



Berkeley Unified School District
BSEP & Educational Services Departments

John Muir Elementary

Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

John Muir Elementary School

School Name

01-61143-6105316

CDS Code

Date of this revision: April 30, 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Audrey Amos
Position: Principal
Telephone Number: (510) 644-6410
Address: 2955 Claremont Ave.
Berkeley, CA 94705
E-mail Address: audreamos@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: John Muir Elementary School	School Year: 2015-2016
---	-------------------------------

Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Eric Sloan	(Principal): Audrey Amos
(Co-Chair, if applicable): Audrey Amos	(Teacher): Valerie Gutwirth
Heaven Walker	(Teacher): Athina Larson
Wilbur Kiggundu	(Teacher):
Danielle Perez	(Classified): Jocelyn Foreman
Paul Colley (Alternate)	(Classified): Carol Niehus (Alternate)

BSEP Planning & Oversight Committee Representative:

Danielle Perez

ELAC/DELAC (District English Learner Advisory Committee) Representative:

Patricia Camacho (DELAC)

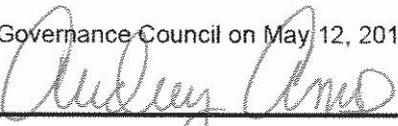
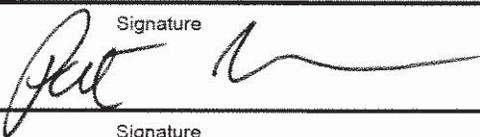
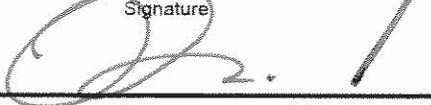
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on n/a.
8. This school plan was adopted by the School Governance Council on May 12, 2015.

Audrey Amos Principal		5-12-15 Date
Eric Sloan School Governance Council Chair		12 May 2015 Date
Patricia Saddler Director, Special Programs and Projects		6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/8/15 Date
Pasquale Scuderi Assistant Superintendent, Educational Services		6/8/15 Date

III. School Vision and Mission

John Muir School, the smallest of the eleven elementary schools in the Berkeley Unified School District, is the “second home” to an ethnically rich and diverse population of 293 Kindergarten through fifth grade students. A walk around our campus takes you through the natural creek and redwood grove maintained by the John Muir community, past edible gardens managed by students, and through the landmark 1916 Tudor building symbolic of long-term positive values and the dignity of education. The vision of John Muir School is to achieve academic excellence, promote personal growth, and celebrate the joy and beauty of nature, community, diversity, and learning. At John Muir, students are the core of our work; therefore, every decision is made with their needs in mind and every action we take is based on our commitment to their success. Teachers have carefully aligned curriculum to Common Core State Standards, utilizing various equity strategies and regularly assessing each student’s understanding to ensure academic mastery by all students.

For nearly a decade now, John Muir staff and teachers have used the components of the Welcoming Schools program to teach students the essential elements of character needed to engage the world in a positive way. Golden Paws Awards and the school's Be Safe, Be Respectful, and Be Responsible rules are evidence of this proactive approach to behavior and building a positive school climate. The diversity of our student body in terms of race, gender and economic background have created a wonderful opportunity for us to model and teach social equality and embracing differences. John Muir School is also home to the BUSD’s Deaf and Hard of Hearing program, which provides our student body with daily examples of another form of communication through signing. We are in year five of implementing a positive discipline program called Positive Behavior Intervention Support (PBIS) and mapping the appropriate components into our school’s procedures, policies, and culture. Two years ago we piloted The Toolbox Project, a social/emotional learning curriculum, which was implemented district-wide last year. Toolbox provides lesson plans, pacing guides and professional development to establish a common language for learning coping skills, resiliency, self-awareness, self-regulation, and positive communication skills. These components, which integrate seamlessly with PBIS and Welcoming Schools, have a goal of creating a positive school culture, reducing office referrals/suspensions and creating students who are valuable, contributing members of society.

Just as students need to acquire resilience, schools also need to build capacity so that they can weather changes. Families are an essential part of this capacity; diversity and equity are the bedrock from which we take our strength. Whether volunteering in the classroom, participating in informational meetings and presentations, or participating in school events, family involvement has provided crucial backbone to the school’s steady progress. Parents and guardians support instruction in formal and informal ways including the PTA, School Governance Council, parent groups and through active outreach in the community. Parents contribute time, talent and dollars to ensure that students receive enrichment and exposure to art, music, language arts and fitness.

John Muir School will continue to build a school where the whole child is taught, acknowledged and nurtured.

