Muir Elementary

10621666006415

Principal's Name: Isabel Mayoral

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

District Goals

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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - Isabel Mayoral	X				
2. Chairperson - Soledad Freeman				X	
3. Paulina Gallardo		X			
4. Jaci Garcia		X			
5. Maria Cuevas			X		
6. Annel Cazares		X			
7. Marisol Vallin				X	
8. Linda Parton				X	
9. Pamela Morales					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
☐ **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	**Isabel Mayoral**	Isabel Mayoral	3/25/2026
SSC Chairperson	**Soledad Freeman**	Soledad Freeman	03/25/2026

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

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

FY 2026/27

Muir - 0340

ON-SITE ALLOCATION

3010	Title I	$61,272	*
7090	LCFF Supplemental & Concentration	$171,264	
7091	LCFF for English Learners	$22,080	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$254,616**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$1,776
Program Budget	$59,496
Total Title I Allocation	$61,272

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

January 30, 2026

Muir Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		7.7 %	2024-2025	**8.8 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		35.6 %	2024-2025	**36.7 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		67.3 %	2025-2026	**68.4 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.8 %	2025-2026	**49.9 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		52.5 %	2025-2026	**53.6 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.1 %	2025-2026	**63.2 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		31.1 %	2025-2026	**32.2 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		81.3 %	2025-2026	**82.4 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.2 %	2025-2026	**43.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		49.2 %	2025-2026	**50.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.3 %	2025-2026	**58.4 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		18.6 %	2025-2026	**19.7 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-50 pts	-54.3 pts	2024-2025	**-39.3 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		33 %	2024-2025	**38 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-61.3 pts	-75.9 pts	2024-2025	**-60.9 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-118.8 pts	2024-2025	**-103.8 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		22 %	2024-2025	**27 %**

Goal 2	Chronic Absenteeism - (African American)		63.5 %	2024-2025	**62.9 %**	↓
Goal 2	Chronic Absenteeism - (English Learner)		38 %	2024-2025	**37.4 %**	↓
Goal 2	Chronic Absenteeism - (White)		46.9 %	2024-2025	**46.3 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	35 %	29.7 %	2025-2026	**29.1 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.8 %	96 %	2025-2026	**97.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94.5 %	86 %	2025-2026	**87.1 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		93 %	2025-2026	**95 %**	↑
Goal 2	Suspension Rate (ALL) Semester 1	5 %	3.8 %	2025-2026	**3.47 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

ELA and Math

ELA: The data demonstrates that although Muir students in grades 3rd - 6th made progress on increasing the number of students meeting or exceeding standards in ELA as measured by SBAC, there is still a significant number of students who are not performing on grade level (not meeting or exceeding).

Math: The data demonstrates that although Muir students in grades 3rd - 6th made progress on increasing the number of students meeting or exceeding standards in math as measured by SBAC, there is still a significant number of students who are not performing on grade level (not meeting or exceeding).

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

Chronic Absenteeism for African American students.

The data demonstrates that Chronic Absenteeism for African American students at Muir is one of the highest with a 62.9% of African American students with chronic absenteeism and a 0.6% increased on African American students chronically absent compared to last year.

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

POP 1 (ELA/Math): **Causes for ELA**

- Students not mastering foundational skills in the primary grades.
- Students are not engaging in rigorous lessons aligned to the rigor and complexity of standards

- Not enough exposure to ELA IABs/FIABs prior to SBAC testing
- Students are struggling to master literal comprehension before moving to inferential and evaluative comprehension

POP 1: ELA/Math): **Causes for Math**

- Math instruction is focused on Concepts and Procedures (Claim 1) rather than the full rigor of the mathematical practices including Claims 2, 3, and 4.
- Students are not transferring skills from instructional routines to new contexts.
- Students are struggling to make sense of application word problems and use visual models to represent the word problem.

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

POP 2: **Causes Chronic Absenteeism**

- Transportation Challenges
- Homelessness
- Limited access to a washing machine
- Not enough family meetings around the importance of school attendance
- Not enough parent attendance during informational attendance meetings

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.

POP 1 (ELA/Math) **Needs in ELA**

1. Tutors in grades K - 2 to promote foundational reding skills.
2. Tutors in grades 3rd to 6th to promote foundational reading skills in grades 3rd to 6th.
3. Daily response to intervention for students not on grade level.
4. Increased assessment and progress monitoring for students in grades 3rd to 6th.
5. Increase professional development and support to teachers grades 3rd to 6th.

POP 1 (ELA/Math) **Needs in Math**

1. Professional learning and consultation regarding math Claims 2, 3, 4, Mathematical Practices 1, 4, and 7.
2. Instructional coaching and feedback to increase student ownership within math.
3. Math intervention provided by the site's TSA.
4. Increased assessment and progress monitoring for students in grades 3rd to 6th.

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.

POP 2 in **Chronic Absenteeism: Needs**

- Attendance goal setting between HSL, SSW, and student
- Increase family communication
- Additional community resources for increased student attendance
- Family meetings on correlation between school attendance and successful adult lives
- Family incentives to promote student attendance
- Incentives for students and families who meet their weekly/monthly goal

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA/Reading

Partially Implemented

- The actions were Partially Implemented due to not being able to effectively monitor data for students in grades 3rd to 6th grade receiving reading intervention by tutors.

MATH

Partially Implemented

- The actions were Partially Implemented due to not being able to provide professional development to support foundational math skills and SWUM curriculum.
- The actions were Partially Implemented due to not being able to align 3rd to 6th grade IABs/FIABs until the 2nd semester.

Expand Student Centered and Real-World Learning Experiences

Partially Implemented

- The actions were Partially Implemented due to not having enough opportunities for student involvement due to lack of sponsors for clubs and programs during lunch and after school.
- The actions were Partially Implemented due to not having enough field trip opportunities that increased/strengthened real-world connections.

Decrease Chronic Absenteeism

Partially Implemented

- The actions were Partially Implemented due to high transient rates and low number of parents calling and clearing absences.
- The actions were Partially Implemented due to the Attendance Team not receiving enough training on effectively monitoring and tracking at risk students for Chronic Absenteeism.

Decrease Suspension Rates

Partially Implemented

- The actions were Partially Implemented due to staff not implementing with fidelity the SEL Tier I lessons (Second Step).
- The actions were Partially Implemented due to the changing structures and procedures of the TST team.
- The actions were Partially Implemented due not all teachers implementing CHAMPS and following/referencing the Discipline Guidelines binder for alternative means of correcting behavior.

Staff Engagement

Partially Implemented

- The actions were Partially Implemented due to not having many opportunities for staff to engage in.

Increase Family Engagement Opportunities

Fully Implemented

- The actions were Fully Implemented to meet the desired outcome.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA/Reading

Effective

- The actions were **Effective** - Distance from Standard decreased from 66.9% to 54.3%.

MATH

Partially Effective

- The actions were **Partially Effective** - Although Distance from Standard decreased from 76.3% to 75.9%, it was only by less 0.004 of a %.

Expand Student Centered and Real-World Learning Experiences

Partially Effective

The actions were Partially Effective - There was a decrease on Student Centered/Real World Experiences favorable responses during the Spring of 2025 and Fall 2025 of 9%.

Decrease Chronic Absenteeism

Partially Effective

- The actions were Partially Effective - There was an increase of 1.9% in 2025 compared to 2024 of students who are chronically absent.

Decrease Suspension Rates

Partially Effective

- The actions were Partially Effective - There was an increase of 0.008% in 2025 compared to 2024 of students who received a suspension.

Staff Engagement

Partially Effective

- The actions were Partially Effective - There was a decrease on Staff Engagement favorable responses during the Spring 2025 and Fall 2025 of 2%.

Increase Family Engagement Opportunities

Effective

- The actions were Effective - There was an increase of 1% on Family Engagement in favorable responses from Fall 2024 to Fall 2025.

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.

Based on the analysis of the current SPSA actions and budget for Academic Achievement in **ELA** we will:

- Provide Tutoring Contracts for Certificated teachers to provide after-school tutoring, specifically targeting our African America and Caucasian students.
- 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.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs.
- Continue to expand and strength after school tutoring.
- Quarterly admin/teacher math data chats will be conducted.
- Provide Tier II tutoring to students in grades 3rd to 6th using Phonics for Reading and Magnetic Curriculum
- Quarterly admin/teacher ELA data chats will be conducted.
- Quarterly planning days with substitutes to include TK-6th.

Based on the analysis of the current SPSA actions and budget for Academic Achievement in **Math** we will:

- Teacher Professional Development by Fresno County Office of Education on aligning instruction to meet the rigor and complexity of SBAC.
- Teacher Math Professional Training from district's math coaches.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs and math fluency.
- Student discourse in mathematics will be supported by Instructional Coach and TSA.
- Number Talks ad POD's will be part of daily math instruction.
- Supplemental Tutoring math contracts will be provided to teachers for after school tutoring
- Quarterly admin/teacher math data chats will be conducted.

- Quarterly planning days with substitutes to include TK-6th.

Based on the analysis of the current SPSA actions and budget for decreasing suspension rates we will:

- Fund an additional Hand in Hand mentor to provide student mentoring services and assist in running the alternative to suspension classroom.
- Continue funding with equity multiplier a Social Worker to provide student counseling services to decrease suspension rates.

Based on the analysis of the current SPSA actions and budget for decreasing chronic absenteeism rates we will:

- HSL will provide weekly goal setting and check-ins with students who are chronically absent.
- Increase incentives for students who meet their weekly goal of being in attendance at school.
- Increase the number of family informational meetings on the negative impact of chronic absenteeism and provide resources to increase attendance.
- Increase family incentives for families who improve their child's attendance.

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:

The SSC requested:

- Funding of a social worker to continue to support SEL at the site.
- Funding for a TSA to continue to support students' academics in ELA and Math.
- Incentives for student academic achievement
- Keep planning days for teachers.

ELAC:

ELAC requested:

- Tutoring supports for EL students.
- More family opportunities to engage in the culture and learning of the students.
- Family resources that can be used at home to support language acquisition.
- Literacy coach to provide family training/meetings on how literacy can be supported at home.

Staff:

The Staff requested:

- Professional learning for ELA and Math
- Planning Days
- Supplemental Contracts for Tutoring
- Supplemental Contracts for Extra PLC hours
- A Tier II curriculum that can support students' ELA abilities in grades 3rd to 6th (phonics for Reading and Magnetic Curriculum for comprehension).

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA/Reading

Action Details

Literacy Intervention

Muir's Problem of Practice in ELA/Reading

Based on the metrics provided in this current goal, the problem of practice identified is that a large number of students are not reading on grade level as identified by the district's 2025 - 2026 iReady Diagnostic 2 and the 2024 - 2025 SBAC Student Achievement scores. The data below depicts Muir's current Student Achievement Scores.

