implementing the below actions, the school aims to foster a more engaged and collaborative community where families feel valued, heard, and actively involved in their child's education. Strengthening these partnerships will lead to positive student outcomes and an improved school culture.

- Regularly review survey results to identify areas for improvement.
- Engage parents in focus groups to discuss survey findings and develop action plans.
- Monitor progress by conducting follow-up surveys and adjusting strategies as needed.
- Track parent participation rates in events and programs.
- Collect feedback from families through surveys and focus groups.
- Assess improvements in family satisfaction and engagement levels based on follow-up survey results.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Fund SSW through EM Funds- provide support for students through TST Process. Provide supports to new families enrolling.
- Parent Communication- Graphics, Social Media, Parent Square, Flyers, Posters,
- Copy Machine Lease,
- New Printers and supplies
- Supplies and Materials
- Incentives for families who attend and participate
- Technology for families to use at school to take surveys

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Continue Professional Development for all teachers and staff, and Cultural Proficiency

Power Team and ILT will present to classified staff, for example present to NTAs for School-wide Expectations and Procedures.

All staff will be included in training.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Parent and Family Involvement Funds- Materials and Supplies, communication, and graphics

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Incentives for family participation school-wide events and activities

Incentives and family support for increasing student attendance

As a site: What are the planned actions to support this student group?

Additional tutoring to support students

Translation to support EL Families

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased attendance at family engagement events.
- Improved communication effectiveness as indicated by parent feedback.
- Greater awareness of school programs and resources among families.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Higher participation in decision-making processes through parent advisory committees.
- Strengthened relationships between families and school staff.
- Increased parental involvement in student learning activities at home and school.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Sustained improvement in family engagement survey results.
- A culturally responsive and inclusive school climate.
- Enhanced student academic success and well-being through strong family-school partnerships.
- Fall CCT Family Survey Percent Favorable in Family Engagement Domain to increase to 97.0%

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement- No food, No incentives.	1,777.00

\$1,777.00

2025-2026 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	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows: to support RTI (Reading and Math)	50,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support PL planning days, classroom walks, and observations- IEPs, SSTs, 504s.	15,626.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff for tutoring- RTI, etc.	2,880.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Additional supplies and materials for MTSS/Classroom, RTI, tutoring, etc. Books and references supplies and materials- site licenses for academic and SEL instruction.	8,259.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support the classroom.	2,500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows to Support RTI (Reading and Math)	7,243.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Campus improvements, maintenance, safety, upgrades, and installation.	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Reading Corp : Tutors to support MTSS structures.	16,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors.	3,065.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified supports.	2,580.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Classroom supplies, student supplies.	3,651.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support classrooms.	2,500.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CA teaching fellows provide ELD tutoring.	15,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Certificated supports- NO IEPs.	5,129.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Site licenses to support student achievement.	4,228.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for additional PLC planning or tutoring.	13,487.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier lease to support instruction	15,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Communication	2,500.00
G3A1	Sup & Conc	Instruction	Travel			Professional learning conferences, travel, and lodging.	20,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : School spirit, incentives, and engagement.	15,000.00
G3A1	Sup & Conc	Parent Participation	Local Mileag			Mileage for staff to conduct home visits and family support.	500.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Classroom and office supplies, student incentives, climate and culture, student equipment, and student safety.	35,121.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Set aside for classified support-Extra Time - Additional time for NTA's for supervision	3,106.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Mentoring services to provide MTSS support for behavior and attendance.	28,200.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement- No food, No incentives.	1,777.00

\$278,352.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,134.00
Sup & Conc	7090	\$190,422.00
LCFF: EL	7091	\$26,796.00
Grand Total		\$278,352.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$174,648.00
G3 - Increase student engagement in their school and community	\$101,927.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,777.00
Grand Total	\$278,352.00