IV. School Profile

School Profile:

John Muir Elementary School, a K-5 school, is home to an ethnically rich and diverse population of approximately 293 students. Though it is the smallest of Berkeley Unified School District's elementary schools, it is also among the District's more diverse with a student population of approximately 32% Caucasian, 26% African American, 23% Mixed or No Response, 10% Hispanic, and 8% Asian students. 52% of the school's students participate in the free or reduced price lunch program compared to a State average of 50%. 12% of John Muir's students are English Learners compared to a State average of 25%. 100% of the school's teachers have full credentials and have an average of 18 years teaching compared to a State average of 13 years.

The Facility

The main school building is a Tudor style, two-story building built in 1915. The auditorium is used for monthly assemblies where character education, fostering school-wide climate and enriching presentations occur. Students receive positive acknowledgment for positive behavior, using their Toolbox tools and/or 3 B's and for perfect (and improved) attendance. Upstairs, the Marian Altman Library maintains an outstanding collection of children's books and research volumes. In this library, a student research facility has been set up with 11 computers with internet access. These computers are for instructional purposes and use a variety of appropriate software for each grade level. In 2012-13 all 14 classrooms and the Library received new computers for teacher and student use.

A 'Garden-as-Living-Science-Lab' continues to thrive in the amphitheater area set among redwood trees behind the school. This area, when combined with the Creek, adds valuable outdoor space for full class or small group gatherings and/or performances. It is also used for gardening lessons. We partner with BUSD to provide organic gardening classes for all students. An outdoor creek area is used for Science studies. John Muir's exterior playground, which was rebuilt in the summer of 2014, includes both new play equipment and blacktop areas for recess activities and physical education classes.

Instructional Minutes

John Muir Kindergartners receive 260 minutes of instruction each day, students in grades 1-2 receive 285 minutes, students in grade 3 receive 300 minutes and students in grades 4-5 receive 305 minutes. School starts at 9:00 each day. Kindergartners are dismissed at 2:15 p.m. every day. First through 3rd graders are dismissed at 3:05 p.m. and 4th through 5th graders are dismissed at 3:10 p.m. every day but Wednesday. Wednesdays are early release days when all students are dismissed at 2:15 p.m.

Student Support

John Muir School provides support to students at all levels. Accelerated learners receive differentiated instruction within the classroom. The Resource Specialist Program (RSP) is for those students who have identified learning disabilities. Students with a Special Education Individualized Education Plan (IEP) receive services through the Resource Specialist Program, the Full-Inclusion Program, or the Deaf/Hard of Hearing Total Communication Program. Students receive services in the mainstream and/or pull out settings as determined by their IEP team with support from the Special Education staff.

Title I/Compensatory Education students also receive extra support. Our Literacy Coaches work with regular classroom teachers and support their efforts in English Language Arts. Teachers collaborate weekly in grade-level teams so that they can plan instruction together and align assessments of student skills and progress. All funds in the school's site plan benefit all students across the entire school. Also, the school has made explicit its intention and strategies for closing the achievement gap in both ELA and Math.

For additional school facts and information, please view the attachment titled: John Muir School Information Sheet 2014-15.docx

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: John Muir Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: John Muir SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data.

B. Surveys

John Muir Elementary School, through the School Governance Council (SGC), has surveyed parents and staff this past spring. These surveys aim to solicit input on academic and enrichment priorities for the entire school community. This year we had 102 families respond to the survey which represents 46% of our student population. For the staff survey, 20 staff member responded which represents 50% of our staff. The results of these surveys have been used to inform the funding, curricular, and academic priorities in this site plan.

The Family Survey shows strong support for continued funded by the SGC for the following:

- A Literacy Coach to provide literacy instruction to students and coaching support for teachers.
- Instructional Aides to support primary students and provide during-school intervention support.
- Counselor to provide one-on-one and small group counseling services
- Gardening Program

The Family Survey also reflected the desire to continue supporting intervention classes for struggling students.

The Staff Survey also supported continuing (and possibly increasing) the services of an on-site Counselor, as well as the Noon Supervisors. An additional need the Staff highlighted was a need for more teacher collaboration/planning time among teachers, support staff and Instructional Assistants.

C. Classroom Observations

The Principal observes classrooms to monitor the academic programs, classroom climate, and facility safety. Teachers regularly provide input on the need for additional support for under-achieving students. This input informs additional targeted observations and interventions through the school's Response to Intervention and Instruction (RTI) and Positive Behavior Intervention Support (PBIS) teams.

D. Student Work and School Documents

Teachers meet in professional learning communities every week to analyze student work and plan instruction. Every 5 weeks, grade level teams meet with the RTI team to monitor student progress and discuss specific student needs for intervention and support.

Each trimester, K-5 teachers administer BUSD district assessments to monitor the development of the students. This includes the areas of math, reading, writing and spelling. These assessments provide the teachers information about their students' progress and provide them specific information to modify instruction based on student needs.

State assessments like the new Smarter Balanced Assessments in grades 3-5 will assist in providing student proficiency and assists in providing data to the staff for the analysis of effective instructional strategies.