- iReady (D2) ELA Data:
  - School Wide On or Above Grade Level: **31%**
  - K- to 2nd On or Above Grade Level: **46%**
  - 3rd to 6th On or Above Grade Level: **15%**
- 2024 – 2025 SBAC Data:
  - 3rd to 6th On or Above Grade Level: **33%**
  - Distance from Standard (DFS): **-54.78**

Goal: By 2027 Muir Elementary will decrease the distance from standard from -54 to -39 as measured by the Smarter Balanced Assessment. This is a decrease of 15 points in DFS.

Muir's Literacy Instructional Plan for the 2026 - 2027 Academic School Year

Muir will implement a comprehensive reading program with a three-tiered approach to improve Foundational Reading Skills and comprehension of complex and on-grade level text for students in grades K - 6.

Tier 1 Instruction:

- All teachers will deliver a cohesive and comprehensible, standards-based literacy program using grade level State Standards, GVC, Backwards Mapping, and the implementation of the TNTP Regional Literacy Plan. This will be targeted instruction through differentiated teaching.
- All teachers will design daily tasks aligned to grade level-level standards and increase progress monitoring of all students in grades K - 6th grade.
- All teachers will Integrate literacy within the disciplines of social studies and science.
- Increase the number of leveled/decodable text and materials use for guided reading.
- All teachers will receive on-going professional development to increase and strengthen pedagogical abilities.
- Instruction will be informed and guided by assessments such as CFA's, CSA's, IAB's, and FIAB's to support and guide weekly instruction of Essential Standards.
- PLC teams will collaborate using the PLC+ (CORWIN) model to identify common challenges, problem of practice, analyze student work, and adjust instruction as deemed necessary.
- PLCs will analyze Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Sheets to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

- Increase monitoring through daily classroom observations with specific feedback.

Tier 1 & Tier 2 Support:

- Students will receive daily instruction based on grade-level standards, with scaffolds and differentiation to meet individual learning needs.
- Teachers will provide Tier 1 and Tier 2 interventions and engage in collaborate PLC conversations to discuss and analyze student data and work samples to plan and adjust instruction as deemed necessary.
- Increase the number of leveled/decodable text and materials use for guided reading.
- Teachers will conduct on-going student and teacher data chats to increase student ownership and active participation in their own learning.
- Technology and educational software to supplement ELA core curriculum.
- Technology will be purchased and maintained to ensure students have daily access to educational software.
- Targeted instruction for SPED students in their area of strength to ensure grade level access.

Tier 3 Support:

- Additional support will be provided by the RSP Teacher, and RTI Team, including Teaching Fellows, AmeriCorps Tutors, and contracted tutors using researched based Tier 3 curriculum and resources aligned to grade level standards.
- Certificated and Classified Staff will provide Tutoring after-school revolving around targeted focus standards and students' areas of growth.
- The Intervention Team (TST/SST) will analyze and discuss student performance and will progress monitor students' progress using Tier 3 Progress Monitoring Sheets to determine students' progress and identify appropriate next level of accelerated supports.
- Technology will be purchased and maintained to ensure students have daily access to educational software.
- Increase monitoring through daily classroom observations with specific feedback.

Teacher Support & Professional Development:

- The site's Instructional Coach will assist teachers in grades K- 6 with standards aligned ELA instruction, data analysis, and action planning. Additional support will be provided as needed based on observational classrooms walks, admin data chats, student academic data, and other sources of data as deemed necessary.
- The Region's Literacy Coach will focus on K-2 reading foundational skills supports for teachers and provide PLC support and site professional development to teachers based on observable and identified areas of growth.
- K-2 teachers will continue to receive foundational reading skills training, including TNTP's Regional Literacy Plan and Orton-Gillingham training. New teachers will complete full training, while previous attendees will participate in courses that will review previously learned skills and introduce new ones.
- Grades 3-6 teachers will develop a comprehensive assessment plan aligned with Claims and Targets, Standards, and Formative Assessments, including FIAB/IAB administration.
- All teachers will receive ongoing support as needed to address problem of practice and/or common challenges across grade levels.
- Increase monitoring through daily classroom observations with specific feedback.

This plan ensures and promotes higher student achievement for all students in the areas of reading, writing, and math. Thus, increasing grade level mastery of standards for all students and grade level readiness.

Direct Instructional Services

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

All students at Muir will engage in a structured literacy program aligned to grade level common core state standards. Tier 1 Instruction will focus on backwards mapping using standards, GVC, Common Core Companion, Coherence Maps, on-going Professional Development, and additional tools and resources including but not limited to:

- Leveled/decodable text and various materials for guided reading/reader's workshop instruction.
- Targeted instruction for all students through differentiated teaching.
- Use of PLC time to plan and implement FSA, CFA's, CFU's, IAB/FIABs, and other forms of assessment to progress monitor. Additional support will be provided by but not limited to CORWIN INc.
- TNTP Regional Literacy Plan to support K – 2nd grade teachers. The targeted support will be in Reading Foundational Skills, instruction, root cause analysis of data, and planning next actionable steps based on qualitative and quantitative data. In addition, support will be provided to the leadership team including administrators at the site.
- 3rd – 6th grade teachers will focus on planning Rigorous Instruction aligned to SBAC claims and targets (standards).
- Materials that will be used and referenced are -Wonders Curriculum, Decodable and Leveled Readers, Corrective Reading/Reading Mastery, iReady Materials, iReady Toolbox, Wonderworks, Cullinan-Orton Gillingham, and additional resources and materials as deemed necessary.
- Integrate literacy within the disciplines of social studies and science.
- Resources for English Language Designated and non-Designated Instruction will also be utilized.
- PLC Planning Days and Substitute Release time to support and increase effectiveness of PLC Planning, grade-level walk-thru, and the TNTP Regional Plan will be allocated.
- Additional Supplemental Contracts to support after-school tutoring will be created.
- Increase Student Academic Incentives to support higher student achievement in meeting grade level standards will include but are not limited to: Academic Achievement Dinner for 3rd to 6th grade students who meet or exceed standards in ELA and/or Math, achievement medals/awards/gear, glowstick celebrations, field trips, vendors for assemblies, incentives, Muir SWAG, food, and others.
- Software licenses to support student learning, including but not limited to: Newsela, Curriculum Associates Phonics Reading program, Starfall, PebbleGo, BrainPop, News ELA, Curiosity Stream, Prodigy, Pink CAT Games, Pixton, and others.
- Additional copier lease to support the production and copying of student materials.
- Graphics and printing costs for instructional resources
- Additional maintenance costs
- Technology-to support students' learning
- Professional Learning Opportunities including: Conferences, resources, travel expenses, hotels, flights, gas, and others.
- Research Based Professional Development Teacher/Staff books.

Tier II- Instructional Focus will be small group instruction during Response to Intervention Blocks

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

Tier III

- Additional planning days and sub release time for teachers to have PLC Planning Days, Visit Peers through Classroom Observations, attend IEP's, SSTs, and 504 meetings.
- Additional resources and materials to support Tier III Instruction.
- Additional support staff including staffing to increase Student Achievement in grades K – 6th.

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.

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

- *There is a total of 44 EL students at Muir.*
- *2024 – 2025 ELPAC scores show that 37% made progress towards their individual ELPI scores.*
- *2024 – 2025 ELPAC scores show the following EL student data:*
    - *8% of EL students are well developed in the English language (level 4)*
    - *27% of EL students are moderately developed in the English language (level 3).*
    - *42% of EL students are somewhat developed in the English language (level 2).*
    - *23% of EL students are at the beginning stages of developing the English language (level 1).*

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

- *Professional Development on implementing designated and integrated ELD instruction and on gaining greater knowledge on the CA ELD Standards.*
- *Teacher Supplemental contracts for after school tutoring.*
- *Software and Technology*
- *Extend content learning with study field trip opportunities*
- *Purchase books, materials and supplies, and graphics*

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

- *Teacher Supplemental contracts for after school tutoring*
- *Purchase materials and supplies, and office equipment lease*
- *Technology*
- *Additional tutoring contracts for teachers*
- *Technology*

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.

- ELPAC intervention will be provided for students who are nearing re-designation.
- 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 conduct root cause analysis of data on CFA, CSA, FIABs, IABs and i-Ready for EL students and plan targeted instruction.
- Teachers will receive professional development on the district's Ellevation EL platform to maximize EL student learning and monitor progress.
- 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, literacy coach, and administrators.
- Intervention time as deemed necessary.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Specific EL Strategies (graphic organizers, software, technology, others)
- 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?

White (WH): With Title 1 funds we plan to support students who are Caucasian by providing teacher supplemental contracts for tutoring, providing students with books, materials, supplies, and Teaching Fellows to support during RTI.

African American (AA): With Title 1 funds we plan to support students who are African American by providing teacher supplemental contracts for tutoring, providing students with books, materials, supplies, and Teaching Fellows to support during RTI.

Students with Disabilities (SWD): With Title 1 funds we plan to support students with disabilities by providing after school tutoring contracts to teachers and increasing the number of Professional development focus on research based strategies that maximize student learning and mastery of IEP goals.

Homeless (HM): With Title 1 funds we plan to provide teacher supplemental contracts for after school tutoring, books, materials, and family resources.

Socio-economically Disadvantaged (SED): With Title 1 funds we plan to support Socio-economically Disadvantaged students by providing teacher supplemental contracts for tutoring, books, materials, supplies, and Teaching Fellows to support during RTI.

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

White (WH): With 7090/7091 funds we plan to provide additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, awards/recognitions, academic achievement dinner for students who meet or exceed grade level standards in grades 3rd to 6th, incentives, books, and materials.

Students with Disabilities (SWD): Using 7090/7091 funds we plan to support students with disabilities by providing after school tutoring contracts to teachers and increasing the number of Professional development focus on research based strategies that maximize student learning and mastery of IEP goals. Teaching Fellows to support with RTI.

Homeless (HM): With 7090/7091 funds we plan to provide additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, awards/recognitions, academic achievement dinner for students who meet or exceed grade level standards in grades 3rd to 6th, incentives, books, and materials.

Socio-economically Disadvantaged (SED): With 7090/7091 funds we plan to provide additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, awards/recognitions, academic achievement dinner for students who meet or exceed grade level standards in grades 3rd to 6th, incentives, books, and materials.

African American (AA): With 7090/7091 funds we plan to provide additional Contracts for teachers to support After-school tutoring, 2 Tutors with Reading CORP, Additional Planning Days for PLC's to plan, awards/recognitions, academic achievement dinner for students who meet or exceed grade level standards in grades 3rd to 6th, incentives, books, and materials.

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

White (WH): With Literacy Grant, contract with Teaching Fellows to staff tutors to support small groups in reading, Provide additional planning contracts to teachers, Provide families with resources that can support students' learning at home.

African American (AA): With Literacy Grant, contracting with Teaching Fellows to staff tutors to support small groups in reading, Provide additional planning contracts to teachers, Provide families with resources that can support students' learning at home.

Students with Disabilities (SWD): Additional Contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI, and Professional development focus on research based-strategies that maximize student learning and mastery of IEP goals, and provide families with resources that can support students' learning at home.

Homeless (HM): With Literacy Grant, contracting with Teaching Fellows to staff tutors to support small groups in reading, support ELD groups, provide additional planning contracts to teachers, Provide families with resources that can support students' learning at home.

Socio-economically Disadvantaged (SED): With Literacy Grant funds we plan to support socio-economically disadvantaged students by contracting with Teaching Fellows to staff tutors to support small groups in reading foundational skills in Grades 1 and 2 during the reading intervention block.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Muir will provide the following inclusive opportunities for families to become active participants in the academic lives of their students:

- Parent meetings with a focus on social emotional and academic development.
- Learning opportunities for families with a focus on Parent Portal, Parent Square, Parent University, parental involvement in SSC, ELAC, DELAC, and LCAP meetings.
- Professional learning for staff and families regarding the connection between attendance, student achievement, and life skills (FUSD Goals)
- Staff to receive on-going training on building relationships and increasing effective collaboration with families.
- Provide families with resources that can be utilized at home to support students' overall learning.
- Encourage families to provide school feedback by completing the district's Climate and Culture survey.
- Utilize Parent Square to communicate with families upcoming events and other relevant information pertaining to students, families, and staff at Muir.

Professional Learning

Describe Professional Learning related to this action.

The Professional Learning opportunities/activities that are provided to staff that support effective instruction and/or social-emotional well-being are listed below:

- Create a safe and inclusive school environment that promotes relationships, diversity, and collaboration.
- Team Building activities

- Staff Celebrations (Teacher Appreciation Week and other activities to recognize and celebrate teachers).
- School Spirit.
- Professional Development on topics related to increasing teacher/staff/student relationships
- Staff learning provided by School Social Worker and School Psychologist regarding self-care and well-being practices.
- Opportunities for staff to attend conferences focus on building thriving classroom communities.
- Learning to implement Second Step and Morning Meetings
- Climate and Culture Team exploring options to continue strengthening the culture at Muir
- District's Staff Climate and Culture survey.
- Additional opportunities for staff to feel connected to school community.
- Support staff on the implementation of the TNTP Regional Literacy Plan.
- Opportunities for teachers to engage in vertical grade level alignment and classroom walks.
- Other Professional Learning opportunities as deemed necessary.

Prop 28: Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- We will achieve an increase in student ownership in reading as measured by walkthrough data focused on IPG, TNTP Regional Plan, and PL school focus areas.
- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- PLC teams will meet at least once per week to analyze data and adjust instruction.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.

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.

- With Increased student ownership and task alignment, student outcomes in reading will improve.
- Reading Literacy K-1: Increase the number of students reading on-grade level to 65%. Using Regional Assessment Data and iReady D3.
- Target Goal for students reading on grade-level iReady D3 - 60% (K-6).
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments.

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- 60% (K-6).
- SBAC students scoring "On or Above Grade-level" for Reading: 45%
- SBAC Distance from Standard Goal -45pts
- As student ownership increases, teachers will add tasks aligned to Claims 2,3, and 4.

- K-2 teachers will complete foundational literacy training, and 3rd -6th teachers will finalize a comprehensive assessment plan that include but is not limited to SBAC IABs/FIABs

- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.

- 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

MATH

Action Details

College & Career Readiness

Muir's Problem of Practice in Math

Based on the metrics provided in this current goal, the problem of practice identified is that a large number of students are not proficient in math as identified by the district's 2025 2026 iReady Diagnostic 2 and the 2024 -2025 SBAC Student Achievement scores. The data below depicts Muir's current Student Achievement Scores in Math.

- iReady (D2) Math Data:
  - School Wide On or Above Grade Level: **19%**
  - K- to 2nd On or Above Grade Level: **26%**
  - 3rd to 6th On or Above Grade Level: **13%**
- 2024 – 2025 SBAC Data:
  - 3rd to 6th On or Above Grade Level: **22%**
  - Distance from Standard (DFS): **-78**

Goal: By 2027 Muir Elementary will decrease the distance from standard from -78 to -63 as measured by the Smarter Balanced Math Assessment. This is a decrease of 15 points in DFS.

Muir's Math Instructional Plan for the 2026 – 2027 Academic School Year

Professional learning throughout the year will focus on math. Muir teachers will engage all students in math lessons that reflect the shift to common core, reaching the depth of focus, coherence and rigor for their grade level standards.

Tier 1 Instruction:

- Fluency of math facts will continue to be a focus for students; utilizing CCSS math fluencies, and Number Talks
- Professional learning will focus on lesson delivery, with alignment of student discourse to grade-level standards
- Academic vocabulary will be a focus for daily math lessons explicitly taught and multiple opportunities provided for students to implement and practice the vocabulary.
- Differentiation will be provided in all classrooms using small group instruction based on CFU throughout lesson
- Student discourse in mathematics will be supported by the Instructional Coach.
- Professional Learning for staff from district's math coaches including FCSS Coaching Cycles.
- Teachers will conduct on-going student and teacher data chats to increase student ownership and active participation in their own learning.
- Number Talks and POD's will be part of daily math instruction.
- Classroom teachers will provide Tier 1 and Tier 2 interventions and engage in collaborate PLC conversations to discuss and analyze student data and work samples to plan and adjust instruction as deemed necessary.

Tier 1 & Tier 2 Support:

- 4. Computer programs/software will be used to individualize student progress in math
- 5. Use of Blended Learning with a focus on monitoring student proficiency within each domain for grade-level math standards.
- 6. Targeted instructions for SPED students in their area of strength to ensure grade level access.
- 7. Instructional Coach will provide direct support for students in Grades 3-6, as identified by quarterly domain-specific assessments.
- Students will receive daily instruction based on grade-level standards, with scaffolds and differentiation to meet individual learning needs.
- Classroom teachers will provide Tier 1 and Tier 2 interventions and engage in collaborate PLC conversations to discuss and analyze student data and work samples to plan and adjust instruction as deemed necessary.
- Teachers will conduct on-going student and teacher data chats to increase student ownership and active participation in their own learning.

Tier 3 Support:

- Teachers will use resources within their GVC to identify prerequisite skills the students are missing as they grapple with their grade level standards.
- Professional learning on gaining understanding in effectively supporting students' fluency and application skills.
- application. Our next steps are to understand where the gaps are in conceptual understanding and to provide a Tier 3 structure to address these gaps, ensuring that students accelerate to the full scope of the grade level standard.
- Additional support will be provided by the RSP Teacher, and RTI Team, including Teaching Fellows, AmeriCorps Tutors, and contracted tutors using researched based Tier 3 curriculum and resources aligned to grade level standards.
- Certificated and Classified Staff will provide Tutoring after-school revolving around targeted focus standards and students' areas of growth.
- The Intervention Team will analyze and discuss student performance and will progress monitor students' progress using Tier 3 Progress Monitoring Sheets to determine students' progress and identify appropriate next level of accelerated 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,

Teacher Support & Professional Development:

- Professional learning will focus on lesson delivery, with alignment of student discourse to grade-level standards.
- Student discourse in mathematics will be supported by an Instructional Coach.
- Professional Learning for staff from district's math coaches including FCSS Coaching Cycles.
- Grades 3-6 teachers will develop a comprehensive assessment plan aligned with math Claims and Targets, Standards, and Formative Assessments, including the FIAB/IAB administration.

This plan ensures and promotes higher student achievement for all students in the area of math. Thus, increasing grade level mastery of standards for all students and grade level readiness.

Direct Instructional Services

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.

- 1. Academic vocabulary will be a focus for daily math lessons explicitly taught and multiple opportunities provided for students to implement and practice the vocabulary.
- 2. Differentiation will be provided in all classrooms using small group instruction based on CFU throughout lesson.
- 3. Student discourse in mathematics will be supported by an Instructional Coach in coordination with Math Stories consultation.
- Professional learning from the district's EL Department to all teachers to better understand and support academic language acquisition.
- Selected EL students in 4th-6th will receive small group focused reading instruction from a TSA or academic coach at the site

Teachers will create an EL action plan that targets specific deficit skills to focus on throughout the school year.

- 2. Differentiated instruction will be provided in all classrooms.
- Newcomer English Learners will be provided support with conversational English and foundational reading skills in English.

- At-Risk and LTELs will receive language support in their area of growth to ensure access to grade-level curriculum.
- RFEP students will be monitored and provided support with grade-level materials when they are not meeting standards.

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

- With Title 1 funds we plan to support English Learners by providing books, materials, and supplies.

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

- *Supplemental contracts for staff and teachers, and materials and supplies*
- *Technology*
- *Supplies, materials, books to Support students*
- Leveled readers, a range of math resources, educational software, and various technology
- Support English Learners by providing ELPAC assessors.

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/Coach
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- 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
- ELPAC intervention will be implemented in the 2026-27 school year for students who are nearing proficiency in English acquisition.
- Focus vocabulary words will be assessed after the instruction of each grade-level text. Activities representing a range of purposes for vocabulary retention will be added to the instructional sequence for each anchor text.
- Professional Learning will include the ELD Standards and ELA/ELD Framework, including topics such as scaffolding, academic discourse, complex culturally relevant texts, and explicit language instruction. For the 2026-2027 school year, each topic presented for supporting English Learners will be linked to the learning within On-Demand writing.
- Teachers and admin will conduct quarterly data chats to monitor progress towards redesignation.
- Awards and incentives will be provided to recognize EL student achievement along the ELD Proficiency Level continuum and redesignation.
- Science activities will serve as frontloading to support background knowledge and vocabulary for grade-level reading tasks.

Student Groups

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

African American (AA): With Title 1 funds we will support the African American students by providing additional contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI, and purchase books, materials, and supplies.

White (WH): With Title 1 funds we will support the African American students by providing additional contracts for teachers to support with After-School Tutoring, Teaching Fellows to support RTI, and purchase books, materials, and supplies.

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

White (WH): With 7090/7091 funds we will contract with Teaching Fellows to support the Caucasian students in math, provide supplemental contracts to teachers for after school tutoring, purchase materials and supplies, provide teacher planning days, incentives for academic achievement, and provide family resources.

African American (AA): With 7090/7091 funds we will contract with Teaching Fellows to support the Caucasian students in math, provide supplemental contracts to teachers for after school tutoring, purchase materials and supplies, provide teacher planning days, incentives for academic achievement, and provide family resources.

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

White (WH): Contract with Teaching Fellows to support the Caucasian students in math, provide supplemental contracts to teachers for after school tutoring, purchase materials and supplies, provide teacher planning days, incentives for academic achievement, and provide family resources.