E. Analysis of Current Instructional Program

(See Appendix H for additional analysis)

Our Literacy Coaches work with small groups of below grade level K-5 students on targeted interventions to improve their reading and writing using the Teacher's College Reading and Writing Program (TCRWP) and Leveled Literacy Intervention (LLI) curriculums. On average, students have made at least one years growing in reading during their 12-week session with a Literacy Coach.

The ELD teachers conducts 30 minute ELD classes three times a week using the BUSD Systematic English Language Development curriculum to support the acquisition of English for all of our ELLs. This year, two ELLs were re-designated as having Fluent English Proficiency.

In 2014-2015, John Muir hired an on-site Counselor for one day a week (.20 FTE). This Counselor was able to provide counseling services to any student (regardless of health insurance) either one-on-one or in small groups. The Counselor worked with approximately 50 students throughout the school year. Additionally, she ran social skill groups, grief groups, etc.

VI. Description of Barriers and Related School Goals

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. Also, the school seeks the capacity to engage in more academic interventions during the school day. Finally, the school day does not afford sufficient time to adequately teach some of the required subjects including Art, Science, and Social Studies.

Limitations of the current program to enable under-performing students to meet standards:

While staff allocations will remain the same for 2015-2016, the RTI model will increase interventions and differentiated response to students' needs. Valuable collaboration time has allowed for pedagogical discussions among teachers and for using this professional development time to its greatest extent. In terms of professional development, the staff continues to work on more structured processes to share best practices. Finally, the school acknowledges that all members of our staff play an important role in educating our students. Qualified and well trained staff will assist in Noon Supervision, structured play enrichment, intervention classes, and before/after school programs. The school is continuing its association with the YMCA to bring structured Physical Education classes during school and providing structured games during recesses. The school recognizes that healthy living through physical activity and good nutrition and positive behaviors (sportsmanship and life skills) are vital for the progress of the whole child to occur..

Practices that address student health and nutrition:

John Muir continues to sustain a core value that nutrition is a strong factor in improving student performance. The entire John Muir Community believes strongly in supporting the whole child and providing a strong health and nutrition program. All students at John Muir participate in gardening classes. Teachers provide examples of healthy classroom snacks and discuss healthy nutrition during daily Universal Breakfast time. Specific curriculum about the food pyramid is taught during Science that includes the integration of State Standards and core curriculum. The garden curriculum provides hands-on experiential practices in growing food, understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability. A PTA sponsored after school cooking program provides hands-on experiences, recipes, nutritional basics, cooking skills, and a direct link to the ethnic and geographical origin of the food. Students have fun cooking and eating together while practicing the 3 B's (Be Safe, Be Respectful, Be Responsible).

Practices to create an environment that is safe, drug-free and conducive to student learning:

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a sticker and all personnel monitor this policy. The school uses four Noon Supervisors to provide optimal adult supervision during recess and lunch. The PE coach provides structured recess and lunch time games to mitigate the tensions that arise in the absence of structure. Noon Supervisors are trained to supervise games, help students resolve conflicts using Toolbox tools, and teach younger students to play together cooperatively. Staff and teachers use the Welcoming Schools, Toolbox, and PBIS curricula to teach students how to self-regulate, interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of targeted classroom instruction and recognize these behaviors by handing out Golden Paw awards daily and at our monthly assemblies. Assemblies additionally give the opportunity to build community and highlight positive student behavior. For the last two years, John Muir has had zero school suspensions.

John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. John Muir runs weekly Truancy Reports and notifies families of truancy issues as they arise. Current statistics show a monthly attendance average of about 94%.

Integration of technology into the curriculum:

John Muir is continuing to upgrade technology capacity throughout the school. In Spring of 2012, over 48 new computers were purchased as well as 8 new document cameras, projectors and equipment carts. Each teacher received 4 new computers in their classroom, one of which will be used as the teacher computer. Additionally, 12 new computers were purchased for the Library. In the Fall of 2014 we received an additional mobile carts with 30 Chrome books, for a total of 60 Chrome books. Teachers can check out both carts to use in their classrooms. John Muir is equipped with wireless internet access and our computers have a variety of software that can be used for cooperative learning, word processing, key boarding practice, and on line activities. Students use computers in class and in the library to do research for class projects and learn more about science and social studies topics. All classrooms have access to TV/VCR and/or DVD set ups so that teachers can project the images from a computer screen to the mounted TV monitor

for all students to view simultaneously. This technology enables the teacher to conveniently and effectively teach students how to do many things including using computer programs, navigating websites, or editing their own writing as part of the language arts curriculum.