African American (AA): Contract with Teaching Fellows to support the Caucasian students in math, provide supplemental contracts to teachers for after school tutoring, purchase materials and supplies, provide teacher planning days, incentives for academic achievement, and provide family resources.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Muir will provide the following inclusive opportunities for families to become active participants in the academic lives of their students:

- Parent meetings with a focus on social emotional and math development.
- Learning opportunities for families with a focus on Parent Portal, Parent Square, Parent University, parental involvement in SSC, ELAC, DELAC, and LCAP meetings.
- Professional learning for staff and families regarding the connection between attendance, student achievement, and life skills (FUSD Goals)
- Staff to receive on-going training on building relationships and increasing effective collaboration with families.
- Provide families with math resources that can be utilized at home to support students' overall learning.
- Encourage families to provide school feedback by completing the district's Climate and Culture survey.
- Utilize Parent Square to communicate with families upcoming events and other relevant information pertaining to students, families, and staff at Muir.
- Host family math nights with resources and hands-on activities for students and families.

Professional Learning

Describe Professional Learning related to this action.

The Professional Learning Math opportunities/activities that will be provided to staff are listed below:

- Professional learning will focus on lesson delivery, with alignment of student discourse to grade-level math standards.
- Student discourse in mathematics will be supported by an Instructional Coach. Professional Learning for staff from district's math coaches including FCSS Coaching Cycles.
- Opportunities for staff to attend conferences focus on the teaching mathematics for students in grades K-6th.
- Staff learning provided by School Social Worker and School Psychologist regarding students' academic anxiety.
- Opportunities for teachers to engage in vertical grade level alignment and classroom walks.
- Math School Spirit Week.
- Admin/Teacher Math Data Chats
- Teacher/Student Math Data Chats
- Other Professional Learning opportunities as deemed necessary.

Prop 28: Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 math instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Teachers will begin to receive math coaching support in September. As a result, by the 1st Quarter, the percentage of students earning a D or F in Math will decrease from __ in 2025 to ____ in 2026.

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- ___(K-6).
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments. Target proficiency to be 80%.

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 sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 math intervention
- High teacher efficacy in delivering rigorous, differentiated math instruction aligned with student needs.
- By June 2027, the percentage of students meeting or exceeding standard on SBAC Math will increase to 40%.

- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling in math.
- By the end of the 2nd Quarter, the percentage of students scoring more than one grade level below standard in Math as measured by i-Ready 2 will decrease from 85% to (December 2025) to 65% (December 2026).

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated supports - **NO IEPs or 504s** **Budget lines for personnel include salaries and related benefits	5,133.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses to support student achievement in reading and math, G2A1-3	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows to support RTI (Reading and Math). G2A1-3	44,362.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors. **Budget lines for personnel include salaries and related benefits	11,498.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supports. G1A1-2, G2A3 **Budget lines for personnel include salaries and related benefits	5,781.00
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. G2A1-3.	10,518.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom and office supplies, student incentives, climate and culture, student equipment, student safety, and FOOD. G1A1-2, G2A1-3, G3A1-2.	50,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support classroom instruction.	2,500.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows to Support RTI (Reding and Math). G1A1-2	14,594.00
G1A1	Sup & Conc	Instruction	Travel			Professional learning conferences, travel and lodging. G1A1-2, G3A1	20,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Reading Corp: Tutors to support MTSS structures. G1A1-2	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors. G1A1 **Budget lines for personnel include salaries and related benefits	3,067.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified supports. **Budget lines for personnel include salaries and related benefits	2,702.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Classroom supplies, student supplies, G1A1-2, G2A3	3,860.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: CA teaching fellows provide ELD tutoring.	10,451.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated supports **Budget lines for personnel include salaries and related benefits	18,373.00
G1A2	Sup & Conc	Instruction	Copier Maint			Copier lease to support instruction.	15,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Communication, G2A3, G3A1-2. Graphics Dept closing, moving from object 5725 to 5899.	2,500.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support classrooms. G3A1, G2A3	2,000.00

$247,339.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Life Skills

Muir will support students in staying on track for graduation by reducing chronic absenteeism and increasing overall site ADA.

- **The Attendance Team** (HSL, OA, TSA, VP, SW) will collaborate with the **Targeted Support Team (TST)** to identify and support students with attendance needs.
- **Attendance meetings** will be held twice monthly with an administrator, Social Worker, and HSL to address attendance concerns and provide resources.
- **HSL and the School Social worker** will conduct weekly home visits for students absent more than five days.
- **HSL** will provide family outreach, including attendance calls, meetings, community connections, and resource support.
- **Office Assistants** will complete daily attendance calls, with targeted outreach to students reaching five absences.
- **Tier II Intervention Specialist** will facilitate small-group supports (e.g., *Girl Power* and *Young Men of Character*) to build connections and improve attendance.
- **Counseling supports** will be provided for students with chronic absenteeism through the Social Worker and additional staff, including All 4 Youth counselors, mentors, and other support personnel as needed.
- **Additional intervention programs** (e.g., check-in/check-out and mentorship) will connect chronically absent students to school through incentives and positive supports.
- **A tiered system of support** will be implemented through the TST/SST process, parent conferences, incentives, listening sessions, and the SARB process (letters, meetings, etc.) for students who are habitually truant or chronically absent.
- **School-wide attendance incentives** will be offered, including but not limited to attenDANCE events, bounce houses, pizza parties, treats, ice cream, and Kona Ice.
- **Professional learning for staff** will focus on attendance practices, PBIS, SEL instruction, behavior supports, trauma-informed practices, and the PLC process.

Direct Instructional Services

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 – Universal Attendance Supports

- **Attendance Team** (VP, Tier II CWAS, Mentor, OA, HSL, TSA, SSW) meets monthly to review data and implement proactive, school-wide attendance strategies.
- **Tiered intervention process** implemented through TST/SST and SARB (letters, meetings, and documentation) to address truancy and chronic absenteeism.
- **Mentoring support** focused on SEL through individual, small-group, and family outreach.
- **School-wide attendance incentives** that promote positive classroom culture and team building.
- **Family communication** through ParentSquare attendance messaging and daily attendance calls.
- **Universal incentives** (e.g., pencils, T-shirts, food, snacks, awards, celebrations, events, dances, treats, toys, fidgets, etc.) to encourage improved attendance school-wide.
- **Instructional materials and supplies** to support fidelity of Second Step implementation, daily classroom meetings, relationship building, and classwide incentives that strengthen relationships and engagement.
- **Technology and devices** to support student access and participation.
- **Goal-based incentives** (quarterly and individual), including assemblies, snacks, prizes, food vouchers, and field trips, etc.
- **Professional learning for staff** focused on attendance practices, PBIS, SEL instruction, behavior supports, and the PLC process.

Tier II – Targeted Attendance Supports

- **Office Assistant** provides daily attendance calls, truancy letters, and coordination with DPI CWAS; additional contracted support as needed.
- **Home School Liaison (HSL)** conducts targeted outreach via phone calls, home visits, parent meetings, and referrals to community resources.
- **Tier II CWAS** provides guidance and targeted attendance interventions.
- **Targeted incentives** aligned with quarterly and individual attendance goals.
- **Attendance Team monitoring** for students with **85–90% attendance**, including check-ins, goal setting, and incentives.
- **School Social Worker (SSW)** provides family and individual student support, small groups, and parent workshops focused on positive parenting and attendance.
- **IS Small-group interventions**, including *Young Men of Character* and *Girl Power*.
- **Attendance support groups** for students with five or more absences to build connections with peers and trusted adults.
- **Trauma-informed professional learning** for staff.

Tier III – Intensive Attendance Supports

- **Principal-led attendance meetings** (as needed) informed by TST/SST data and recommendations.
- **Home visit support**, including mileage for administrators, Social Worker, and HSL, and resources that may need to be taken to the home
- **Assigned caseloads (individual support)** for the Social Worker and Intervention Specialist to provide intensive family and student support.
- **Individualized incentives** tied to attendance goals.

- **Advanced professional learning and conferences** for staff focused on attendance, PBIS, SEL, behavior supports, trauma-informed practices, and PLCs.
- **Referrals to SARB, SART, SST, and All for Youth services** for ongoing and intensive support

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 in which they are identified.

English Language Learners at Muir are too small 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?

*Pull ELD students by level for RTI to support language acquisition and work with **tutors** in small groups.*

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

- **Additional after-school tutoring contracts** for teachers to provide targeted literacy and language development support for English learners.
- **Technology resources** to support language acquisition and academic access.
- **Instructional supplies and materials** to increase opportunities for language practice and provide translations as needed.
- **Mentor support (as needed)** to build relationships and support student engagement.
- **Professional learning for staff** focused on attendance practices and social-emotional learning (SEL).
- **Tutors** to provide small-group RTI instruction to EL students based on their individual ELD proficiency levels (either push-in or pull-out model).

4. As a site: What are the 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.)

- **Translated communication** will be provided in Spanish and other languages as needed by the Home School Liaison (HSL) to ensure families receive clear and relevant information to support student success.
- **ELAC parent meetings** will be held to inform and engage families around programs, services, and strategies that support English Learners. To boost parent attendance, we will provide families with snacks, food items, books, materials, and supplies.
- **Additional tutoring contracts** will provide targeted academic support for English Learners.

- **Collaboration with Parent University and the EL Services Department** will strengthen coordinated supports for English Learners.
- **School- and district-based supports** will continue to contribute to EL success, including instructional planning and interventions provided through teachers, PLCs, the Instructional Leadership Team (ILT), and other staff and district resources.

Student Groups

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

White (WH) Students

- **Targeted Communication:** Printed family communication will ensure materials are accessible and inclusive, supporting families.
- **Meeting Incentives:** Food items or small incentives will be provided during engagement activities (e.g., SSC meetings, family literacy nights) to increase family participation.
- **Attendance Supports:** Mentoring programs, check-in/check-out systems, and trusted adult connections will be available to support consistent attendance.
- **Social-Emotional Support:** Expanded counseling, small group interventions, and trauma-informed practices will address barriers to attendance.
- **Recognition Programs:** Incentives celebrating attendance growth and effort, not just perfect attendance.
- **Academic and Behavioral Supports:** Tutoring, intervention services, and accommodations aligned to IEPs and 504 plans.
- **Data Monitoring:** Targeted outreach for students at risk of chronic absenteeism.

Socio-Economically Disadvantaged (SED) Students

- **Parent and Family Engagement:** Provide materials and communications that address the unique challenges faced by low-income families to encourage attendance.
- **Meeting Incentives:** Food, childcare, and transportation assistance during engagement events to reduce participation barriers.
- **Targeted Communication:** Use sensitive, responsive, translated, and accessible communication to reach all families.
- **Attendance Supports:** Mentoring, check-in/check-out systems, and trusted adult connections tailored to students facing economic hardship.
- **Social-Emotional Support:** Access to counseling, small groups, and trauma-informed interventions addressing economic stressors.
- **Recognition Programs:** Incentives celebrating effort and improvement in attendance, not just perfection.
- **Academic and Behavioral Supports:** Tutoring and intervention programs to reduce attendance issues due to academic frustration.
- **Structural Supports:** Transportation, school supplies, and basic-needs assistance to remove economic barriers.
- **Family & Community Collaboration:** Partnerships to connect families with community services addressing food, housing, and healthcare needs.
- **Data Monitoring:** Early identification of attendance risks with targeted supports for economically disadvantaged students.