Coordination with the District's Local Improvement Plan:

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways: Our school staff has worked with the National Equity Project for the past three years to get trained in equity strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. Our Literacy Coaches and many of the support staff have been trained and are using Reading Recovery methods and Leveled Literacy Intervention (LLI) to provide targeted reading intervention to our struggling readers. We assess student performance with both State and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. Our curriculum is standards based and aligned with the Common Core State Standards; our staff development program is aligned with the District goals. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These "big" goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- v Great, Culturally Competent Teachers
- v English Fluency
- v Graduation Success
- v Social-Emotional Skills & Mental Health

- v Grade Level Literacy & Math Proficiency
- v Career and College Goals
- v Full Engagement with School
- v Schools and Families to Partner

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district’s low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site

- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (John Muir Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	31	25	
Percent with Prior Year Data	87.1%	100.0%	
Number in Cohort	27	25	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	38	3	29	4		
Number Met	14	--	--	--		
Percent Met	36.8%	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	25	1	25	1	25	1	25			4
2	3	38	3	38	1	13	1	13			8
3			1	20	4	80					5
4	1	25	3	75							4
5	1	25	2	50	1	25					4
Total	6	24	10	40	7	28	2	8			25

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (ELL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

- CCSS Training: Professional Development Sign-In
- CCSS Professional Development Evaluations from Teachers
- Annual Teacher Survey
- Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
- District Benchmark Assessments for ELA and Math
- Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
- California English Language Development Test (CELDT)
- School Accountability Report Card.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. ENGLISH LANGUAGE ARTS (ELA):</p> <ul style="list-style-type: none"> • John Muir teachers and staff will ensure implementation of a high quality, balanced English Language Arts instruction using district adopted practices within a dedicated literacy block. * Teachers will implement the Teacher's College Reading and Writing program (TCRWP), word recognition activities, and spelling lessons with the support of the Literacy Coach. * Teachers will participate in district wide training and the coach will provide ongoing training to personnel during staff meetings and through model lessons in classes. * Teachers will be released (using hourly and full day substitutes) to observe other teachers and to plan curriculum and instruction. * Teachers will use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children including differentiating for high achieving and struggling students * Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy. * Teachers will devote collaboration time to analysis 	<p>September 2015 - June 2016</p>	1102 Certificated Monthly	Literacy Teacher/Coach - .20 FTE (.08 BSEP, .12 Title I)	BSEP	9,000
		1102 Certificated Monthly	Literacy Teacher/Coach - .20 FTE (.08 BSEP, .12 Title I)	Title I A - Basic Funding	12,400
		1116 Certificated Hourly	Teacher release time to do peer observations and plan curriculum and instruction including culturally relevant instructional	BSEP	4,000
		4300 Materials and Supplies	Materials for TCRWP and general student supplies	BSEP	3,000
		4300 Materials and Supplies	Materials for TCRWP	Title I A - Basic Funding	573
		4300 Materials and Supplies	General Supplies	BSEP Carryover	6,500
		1116 Certificated Hourly	Teacher release time	BSEP Carryover	2,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>of student writing samples based on agree upon standards and rubric to discuss strengths and revise lessons/instruction as needed.</p> <p>* Provide all necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and other instructional materials shall be purchased as needed. Once available, BSEP carryover funds may be allocated for the purchase of additional materials and supplies.</p> <p>* Meet as a Leadership Team (LT) weekly to discuss and monitor progress towards meeting goals within our School Site Plan based on student achievement data and to structure appropriate professional development for this purpose.</p> <p>Literacy Coach job description:</p> <p>Provide coaching to teachers in TCRWP-classroom demonstrations and collaborations</p> <ul style="list-style-type: none"> • teaching staff workshops designed to help teachers implement TCRWP • implementation of project school wide <p>Provide direct services for students performing below grade level</p> <ul style="list-style-type: none"> • Reading Recovery • small group work in the classroom <p>Provide support for grade level collaboration through weekly assessments wall reviews</p> <ul style="list-style-type: none"> • maintenance and use of literacy assessment walls to improve instruction <p>Provide professional development at a site and district level.</p> <ul style="list-style-type: none"> • ELA PD for teachers linked to site and district data. 					

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. MATHEMATICS:</p> <ul style="list-style-type: none"> • All teachers will attend mathematics professional development sessions provided by BUSD • All teachers and staff will ensure implementation of high quality mathematics instruction using the district pilot mathematics program, A Story of Units and create a balanced mathematics program as outlined in the State mathematics framework, and administer district required assessments. • Teachers will collaboratively plan lessons and assessments based on the District Mathematics Pacing Guide. • All teachers will use mathematics manipulatives as required by the mathematics program to provide access to key concepts and build conceptual understanding • At least once a month, collaboration time will be devoted to analysis of students' math assessments included in the program to discuss strengths and revise lessons/instruction as needed <p>* Principal will provide teachers with extended meeting time for the purpose of math planning. Teachers will review state math standards, and math scope and sequence in order to coordinate additional instruction and practice in key areas.</p> <ul style="list-style-type: none"> • All necessary materials, such as mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed. 	September 2015 - June 2016	4300 Materials and Supplies	Math Materials	BSEP	2,400
<p>3. ENGLISH LEARNERS:</p> <p>To insure that English Language Learners have access to and are able to perform at proficiency levels on all assessments staff and faculty will:</p>	September 2015 - June 2016	4300 Materials and Supplies	ELD Materials	BSEP	600