Homeless (HM) Students

- **Parent and Family Engagement:** Provide flexible communication methods and support for families experiencing homelessness to stay informed and involved.

- **Meeting Incentives:** Offer transportation (bus tokens), food, and flexible scheduling for family engagement activities.
- **Targeted Communication:** Materials will be accessible in multiple formats and will consider the transient nature of homeless students' circumstances.
- **Attendance Supports:** Mentoring, check-in/check-out, and trusted adult connections to provide stability and consistent engagement.
- **Social-Emotional Support:** Trauma-informed counseling and small groups to address stressors related to housing instability.
- **Staff Training:** Professional development in supporting students experiencing homelessness, restorative practices, and equity.
- **Recognition Programs:** Inclusive incentives recognizing effort and perseverance in attendance.
- **Academic and Behavioral Supports:** Tutoring, interventions, and accommodations aligned to each student's unique needs.
- **Structural Supports:** Transportation, school supplies, clothing, and basic-needs support to address barriers caused by homelessness.
- **Family & Community Collaboration:** Connect families with housing services, food programs, food vouchers, community resources, and other wraparound support.
- **Data Monitoring:** Early outreach to identify attendance issues specific to students experiencing homelessness.

African American (AA) Students

- **Parent and Family Engagement:** Funds will support culturally responsive materials, communications, and family engagement events that build trust and attendance.
- **Meeting Incentives:** Food and other incentives at family events to encourage participation.
- **Targeted Communication:** Outreach that is culturally responsive and accessible to all family members.
- **Attendance Supports:** Mentoring, check-in/check-out, and trusted adult connections to support attendance and engagement.
- **Social-Emotional Support:** Expanded counseling, trauma-informed interventions, and small group supports addressing racial inequities.
- **Staff Training:** Professional learning on culturally responsive practices, implicit bias, restorative practices, and inclusive instruction.
- **Recognition Programs:** Incentives that celebrate growth and effort in attendance equitably.
- **Academic and Behavioral Supports:** Tutoring, interventions, and accommodations aligned with IEPs/504 plans to remove barriers.
- **Structural Supports:** Transportation (bus tokens), school materials, and basic-needs support to reduce systemic barriers.
- **Family & Community Collaboration:** Partner with community organizations to connect families to wraparound services and resources.
- **Data Monitoring:** Early identification and outreach for students at risk of chronic absenteeism, ensuring interventions are equitable.

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

LCFF 7090 funds will be utilized to support comprehensive attendance initiatives across all MTSS tiers, ensuring equitable access and support for all students, including White (WH), Socio-Economically Disadvantaged (SED), Homeless (HM), and African American (AA) students.
Targeted Supports for All Student Groups:

- **White (WH) Students:** Mentoring, check-in/check-out programs, and school-based incentives to maintain engagement.
- **Socio-Economically Disadvantaged (SED) Students:** Supports addressing economic barriers, including transportation assistance, basic-needs support, and tutoring to reduce attendance obstacles.
- **Homeless (HM) Students:** Wraparound services, trauma-informed supports, and flexible family engagement opportunities to provide stability and consistent access to school.
- **African American (AA) Students:** Culturally responsive outreach, recognition of attendance growth, and targeted mentoring to promote equity and inclusion.

Attendance Incentives:

Funds will provide a variety of incentives designed to encourage student engagement and consistent attendance. Incentives will include Muir store items, school dances, color runs, celebrations, parties, food/snack/treats items, events, and raffles. Incentive programs will be designed to be **inclusive and equitable**, recognizing growth, effort, and participation in addition to perfect attendance, ensuring that all student groups feel valued and motivated.

Family Engagement and Communication:

Enhanced communication strategies will improve family access and participation, particularly for English Learner families, families experiencing homelessness, and families facing economic barriers. Supports will include:

- Multiple outreach methods, such as **ParentSquare, social media, email, and text messages**
- Translated materials and accessible formats to ensure **culturally responsive communication**
- Technology support as needed to reduce access barriers for SED and HM families

Staff Professional Learning:

Professional development will focus on equipping staff to implement effective attendance practices and support all students through:

- **Positive Behavioral Interventions and Supports (PBIS)**
- **Social-Emotional Learning (SEL) instruction**
- Behavior supports and **trauma-informed practices**
- **PLC collaboration** to monitor attendance data and plan tiered interventions
- **Culturally responsive practices and equity-focused strategies** to address the specific needs of African American, SED, and HM students
- **Data and Monitoring:**

  Attendance data will be monitored closely to identify trends and students at risk of chronic absenteeism. Timely interventions will be applied through the MTSS framework to provide **personalized support**, ensuring that all student groups have equitable opportunities to succeed.

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

Targeted Supports for White (WH), Socio-Economically Disadvantaged (SED), Homeless (HM), and African American (AA) students:

- Collaborate with the **TST (Targeted Support Team) and Attendance Team** to implement and support attendance initiatives.

- Provide professional learning focused on:
    - **Attendance improvement strategies**
    - **PBIS implementation**
    - **Social-Emotional Learning (SEL) instruction**
    - **Behavior supports**
    - **Trauma-informed practices**
    - **Effective PLC processes**
- Mentoring, check-in/check-out programs, and school-based incentives tailored to support consistent attendance.
- Supports addressing barriers such as transportation, academic challenges, and basic needs, particularly for SED and HM students.
- Culturally responsive outreach and recognition programs for African American students to promote equity and inclusion.

Staff Professional Learning:
Professional development will equip staff to implement effective attendance practices and support all students through:

- Positive Behavioral Interventions and Supports (PBIS)
- Social-Emotional Learning (SEL) instruction
- Behavior supports and trauma-informed practices
- PLC collaboration to monitor attendance data and plan tiered interventions
- Culturally responsive practices and equity-focused strategies

Data and Monitoring:
Attendance data will be monitored closely to identify trends and students at risk of chronic absenteeism (Power BI). Timely interventions will be applied through the MTSS framework to provide **personalized support**, ensuring that all student groups have equitable opportunities to succeed.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Collaborate with **Parent University, Home–School Liaison (HSL), and School Social Worker (SSW)** to host family engagement meetings.
- Provide families with **resources and information** about the importance of regular school attendance.

- Facilitate discussions to help families **identify and brainstorm barriers** preventing students from attending school consistently.
- Share **practical, culturally responsive strategies** to increase student motivation and attendance.
- Allocate budget funds for:
    - Meeting materials and supplies
    - Translation and interpretation services
    - Childcare to support parent participation
    - Food and refreshments
    - Incentives for attendance and engagement
    - Outreach efforts to ensure **equitable access** for all families

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning for staff on **maximizing the use of Second Step** curriculum, facilitated by Climate and Culture Specialists, and the Climate and Culture Team (extra pay contracts may be needed if prep is outside duty day).
- Offer professional learning on **strategies to increase student connectedness** and build positive, supportive relationships with students.
- Support staff with **practical tools and techniques** to identify students at risk of chronic absenteeism.
- Train staff on **effective communication with families** to address attendance barriers and engage caregivers in attendance improvement.
- Share **strategies for creating a positive school climate** that encourages student attendance and engagement.
- Provide guidance on **tiered attendance interventions**, including check-ins, mentorship, and targeted support for students with frequent absences.
- Facilitate collaboration among staff through **PLC discussions and team meetings** focused on attendance trends, strategies, and progress monitoring.
- Offer resources and professional development on **behavior supports, SEL, and trauma-informed practices** that directly impact student attendance and engagement.

.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Short-Term Desired Outcome

- **Academic and Attendance Outcomes**
  - **Decrease Chronic Absenteeism by 5%**
    - Students develop consistent attendance habits and understand the importance of school attendance.
    - Improved daily attendance, fewer unexcused absences.
    - **How We'll Achieve This:** Attendance incentives, monitoring, parent outreach, and student engagement strategies.
    - **Measurement:** ADA, attendance reports.
    - **Monitoring Teams:** Attendance Team, TST, CCT.

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.

Medium-Term Desired Outcomes

- **Sustain Chronic Absenteeism at ≤7%**
  - **Want to See / Behaviors:** Students maintain consistent attendance; families support regular attendance routines.
  - **How We'll Shape This:** Ongoing attendance monitoring, incentives, family engagement, early intervention for absences.
  - **Measurement:** ADA, attendance reports.
  - **Monitoring Teams:** Attendance Team, TST, CCT.
- **Sustain ADA rates above 90%**
  - **Want to See / Behaviors:** Students regularly attend school and engage in learning; punctuality improves.
  - **How We'll Shape This:** Reinforce routines, celebrate consistent attendance, targeted support for chronic absentees.
  - **Measurement:** ADA reports.
  - **Monitoring Teams:** Attendance Team, TST, CCT

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.

Long-Term Desired Outcomes

- **Ultimately Achieve Sustained Low Chronic Absenteeism (≤5%)**
  - Students consistently attend school; families are engaged partners; attendance is embedded in school culture.
  - **How We'll Measure:** ADA, chronic absenteeism rates.
  - **Monitoring Teams:** Attendance Team, TST, CCT, Admin Team
- **Sustain ADA rates above 92% school-wide**
  - Regular, engaged attendance; reduced learning gaps; strong student-teacher relationships.
  - **How We'll Measure:** ADA reports, attendance trend analysis, C&C Survey
  - **Monitoring Teams:** Attendance Team, TST, Admin Team
- **Students consistently perform at or above grade-level across all assessments**
  - Students demonstrate mastery of grade-level standards; critical thinking and problem-solving skills improve; fewer students need Tier II/III support.
  - **How We'll Measure:** SBAC, iReady, CFA, CSA, DFS trends.
  - **Monitoring Teams:** TST, Admin Team

- **Increase ADA by 5%**
  - Students demonstrate understanding of classroom routines and expectations. and know the importance of coming to school every day
  - Higher daily attendance, fewer late arrivals.
  - **How We'll Achieve This:** Positive reinforcement, targeted interventions for chronic absentees, engaging mornings with Second Step & Morning Meetings
  - **Measurement:** ADA reports, Power BI.
  - **Monitoring Teams:** Attendance Team, TST.
- **Meet iReady School-wide Goal: 35% of students on grade-level in Reading and Math by D3**
  - Students demonstrate mastery of grade-level skills.
  - Increased iReady diagnostic scores; participation in targeted instruction.
  - **How We'll Achieve This:** Differentiated instruction, small group interventions, progress monitoring.
  - **Measurement:** iReady scores.
  - **Monitoring Teams:** TST, Admin Team.

- **Improve academic performance – decrease Distance from Standard (DFS) by ≥15 pts annually**
  - **Want to See / Behaviors:** Students apply grade-level skills independently; demonstrate mastery in assessments.
  - **How We'll Shape This:** Targeted instruction, small group interventions, progress monitoring, teacher collaboration.
  - **Measurement:** iReady, SBAC scores.
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Increase % of students meeting/exceeding SBAC standards in ELA and Math by ≥7%**
  - **Want to See / Behaviors:** Students participate actively, engage with challenging content, apply strategies independently.
  - **How We'll Shape This:** Standards-aligned instruction, differentiated supports, regular assessment with feedback.
  - **Measurement:** SBAC results.
  - **Monitoring Teams:** TST, Admin Team
- **Decrease suspension rates by 3% for all students**
  - **Want to See / Behaviors:** Students self-regulate, resolve conflicts, follow school rules.
  - **How We'll Shape This:** Restorative practices, PBIS reinforcement, proactive behavior interventions.
  - **Measurement:** Suspension data, behavior incident reports, Climate & Culture Survey.
  - **Monitoring Teams:** TST, CCT.

- **Increase % of students meeting or exceeding SBAC standards by ≥15% long-term**
  - Students achieve high proficiency in ELA and Math; classrooms show high engagement and academic rigor.
  - **How We'll Measure:** SBAC results, iReady growth data.
  - **Monitoring Teams:** TST, Admin Team
- **Decrease suspension rates school-wide below 5%**
  - Students consistently demonstrate self-regulation, problem-solving, and respect; restorative practices are embedded in the culture.
  - **How We'll Measure:** Suspension data, behavior incident reports, Climate & Culture Survey.
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Increase the number of students reclassified as RFEP**
  - EL students attain full English proficiency; participate equally in academic and extracurricular opportunities.
  - **How We'll Measure:** RFEP counts, iReady, CFA/CSA growth.
  - **Monitoring Teams:** TST, Admin Team
- **School-wide Climate & Culture improvements by 10%+**
  - Students, staff, and families report feeling safe, supported, and valued; a strong sense of community; collaboration and trust.
  - **How We'll Measure:** Climate & Culture Survey, feedback mechanisms, and school climate observations.
  - **Monitoring Teams:** TST, CCT, Admin Team

- **Increase # of students meeting standards on grade-level CFA's and CSA's (65% proficiency)**
  - Students can apply learned concepts in assessments.
  - Higher CFA and CSA scores, improved classroom participation.
  - **How We'll Achieve This:** Formative assessment cycles, feedback, reteaching, and differentiated supports.
  - **Measurement:** CFA and CSA results.
  - **Monitoring Teams:** TST, Admin Team
- **Increase overall student academic achievement (SBAC, iReady, CFA's, CSA's)**
  - Students demonstrate stronger foundational skills and problem-solving abilities.
  - Higher test scores and improved classwork performance.
  - **How We'll Achieve This:** Data-driven instruction, tiered support, targeted interventions.
  - **Measurement:** SBAC, iReady, CFA, CSA data.
  - **Monitoring Teams:** TST, Admin Team

- **Increase number of students achieving RFEP (Reclassified Fluent English Proficient)**
  - **Want to See / Behaviors:** EL students demonstrate mastery of English; participate fully in academic tasks.
  - **How We'll Shape This:** Targeted language support, monitoring progress, differentiated instruction.
  - **Measurement:** RFEP counts, iReady, CFA/CSA data.
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Increase Student Climate & Culture Survey results by 5%**
  - **Want to See / Behaviors:** Students feel safe, supported, and engaged in school; positive peer interactions increase.
  - **How We'll Shape This:** School-wide community building, student voice initiatives, social-emotional learning programs.
  - **Measurement:** Climate & Culture Survey.
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Improve family relationships with school staff (+5% on District Climate Survey)**
  - **Want to See / Behaviors:** Families actively communicate, participate in school events, and family meetings to support student learning.
  - **How We'll Shape This:** Regular family engagement, communication in multiple languages, workshops, meetings and feedback loops.
  - **Measurement:** District Climate & Culture Survey.
  - **Monitoring Teams:** CCT, Admin Team

- **Strengthened family-school partnerships**
  - Families regularly engage in school activities, support learning at home, and participate in decision-making; increased trust and communication with staff.
  - **How We'll Measure:** District Climate Survey, participation rates in events, and communications.
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Sustain reduced need for Tier II and Tier III academic supports**
  - Most students achieve grade-level proficiency; differentiated support becomes preventive rather than reactive.
  - **How We'll Measure:** Intervention rosters, assessment data (iReady, CFA, CSA).
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Overall Measurement Tools:** ADA, SBAC, iReady, CFA, CSA, DFS, Suspension/Misbehavior Data, Climate & Culture Survey, District Climate Survey
- **Overall Monitoring Teams:** TST, Attendance Team, CCT, Admin Team (Includes Principal, VP, TSA & Academic Coach)

- **Decrease # of students receiving Tier II and Tier III Academic Supports**
    - Students achieve grade-level proficiency, reducing the need for intensive supports.
    - Fewer students in intervention groups; improved mastery in core subjects.
    - **How We'll Achieve This:** Tiered instruction, early intervention, and monitoring progress.
    - **Measurement:** Intervention rosters, CFA, CSA, iReady data.
    - **Monitoring Teams:** TST, CCT, Admin Team
- **Decrease Chronic Absenteeism for EL students by 5%**
    - EL students engage regularly in classroom learning; language acquisition improves.
    - Improved attendance, higher participation in classroom activities.
    - **How We'll Achieve This:** Targeted support, family engagement, language-accessible resources, RTI for ELD Levels
    - **Measurement:** ADA, attendance reports for EL students.
    - **Monitoring Teams:** Attendance Team, TST, Admin Team

- **Sustain decreasing number of students receiving Tier II and Tier III supports**
    - **Want to See / Behaviors:** Students perform on grade-level with minimal intensive support.
    - **How We'll Shape This:** Tiered interventions, early identification, progress monitoring.
    - **Measurement:** Intervention rosters, CFA/CSA/iReady data.
    - **Monitoring Teams:** TST, CCT.
- **Decrease Chronic Absenteeism for EL students by 7%**
    - **Want to See / Behaviors:** EL students attend regularly, participate in learning, and engage with teachers.
    - **How We'll Shape This:** Targeted support, family engagement, language-accessible communication.
    - **Measurement:** ADA reports for EL students.
    - **Monitoring Teams:** Attendance Team, TST, CCT, Admin Tean
- **Continue tracking data, progress monitoring, and actionable steps to improve attendance**
    - **Want to See / Behaviors:** Staff consistently monitor attendance, act on data, and implement interventions.
    - **How We'll Shape This:** Establish routines for data review, actionable follow-ups, and accountability systems.
    - **Measurement:** ADA trends, attendance intervention data
    - **Monitoring Teams:** Attendance Team, TST, CCT.
- **Overall Measurement Tools:** ADA, iReady, SBAC, CFA/CSA, Climate & Culture Survey, Suspension/Misbehavior Data
- **Overall Monitoring Teams:** TST, Attendance Team, CCT, Admin Team (Includes Principal, VP, TSA & Academic Coach)

- **Decrease suspensions for ALL students (maintain <8%)**
  - Students practice self-regulation and positive behavior strategies.
  - Fewer behavioral incidents; improved school climate.
  - **How We'll Achieve This:** PBIS strategies, restorative practices, behavior interventions.
  - **Measurement:** Suspension and misbehavior data, Climate & Culture Survey.
  - **Monitoring Teams:** TST, CCT, Admin Team
- **Increase student participation in school-wide attendance incentives (5% increase each quarter)**
  - Students understand reward systems and motivation for attendance.
  - Higher participation in incentives; improved attendance patterns.
  - **How We'll Achieve This:** Incentive programs, recognition events, and communication of goals.
  - **Measurement:** Attendance records, participation logs.
  - **Monitoring Teams:** Attendance Team, TST.
- **Overall Measurement Tools:** ADA, iReady, SBAC, CFA, CSA, Climate & Culture Survey, Suspension/Misbehavior Data
- **Overall Monitoring Teams:** TST, Attendance Team, CCT, Admin Team (Includes Principal, VP, TSA & Academic Coach)

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rates

Action Details

Health & Wellness

Muir will implement a multi-tiered system of support that defines agreed-upon levels of misbehavior and corresponding response strategies, along with a character-building program and social-emotional supports. These efforts aim to reduce incidents of misbehavior leading to suspension and to enhance campus safety for our school community by 3%.

- Teachers will develop a classroom management plan to support Positive Behavior Supports (PBIS).
- **School-wide PBIS initiatives**, such as SEL Student of the Month, will be used to recognize students who follow school-wide expectations.
- The **Muir Store** will provide student incentives for demonstrating positive behavior in the classroom and throughout the school.
- **CCT** will complete professional development at the beginning and middle of the year to demonstrate and reinforce school-wide expectations.
- **TST** and **CCT** will analyze levels of misbehavior, misbehavior and suspension data throughout the year to guide professional development and provide additional teacher supports.
- **Wheel of Choice** and **Solution Kits** will be implemented in each classroom to support student self-management and problem-solving skills.
- **Calming Corners** will be established in each classroom to support students who need time to reflect and self-regulate.
- **Individual behavior plans** and behavior charts will be used for students who require additional behavioral support.
- **School-wide PBIS initiatives**, such as Guidelines for Success and Levels of Misbehavior, CHAMPS will be implemented with fidelity.

Direct Instructional Services

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

Muir will implement a Multi-Tiered System of Supports (MTSS) to promote positive behavior, student engagement, and social-emotional growth through direct instruction, targeted interventions, and family partnerships.

Tier I Practices:

Instructional Services & Curriculum

- Daily **Morning Meetings (TK–6)** to build relationships, reinforce expectations, and support SEL.

- Weekly **class meetings** and **Second Step lessons** to promote engagement, self-regulation, and problem-solving.
- Direct instruction in **school-wide expectations** using the **Safe and Civil Schools, CHAMPS, and STOIC frameworks**.
- Explicit teaching of **common area expectations** during:
    - Beginning of the Year training
    - Post–Winter Break review
    - Post–Spring Break review (as needed)

Professional Learning & Staff Support

- **CCT** supports staff communication around school climate and culture and provides professional learning aligned to PBIS.
- Bullying Prevention (OLWEUS) and Kindness Campaigns are supported through professional learning and staff resources.
- Staff use behavior and engagement data to guide timely instructional and behavioral interventions.

Family & Community Partnerships

- Staff collaborate with families and caregivers to communicate expectations and provide resources to support students at home.
- **OA, HSL, SSW, and Parent University** coordinate events to strengthen school–community partnerships.
- Family engagement events are designed to increase connection and participation.

Recognition & Incentives

- School-wide recognition, incentives, and rewards for positive behavior and growth.
- PBIS incentives through the **Muir Store**, including supplies, food items, and student rewards.
- Behavior assemblies and school-wide events reinforce expectations.
- Additional assemblies and programs promoting positive behavior (e.g., Fun Works, NED Show, Anti-Bullying program,etc).