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> • ELD Coach will conduct and correct annual State required CELDT assessment of English Language Learners' ability to speak, listen, read, and write in English. • Staff will provide at least 30 minutes per day of instruction aligned with their CELDT and the English Language Development standards • Use CELDT data to assign students to flexible learning groups based on their levels. * ELD Coach will provide professional development for classroom teachers to insure implementation of the ELD curriculum * Students will be pulled in leveled groups for ELD instruction using newly adopted ELD adoption by ELD Coach. Teachers and support staff will track student progress on ELD blue cards and will report student progress to parents on a regular basis. * Staff will monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level a year and that students are reaching a proficient status. • Coordinate with the District ELD specialist to provide practice based professional development for teachers and follow up with coaching and lesson demonstrations. This training will be coordinated with the English language arts professional development sessions in that some of the methods used for instruction overlap and can be enhanced with ELD best practices. • Provide all supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased as needed. 					

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>4. PROGRAM for the DEAF and HARD OF HEARING John Muir will continue delivery of the Deaf and Hard of Hearing Program. This program will have a language practice of total communication, using spoken and signed English at all times. Development of English skills for purposes of reading and writing will remain the primary focus. Students will also receive instruction in all other areas of the State standards-based core curriculum.</p> <p>Students will receive individual and group services for speech, auditory, and language development skills by a credentialed teacher of the deaf and hard of hearing. The specialist will use both speech and sign, per the need of the student.</p> <p>Students will mainstream in their grade level classes for appropriate subjects as determined by the IEP team. Students will be assisted in the mainstream class by fluent sign interpreters.</p> <p>Students will participate in all school activities such as field trips, assemblies, and special school programs, assisted by the signing teachers and the sign interpreters.</p>	September 2015 - June 2016				
<p>5. Optimal Teacher to Student Ratio: To provide an early head start to primary grade students, we support the acquisition of literacy skills through part time Instructional Assistants at the primary level. Assignment for these IAs will be determined through the collaborative planning of the K-5 team.</p>	September 2015 - June 2016	2102 Classified Monthly	Instructional Assistant (.40 FTE)	BSEP	18,300
		4380 Other/Reserve	Personnel Variance	BSEP	5,630
		4380 Other/Reserve	Unallocated Reserves	Title I A - Basic Funding	821
		2102 Classified Monthly	Instructional Assistant (.40 FTE)	PTA	18,300
<p>6. Gardening Program: BUSD is in the process of securing long-term funding for the Gardening program and school sites have been asked to contribute \$15 per student in the 2015-2016 school year for the K - 5th grade gardening program.</p>	September 2015 - June 2016	2102 Classified Monthly	.25 FTE Gardening Instructor (.09 BSEP)	BSEP	4,400

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Ensure that all at risk (under-performing, under-served, under-challenged and/or below grade level) students will:</p> <ul style="list-style-type: none"> Under-performing or struggling students will be identified by reviewing performance data during weekly RTI/SST grade level meetings. The team will identify target areas of intervention for particular groups of students and will formulate intervention goals and plans. During weekly team and staff meetings, literacy coach will work with teachers to identify and track the progress of "focus students" throughout the school year. The progress of all students will be monitored during team, staff, RTI meetings. RTI/SST coordinator will be paid hourly to plan, schedule, and facilitate RTI/SST meetings. Students receive support through the (RTI) Response to Intervention and Instruction model. Literacy coach, Resource and Full Inclusion teachers, classroom teachers, tutors, and volunteers will provide intervention instruction in reading, writing, spelling, and math during the school day. Intervention team and teachers will gather and review data on a 6 - 8 week cycle to analyze student progress and fidelity of services. RTI/SST coordinator will coordinate RTI meetings to monitor the coordination of services for and progress of all intervention and special ed students. At RTI meetings, school staff will collaborate with Berkeley Pubic Mental Health and Public Health nurses to determine, discuss, coordinate and track physical, mental, and emotional support to students in need. Select teachers will provide targeted after school instruction to students below grade level. Additional tutors will be provided through the BUILD program, which will be coordinated by the Literacy Coach and Deaf and Hard of Hearing Teacher. <p>* Sustain dance instruction for all students TK</p>	September 2015 - June 2016	1116 Certificated Hourly	After School Intervention	BSEP	3,000
		1116 Certificated Hourly	After School Intervention	BSEP Carryover	2,000
		1102 Certificated Monthly	Dance Instruction for K and 3rd grade classes	PTA	6,300
		5800 Contracted Services (inc software subscriptions)	YMCA PE program	PTA	22,000
		1102 Certificated Monthly	Dance Instruction for K and 3rd grade classes	BSEP	4,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>through 5 so that students learn to communicate, develop critical thinking, observation skills, and art appreciation.</p> <ul style="list-style-type: none"> * Teach music to students in third through fifth grade * Provide structured Physical Education program through the YMCA program that teaches games, sportsmanship, and social skills. * Provide an Outdoor School to 5th Graders so that students can experience a capstone learning adventure that combines all of the above. * Provide all students with at least two field trips per year that extend understanding of content standards and awareness of diverse cultures * Provide a Summer Intervention program for incoming 4th and 5th graders that targets students who were below grade level in 3rd and 4th grade to minimize summer learning loss. This would be two weeks of summer literacy instruction for about 20 students. Any carryover funds would be applied to this program. 					
<p>2. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences.</p> <p>Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized.</p> <p>Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more problematic student issues.</p> <p>PBIS team will coordinate activities and will meet regularly to monitor progress and to review student data and identify problem areas. Data will be shared at staff meetings so that practices can be adjusted</p>	<p>September 2015 - June 2016</p>	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p>	<p>Coordination of PBIS activities and meetings, if carryover funds are available</p> <p>Citizenship Awards, attendance awards, food and other related supplies</p>	<p>BSEP Carryover</p> <p>PTA</p>	<p>500</p> <p>500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students.</p> <p>Golden Paws, Life Skill Awards, and attendance certificates will be awarded at monthly all school meetings.</p> <p>BEARS staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after school program.</p>					
<p>3. Mental Health Support: With a long-range goal of across-the-board mental health support to all students and families, a licensed counselor will work to meet the needs of this school's community. The counselor will meet individually with students for counseling, run boys and girls counseling groups and run a restorative justice program.</p> <p>Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals.</p>	September 2015 - June 2016	1102 Certificated Monthly	.40 Counselor (.18 FTE)	BSEP	14,760
		1102 Certificated Monthly	.05 FTE	Title I A - Basic Funding	4,100
		1102 Certificated Monthly	.11 FTE LCAP	District Allocation	9,000
		1102 Certificated Monthly	.06 FTE COB	Other	5,000
<p>4. Crisis and Emergency Response: John Muir School will sustain and practice both emergency and crisis-response systems and the training for those systems so that the school can make appropriate responses to changes and unsettling events within the greater school community.</p> <p>Staff will participate in monthly safety drills (fire, earthquake/duck and cover, and shelter in place) and after school staff will practice drills 2 - 3x a year as well.</p> <p>The emergency container, classrooms and office will continue to be stocked with safety supplies. Safety supplies can include items such as lanterns, batteries, flashlights, emergency food and first aid supplies.</p> <p>The Safety committee will coordinate drills, purchases, and the completion of the Site Safety plan.</p>	September 2015 - June 2016				
<p>5. The principal and the school secretary will monitor student attendance and use the district mandated</p>	September 2015 - June 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
SART/SARB process for notifying parents of excessive student tardiness, absenteeism, and truancy.					
<p>6. Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons and Culturally Responsive materials will be purchased to support instruction. Additional planning time and Professional Development will be provided if funding becomes available.</p> <p>Teachers will continue to the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet plan and then teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping.</p>	<p>ASeptember 2015 - June 2016</p>	<p>1116 Certificated Hourly</p>	<p>Collaboration time for teachers to plan and evaluate CCRTL, Toolbox, PBIS and Welcoming school curriculum and instruction.</p>	<p>BSEP Carryover</p>	<p>1,500</p>