Tier II Interventions:

Interventions & Services

- **Intervention Specialist** provides:
    - Individual and small-group support
    - Increased positive adult-student interactions
    - Strategies to improve time on task and reduce time out of class
- Tier 1–2 clubs and organizations that encourage positive behavior and student belonging.
- Social Emotional Support through counselors (such as All 4 Youth) is provided to support students, families, and staff.
- CCT to examine the 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

Monitoring & Coordination

- On-site MTSS team (Tier 2–3) reviews student progress, provides targeted interventions, and adjusts supports based on data.

Tier III Interventions:

- **Individualized Interventions**
  - **Counseling services** (e.g., All 4 Youth) to support students, families, and staff with intensive social-emotional needs.
  - **TST and SST Teams** analyze progress monitoring data and determine individualized interventions.
  - Case managers assigned to Tier 3 students to coordinate services and track outcomes (School Psychologist, Social Worker)
  - Continued mentor and specialist support as needed.

Materials, Supplies, & Curriculum Supports:

- Supplemental contracts for staff to facilitate clubs and student activities.
- Materials, supplies, and food for incentives and recognition.
- Student store inventory for the **Muir Store** (supplies, food, rewards).
- Transportation and field trips as PBIS incentives.
- Additional food services to support student engagement.
- PBIS-related events and activities, including assemblies, field days, water days, bounce houses, and NED shows.

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?

(Using 7090/7091 Funds Only)

- **Additional Tutoring Contracts for Teachers**
    - Fund extended-day and small-group tutoring focused on English Language Development (ELD).
    - Provide targeted support in reading, writing, speaking, and listening skills aligned to ELPAC and classroom instruction.
    - Support differentiated instruction to accelerate language acquisition and academic achievement.
- **Technology**
    - Purchase instructional technology to support language development, including:
        - Language-learning software and digital ELD programs.
        - Translation and accessibility tools to support comprehension and engagement.
        - Devices and platforms that promote interactive learning and individualized practice.
- **Additional Supplies and Instructional Materials**
    - Provide supplemental ELD curriculum materials aligned to grade-level standards.
    - Purchase classroom resources such as visual supports, bilingual materials, and language development manipulatives.
    - Fund consumable materials to support small-group instruction and targeted interventions for English Learners.

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 Development**
    - Embed language development supports across all content areas throughout the instructional day.
    - Use structured academic talk, vocabulary development, and scaffolding strategies to support reading, writing, speaking, and listening.
    - Align instruction to ELD standards through collaboration in PLCs and ILT.
- **Targeted Academic and Language Support**
    - Provide additional English Learner tutoring through supplemental contracts to accelerate language acquisition and academic progress.
    - Use data from ELPAC, classroom assessments, and progress monitoring to guide instructional supports.
- **Reclassification Support and Recognition**
    - Implement incentives and awards to recognize students who achieve English Learner reclassification.
    - Celebrate academic growth and language proficiency milestones to motivate continued progress.

- **Family Engagement and Communication**
  - Ensure school communications are translated into Spanish as needed, with support from the Home–School Liaison (HSL).
  - Provide clear, accessible information to families regarding academic expectations, assessments, and available supports.
- **ELAC (English Learner Advisory Committee) Engagement**
  - Conduct ELAC meetings to inform families about programs, services, and strategies to support student success.
  - Use ELAC input to strengthen school practices and align supports to student and family needs.
- **Collaboration and Continuous Improvement**
  - Teachers, PLCs, ILT, and site leadership collaborate regularly to review EL data and adjust instructional practices.
  - Partner with district departments to ensure alignment of services and compliance with English Learner program requirements.

Student Groups

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

- **White (WH) Students**
  - Purchase parent and family engagement supplies and materials aimed at reducing suspensions.
  - Expenses to include printed materials, visual graphics, copies, and communication tools to support consistent family outreach.
  - Funds will also support family resources provided during monthly family engagement hours.
- **Socio-Economically Disadvantaged (SED) Students**
  - Support family engagement initiatives designed to reduce suspension rates and increase student success.
  - Materials and supplies will include parent communication tools, informational resources, and engagement materials used during monthly family engagement hours.
- **Homeless (HM) Students**
  - Allocated to family engagement supplies and communication materials that support attendance, stability, and behavior.
  - Resources will be provided to families during monthly engagement opportunities to strengthen school–family partnerships and reduce disciplinary barriers.
- **African American (AA) Students**
  - Enhance parent and family involvement efforts focused on reducing suspensions and improving school climate.
  - Expenses include outreach materials, visual supports, copies, and family resources shared during monthly family engagement hours.

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

Funds from 7090 will be used for:

- **White (WH) Students**
  - Extra-pay contracts for teachers and staff to lead additional clubs, activities, and SEL groups.
  - Planning time for PLCs (Professional Learning Communities) and CCT (Collaborative Curriculum Teams) to design targeted interventions.
  - Technology and communication supports, including social media outreach, to engage students and families.
  - Classroom and instructional supplies and materials to enhance learning and SEL experiences.
  - Implementation of SEL curriculum, assemblies, and incentives to foster social-emotional growth.
  - Support through Muir Store incentives, proactive behavior strategies, and visual materials/graphics to reinforce positive behavior.
- **Socio-Economically Disadvantaged (SED) Students**
  - Funds will be used to support clubs, SEL groups, PLC planning, and CCT planning.
  - Provision of technology, communication tools, and instructional materials to ensure equitable access.
  - SEL curriculum, assemblies, and incentives to promote engagement and positive behavior.
  - Muir Store rewards, proactive strategies, and visual materials to support school-wide PBIS efforts.
- **Homeless (HM) Students**
  - Extra-pay contracts for SEL groups, clubs, and targeted enrichment activities.
  - Planning time for PLCs and CCT to develop individualized supports and monitor progress.
  - Technology, communication tools, instructional materials, and SEL resources to meet unique needs.
  - Assemblies, incentives, and Muir Store rewards to reinforce positive behavior and engagement.
- **African American (AA) Students**
  - Support for clubs, SEL groups, and additional enrichment opportunities through extra-pay contracts.
  - PLC and CCT planning time to ensure culturally responsive practices and targeted interventions.
  - Technology, communication, and instructional materials to enhance learning and engagement.
  - SEL curriculum, assemblies, incentives, proactive strategies, and Muir Store rewards to encourage positive behavior and student growth.

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

- **Family and Community Engagement**
  - Support **English Learner (EL) families and students** through ELAC meetings by providing supplies, materials, and food to enhance communication and family engagement.
  - Engage families of **White, African American, Socio-Economically Disadvantaged, and Homeless students** through consistent outreach, resources, and opportunities to reinforce positive behavior at home and school.
- **Attendance and Engagement Initiatives**
  - Collaborate with the **TST (Tiered Support Team)** and **Attendance Team** to implement initiatives that improve attendance and reduce disengagement, which can contribute to misbehavior.
  - Monitor attendance data across all student groups and provide targeted supports to address barriers.
- **Professional Learning for Staff**
  - Provide training for teachers and staff focused on evidence-based strategies to support students in **reducing misbehavior**, including:
    - **Attendance improvement strategies** to encourage consistent student engagement.
    - **PBIS implementation** to reinforce positive behavior school-wide.
    - **Social-Emotional Learning (SEL) instruction** to teach self-regulation, problem-solving, and conflict resolution.
    - **Behavior supports** tailored to the needs of students across White, African American, SED, and Homeless groups.
    - **Trauma-informed practices** to address underlying causes of misbehavior and build supportive classroom environments.
    - **Effective PLC processes** to collaboratively analyze behavior data and develop targeted interventions.
- **Targeted Supports for High-Need Students**
  - Implement small-group or individualized supports for students who exhibit frequent misbehavior, ensuring interventions are equitable and culturally responsive across all student groups.
  - Use proactive strategies, incentives, and SEL-based programs to promote positive behavior for **White, African American, SED, and Homeless students**.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Regular and Accessible Communication**
  - Maintain consistent communication with families through multiple channels: emails, phone calls, text messages, newsletters, and social media.
  - Translate communications into families' home languages to ensure understanding and participation.
  - Share behavior expectations, school policies, and consequences clearly to keep families informed.
  - Update parent handbook as needed and share updates via ParentSquare
- **Family Workshops and Meetings**
  - Host **ELAC, Family Engagement Nights, parent-teacher, and school-wide workshops** focused on behavior expectations, SEL strategies, and school resources.
  - Provide materials, supplies, and food to encourage attendance and participation.
  - Include sessions on strategies families can use at home to support positive behavior and self-regulation.
  - Host family learning sessions on building positive discipline at home
- **Positive Recognition and Incentives**
  - Recognize students' positive behaviors and improvements in collaboration with families.
  - Use incentives, awards, and celebrations to highlight student success, making families feel involved and reinforcing expectations at home.
- **Collaborative Problem-Solving**
  - Involve families in **behavior planning** for students with recurring misbehavior, creating shared goals and strategies.
  - Encourage families to participate in school-based interventions, SEL programs, or mentoring initiatives.
- **Family-Student Engagement Activities**
  - Offer structured events, such as **family engagement hours, cultural nights, or SEL-focused activities**, where families and students practice positive behavior together.
  - Provide opportunities for families to interact with teachers, counselors, and mentors in a positive, supportive environment.
- **Data-Informed Communication**
  - Share student progress data, attendance trends, and behavioral updates with families to promote transparency and accountability.
  - Use this data to create tailored supports for students at risk of suspension or chronic misbehavior.
- **Partnership with Community Resources**
  - Connect families to **community agencies** for support with social, emotional, or economic needs that may impact student behavior.
  - Leverage mentors, counseling services, and social services to strengthen the home–school connection.

Professional Learning

Describe Professional Learning related to this action.

- **Understanding Levels of Misbehavior**
  - Identify and respond appropriately to minor, moderate, and severe behavioral incidents.
  - Learn consistent classroom and school-wide intervention strategies based on severity.
- **PBIS (Positive Behavior Interventions and Supports)**
  - Implement school-wide systems to promote positive behavior.
  - Learn strategies for proactive reinforcement and managing challenging behavior.
- **CHAMPS Classroom Management**
  - Clearly define classroom expectations, routines, and behavioral procedures.
  - Use monitoring, positive reinforcement, and consistent consequences to maintain a productive learning environment.
- **OLWEUS Bullying Prevention**
  - Recognize, prevent, and respond to bullying incidents.
  - Foster a positive school climate and strong peer relationships.
- **Second Step Social-Emotional Learning (SEL)**
  - Deliver structured SEL lessons targeting empathy, self-regulation, problem-solving, and healthy peer interactions.
- **Trauma-Informed Practices**
  - Understand the impact of trauma on student behavior.
  - Apply strategies to reduce triggers, de-escalate situations, and create supportive classroom environments.
- **Effective PLC (Professional Learning Community) Practices**
  - Analyze behavior data collaboratively.
  - Develop and adjust instructional and behavioral interventions tailored to student needs.
  - Share best practices and monitor implementation to ensure consistency across classrooms.