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healthy Kids Survey (CHKS)/Healthy Kids Climate Report
Family Connectedness Survey
District LCAP Survey
CALPADS
District Indicators Report: Attendance Information; chronic absenteeism
Special Education Information System (SEIS) Reports
PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC, ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. The Principal will actively recruit teachers of color when hiring for vacant teacher positions.</p> <p>Staff will solicit parent input through parent surveys and diverse parent guardian groups.</p> <p>Conduct meetings with parents of color at the beginning of the year to solicit for membership to the SGC.</p> <p>Based on parent interest and student need, staff will provide parent forums, educational events on topics identified as important through parent surveys and diverse parent guardian groups such as parent education nights on reading, math, writing, homework, etc.</p> <p>Strategies to increase attendance at meetings will be brainstormed and implemented. Ideas include student performances, food, and door prizes. Translation will be provided, if needed.</p> <p>Translation will be provided for newsletters and automated phone messages. Translation will be provided for parent-teacher conferences and meetings. State and Federal Carryover funds when available will be used for additional translation services.</p>	<p>September 2015 - June 2016</p>	<p>4380 Other/Reserve</p>	<p>Parent Engagement</p>	<p>BSEP</p>	<p>500</p>
<p>2. Organized parent groups will be trained and supported at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and wellbeing. School Leadership Council members including parents, classified staff, teachers, and principal will attend district training sessions throughout the year.</p> <p>The site will hold SGC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents.</p>	<p>September 2015 - June 2016</p>	<p>4380 Other/Reserve</p>	<p>Parent Engagement</p>	<p>Title I A - Parent Involvement</p>	<p>373</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3. John Muir staff, teachers, and parents will continue to hold school wide community events such as Back to School Night BBQ, Open House, Family Literacy Day, monthly Assemblies, Winter and Spring Performances, and PTA sponsored events such as Walk-a-thon, Art Auction, May Fair, and Beach Day. Translation and babysitting services will be provided for meetings as needed</p> <p>The staff will continue to work with PTA board to coordinate special presentations for monthly PTA meetings such as presentations on literacy, homework, disaster preparedness, CST results, etc.</p>	<p>September 2015 - June 2016</p>				
<p>4. John Muir School will have a BUSD provided Parent School Liaison who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.</p> <p>The Liaison will be onsite and will have a dedicated space from which to outreach and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families.</p>	<p>September 2015 - June 2016</p>				

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	17,814	-80.00
Title I A - Parent Involvement	373	0.00
BSEP	66,930	-3,160.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	70,090.00
BSEP Carryover	12,500.00
District Allocation	9,000.00
Other	5,000.00
PTA	47,100.00
Title I A - Basic Funding	17,894.00
Title I A - Parent Involvement	373.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	65,060.00
1116 Certificated Hourly	13,000.00
2102 Classified Monthly	41,000.00
4300 Materials and Supplies	13,573.00
4380 Other/Reserve	7,324.00
5800 Contracted Services (inc software subscriptions	22,000.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	28,260.00
1116 Certificated Hourly	BSEP	7,000.00
2102 Classified Monthly	BSEP	22,700.00
4300 Materials and Supplies	BSEP	6,000.00
4380 Other/Reserve	BSEP	6,130.00
1116 Certificated Hourly	BSEP Carryover	6,000.00
4300 Materials and Supplies	BSEP Carryover	6,500.00
1102 Certificated Monthly	District Allocation	9,000.00
1102 Certificated Monthly	Other	5,000.00
1102 Certificated Monthly	PTA	6,300.00
2102 Classified Monthly	PTA	18,300.00
4300 Materials and Supplies	PTA	500.00
5800 Contracted Services (inc software	PTA	22,000.00
1102 Certificated Monthly	Title I A - Basic Funding	16,500.00
4300 Materials and Supplies	Title I A - Basic Funding	573.00
4380 Other/Reserve	Title I A - Basic Funding	821.00
4380 Other/Reserve	Title I A - Parent Involvement	373.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,924.00
Goal 2	73,160.00
Goal 3	873.00

Appendix I - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

1. Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

John Muir teachers use State Board adopted curricula in all subject areas. TCRWP is the school's Language Arts adoption and A Story Of Units is BUSD's Math adoption as of 2013. John Muir teachers were provided training in the Teacher College Reading and Writing Project in the summer of 2010 and continued professional development during the 2014-2015 school year. Teaching staff meets weekly in grade level and full staff meetings to plan lessons, examine best practices, review student work, participate in staff-initiated professional development or reflect on performance data. The school has adopted a formative assessment system that is aligned with Common Core State standards. Teachers assess students in reading skills using TCRWP every 6 - 8 weeks. Staff analyze student performance data frequently and form decisions indicated by that data in terms of resource allocation, instructional focus, targeted interventions and teacher collaboration. Three times a year, teachers re-assess students in reading and math to determine current academic status using district-wide assessments. Our RTI team assists teachers in assessing and monitoring student progress. All entering students are assessed again by teachers on site and data from previous schools is considered as a reference. Assessment data guides not only instruction, but also placement, SST's, and decisions about professional development.

For 2014-2015, students continued to receive Science instruction in all grades including TK and Kindergarten. Release time monies this year were allocated toward Science release and for Art/Movement. Art instruction was increased during and after school in joint efforts between the site and our PTA. Currently PTA supports the school community by providing after school classes for the students in areas such as: science, mathematics and multiple arts. Teachers will continue to integrate visual arts and movement education and use these to support language arts, science, and math when appropriate. All students receive at least 90 minutes a week of physical education activities from a trained physical fitness specialist and a credentialed dance teacher.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Through the support of the BUSD Office of Data and Assessment, John Muir School has regular access to data that shows how students are progressing in Language Arts and Math.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All staff meet NCLB requirements for highly qualified staff.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has received all required AB 75 training for Language Arts.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