- **Proactive Behavior Strategies**
  - Learn methods to prevent misbehavior before it occurs.
  - Incentives whole class and individually
  - Restorative Practices Implementation
  - Incorporate positive reinforcement, choice, and engagement techniques to support all students.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.
  - *Measurement:* Observations and engagement tracking (BASIC 5) (checklists, participation counts, student reflections)
  - *Monitored by:* Classroom teachers, grade-level leads, CCT

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 support by 3%**
  - *Measurement:* ODR counts, referral trends, frequency of repeat referrals, level 3 misbehavior data, suspension data (Power BI)
  - *Monitored by:* CCT, site administrators
- **Increased positive adult-student relationships through mentoring programs and SEL supports**
  - *Measurement:* Student surveys, observations, SEL participation surveys
  - *Monitored by:* CCT, site administrators, classroom teachers, PBIS/SEL coordinators

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**
  - *Measurement:* School-wide behavior incident reports, level 3 incidents, suspension/expulsion data, ODR trends
  - *Monitored by:* CCT, site administrators, level 3 misbehavior & Suspension data
- **A sustainable PBIS framework embedded into school culture, with staff, students, and families fully engaged**
  - *Measurement:* PBIS fidelity checks, student, staff, and family C&C surveys, participation logs, PL/training completion
  - *Monitored by:* CCT, TST, site administrators

- **More consistent implementation of Tier 1 PBIS strategies (CHAMPS, STOIC, Safe and Civil)**, resulting in fewer minor classroom disruptions
    - *Measurement:* Classroom observations, behavior incident reports, fidelity checklists
    - *Monitored by:* grade-level leads, site administrators, C&C Survey
- **Enhanced staff understanding and application of PBIS through Professional Learning (PL) and POWER Team support**
    - *Measurement:* Staff surveys, PL participation logs, misbehavior, and suspension data
    - *Monitored by:* CCT, site administrators
- **Increased family awareness of school-wide expectations and available resources through engagement efforts**
    - *Measurement:* Family attendance at events, survey feedback, newsletter reach
    - *Monitored by:* Family C&C Survey
- **Improved student participation in behavior assemblies, incentives, and recognition programs**
    - *Measurement:* Attendance logs, participation tracking, recognition counts
    - *Monitored by:* CCT, classroom teachers
- **Site teams (TST, SST, MTSS) begin to identify students needing Tier 2/3 supports**, ensuring targeted interventions
    - *Measurement:* Student referral data, intervention tracking, progress monitoring logs
    - *Monitored by:* TST, SST, CCT, site administrators

- **Strengthened school-wide climate and culture, with more students meeting behavior expectations in common areas**
    - *Measurement:* Common area behavior observations, CHAMPS/STOIC fidelity checks, student feedback surveys
    - *Monitored by:* CCT, site administrators, and level 3 misbehavior data (Power BI)
- **Improved academic engagement and time on task, reducing lost instructional time**
    - *Measurement:* Classroom observations, student engagement checklists, teacher anecdotal records, instructional minutes lost
    - *Monitored by:* CCT, site administrators, classroom teachers
- **Greater collaboration between families, school staff, and community partners, enhancing support networks**
    - *Measurement:* Attendance at family events, family surveys, partnership activity logs, referral follow-up data
    - *Monitored by:* Family C&C Survey and site administrators
- **More effective use of data-driven decision-making for timely interventions and adjustments to PBIS strategies**
    - *Measurement:* Data review meeting notes, intervention tracking logs, and fidelity checks of PBIS implementation
    - *Monitored by:* CCT, TST, and site administrators

- **Students demonstrate stronger SEL skills, leading to better peer relationships, emotional resilience, and conflict resolution**
    - *Measurement:* SEL assessment tools, student surveys, DESSA, observation of peer interactions, referral data for social/emotional issues, C&C Survey
    - *Monitored by:* CCT, classroom teachers, admin team, TST, IS
- **Increased academic achievement and student success due to a more positive and structured learning environment**
    - *Measurement:* Academic performance data, attendance records, engagement logs, and reduction in lost instructional time
    - *Monitored by:* CCT, site administrators, classroom teachers, academic leadership (TSA & Academic Coach)
- **Strong community-school partnerships supporting long-term student success beyond the classroom**
    - *Measurement:* Partnership activity logs, family C&C Survey, referral follow-ups, community program participation
    - *Monitored by* site administrators, CCT
- **Equitable access to behavior supports, ensuring that all students, especially those needing Tier 3 interventions, receive appropriate and effective assistance**
    - *Measurement:* Intervention tracking data, progress monitoring logs, Tier 2/3 support referral outcomes
    - *Monitored by:* CCT, site administrators

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Expand Student Centered and Real-World Learning Experiences

Action Details

Life Skills

Muir will foster a positive identification with school, a sense of belonging, and increase communication to develop greater participation is 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

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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 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.

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.

- 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.

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.

- 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.

- Greater staff collaboration in supporting academic and social-emotional development, backed by supplemental contracts for enrichment programs.

- 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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Muir School will continue to argument music and Arts Education with what we have started during Arts and Music classrooms for whole-child development, reinforcing academic through creativity movement, and critical thinking. Integrating the arts helps students learn better, think deeper, and connect more meaningfully with what they study.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Classroom materials and supplies will be purchased to support music and art class, like paints, canvas, music books
- Materials and classroom supplies needed for music and art
- Basic props for creativity
- Curriculum materials that align with standards
- Guest presenters

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.

Optional - Not required to speak tot his section for prop 28.

Student Groups

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- Monthly engagement hours
- Concerts
- Open House

Professional Learning

Describe Professional Learning related to this action.

Optional - Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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:

- Students show enthusiasm, participation, and joy in movement-based learning through music and arts class.
- Measure by: teacher observations, attendance, and student surveys.
- Monitored by: Music and arts teacher as well as site administrators

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measure by: Teacher observations, reduction in redirections or behavior incidents.
- Monitored by: Music and arts teacher as well as site administrators.

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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonginess and pride.
- Measured by: School climate surveys, student attendance, and family engagement data.
- Monitored by: site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Parent Participation	Local Mileag			Mileage for staff to conduct home visits and family support. G2A1-3	500.00

$500.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Engagement

Action Details

Effective Staff

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

- Staff will in 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

Direct Instructional Services

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 in 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 community building 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?

- Attendance celebrations
- Assemblies around academic topics, real world-experiences, and Social emotional
- Designating the site's SSW to support students and families in regards to attendance and other areas of interest

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family monthly meetings on building math and literacy at home
- Increase opportunities to support school events
- Family meetings on building parenting skills

Describe inclusive opportunities to increase family engagement related to this action.

- Attendance meetings
- Attendance Celebrations
- SBAC Academic Dinner
- Quarterly Academic Awards
- Muir's Annual Carnival

Professional Learning

Describe Professional Learning related to this action.

- Monthly meetings for families on an array of topics such as life skills, literacy at home, understanding how to read student assessment data, importance of parent involvement, and others.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

- 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.

- 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.

- 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Family Engagement Opportunities

Action Details

Community Engagement

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.

Direct Instructional Services

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 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?

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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%

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0340 Muir Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement - **No Food or Incentives**	1,777.00
G3A2	Sup & Conc	Instruction	Direct-Maint			Campus improvement, maintenance, safety, upgrades, and installation. G1A1-2, G2A1-3.	5,000.00

$6,777.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0340 Muir Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0340	1110	1000	1120	Teacher-Subs					G1A1	Certificated supports - **NO IEPs or 504s** **Budget lines for personnel include salaries and related benefits	5,133.00
060	3010	0340	1110	1000	4200	Bks & Ref					G1A1	Site Licenses to support student achievement in reading and math, G2A1-3	10,000.00
060	3010	0340	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows to support RTI (Reading and Math). G2A1-3	44,362.00
060	3010	0340	1110	2495	4300	Mat & Supp					G3A2	Family Engagement - **No Food or Incentives**	1,777.00
030	7090	0340	1110	1000	1120	Teacher-Subs					G1A2	Certificated supports **Budget lines for personnel include salaries and related benefits	18,373.00
030	7090	0340	1110	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors. **Budget lines for personnel include salaries and related benefits	11,498.00
030	7090	0340	1110	1000	2160	Ins Aide-Sup					G1A1	Classified supports. G1A1-2, G2A3 **Budget lines for personnel include salaries and related benefits	5,781.00
030	7090	0340	1110	1000	4200	Bks & Ref					G1A1	Additional supplies and materials for MTSS/Classroom, RTI, tutoring, etc. Books and references supplies and materials - site licenses for academic and SEL instruction. G2A1-3.	10,518.00
030	7090	0340	1110	1000	4300	Mat & Supp					G1A1	Classroom and office supplies, student incentives, climate and culture, student equipment, student safety, and FOOD. G1A1-2, G2A1-3, G3A1-2.	50,000.00
030	7090	0340	1110	1000	4400	Nc-Equipment					G1A1	Technology to support classroom instruction.	2,500.00
030	7090	0340	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows to Support RTI (Reding and Math). G1A1-2	14,594.00
030	7090	0340	1110	1000	5221	Travel					G1A1	Professional learning conferences, travel and lodging. G1A1-2, G3A1	20,000.00
030	7090	0340	1110	1000	5633	Copier Maint					G1A2	Copier lease to support instruction.	15,000.00
030	7090	0340	1110	1000	5723	Direct-Maint					G3A2	Campus improvement, maintenance, safety, upgrades, and installation. G1A1-2, G2A1-3.	5,000.00
030	7090	0340	1110	1000	5899	Cons Svc/Oth					G1A2	TBD : Communication, G2A3, G3A1-2. Graphics Dept closing, moving from object 5725 to 5899.	2,500.00
030	7090	0340	1110	1000	5899	Cons Svc/Oth					G1A1	Reading Corp: Tutors to support MTSS structures. G1A1-2	15,000.00
030	7090	0340	1110	2495	5211	Local Mileag					G2A2	Mileage for staff to conduct home visits and family support. G2A1-3	500.00
030	7091	0340	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors. G1A1 **Budget lines for personnel include salaries and related benefits	3,067.00
030	7091	0340	4760	1000	2160	Ins Aide-Sup					G1A1	Classified supports. **Budget lines for personnel include salaries and related benefits	2,702.00
030	7091	0340	4760	1000	4300	Mat & Supp					G1A1	Classroom supplies, student supplies, G1A1-2, G2A3	3,860.00
030	7091	0340	4760	1000	4400	Nc-Equipment					G1A2	Technology to support classrooms. G3A1, G2A3	2,000.00
030	7091	0340	4760	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : California Teaching Fellows Foundation: CA teaching fellows provide ELD tutoring.	10,451.00

$254,616.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$61,272.00
Sup & Conc	7090	$171,264.00
LCFF: EL	7091	$22,080.00
Grand Total		**$254,616.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$247,339.00
G2 - The Whole Child (SEL and Engagement)	$500.00
G3 - Operational Excellence	$6,777.00
Grand Total	**$254,616.00**