100% of John Muir teachers have appropriate multiple subject credentials. All special education staff has appropriate credentialing to address the needs of students mild to severe. Where indicated, staff has access to appropriate professional development e.g. AB 472.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development is 100% aligned to content

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 2010-2011 school year, a group of Muir teachers attended professional development conference on "Teaching With A Cultural Eye" reflecting the work of providing instruction to diverse school communities. During the 2011-2012 school year, two teachers on the Leadership Team and the Principal attended the "Leading for Equity" institute given by the National Equity Project. And in 2012-2013 two teachers on the Leadership Team and the Principal attending the "Coaching for Equity" institute. For the last three years (2011-2014) the staff has worked with a National Equity Project Coach to incorporate an equity lens into our teaching practices and school wide systems and practices. In 2014-2015, the Leadership Team and the Equity Teacher Leader continued to incorporate professional development around equity in education and culturally responsive teaching practices into the monthly staff meetings.

8. Teacher collaboration by grade level (EPC)

By contract, teachers are allocated a significant amount of time for teacher collaboration. Teachers work in grade levels on a weekly basis to collaborate.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. We intervene early with our Reading Recovery program and our extended day/year programs. We assess student performance with both state and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. We will continue to use the Toolbox social/emotional learning curriculum to support student self-understanding and self-regulation, and to insure that we have a common language within our community. Our curriculum is standards based, and our staff development program is aligned with the District goals and with Common Core State Standards. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The entire John Muir community believes strongly in supporting the whole child and thus is doing many things to provide a strong health and nutrition program. All students participate in cooking and gardening classes. Teachers provide examples of healthy classroom snacks and participate in cooking seasonally-based programs on a rotating basis. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability.

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Students have access to standards-based materials in all academic areas. Teachers often adapt and enhance their lessons with additional supportive materials. Gardening and Cooking programs, for example, are both integrated into core academic areas to support students in acquiring stronger reading and math skills. In the area of reading, teachers use a variety of supplemental materials to help students more effectively access content standards. To promote stronger problem solving skills, the school uses the problem solving materials provided by the Noyce Foundation in mathematics. Using all available resources, the school continues to develop a differentiated curriculum for all students with special needs: Title I, ELL, Special Education, and Gifted and Talented Education.

The Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchased with State and Federal money. In addition, individual teachers have received support through the PTA for additional materials to support standards-based instruction.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

John Muir uses a variety of state and local assessments to modify instruction, along with local QRI/DRA for reading, Teacher College Reading and Writing assessments, A Story of Units assessments, and the District writing assessments. At this point, teachers assess students in phonemic awareness, letter sound correspondence, words in isolation, comprehension, and high frequency words. Students are also tested as a whole group in the areas of spelling, reading comprehension and writing. Math assessment occurs under three areas: skills, concepts, and problem solving with assessments determined at the site rather than at the district level. These assessments are administered three or more times a year and provide formative data to teachers so they may more effectively plan and deliver instruction to students in their zone of development. During weekly team meetings and special monthly staff meetings, teachers examine the results of local assessment data to plan and/or modify instruction.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. In addition, the school, in conjunction with other elementary schools, needs to provide more opportunities within the school day for struggling students to access the curriculum at their level.

Using student achievement data, school staff and faculty identify students needing additional assistance and intervention. Teachers meet once every three weeks with the RTI/SST team and discuss struggling students so that members of the team can provide push-in groups, peer tutoring and cross-age tutoring, and guided reading. The Literacy Program relies on Reading Recovery methods to support students 1:1, and in small groups in the acquisition of reading skills. In grade level teams, teachers use RTI Tier 1 strategies to further support under-performing students. Parent tutors also work with students in reading, writing and math. Two after school programs support students in meeting academic goals. Each of these after-school programs connects with the regular day instruction so that students receive coherent, aligned instruction. Student study teams meet with teachers and families to provide follow-up monitoring of progress and support. Our BEARS program, using BUILD tutors, provides intervention services to under-performing students after school each day.

PTA sponsored family education events (After School Enrichment, Outdoor School) recruit under-performing students and their parents. These programs assist parents in providing effective support at home. All teachers are CLAD certified and use GLAD strategies to support English Learners.

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a badge, and all personnel monitor this policy. The school uses three noon supervisors to provide optimal adult supervision during recess and lunch. John Muir's PE coach provides structured noon-time games to mitigate the tensions that arise in the absence of structure. Noon staff is trained to supervise games, help students resolve conflicts, and teach younger students to play together cooperatively. Staff and teachers use the Welcoming Schools and PBIS curriculum to teach students how to interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of T charts in the classrooms and recognize these behaviors by handing out Golden Paw awards daily. School meetings additionally give the opportunity to build community and highlight positive student behavior. John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. Current statistics show a monthly average attendance of about 94%.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Here are a few of the initiatives and projects now underway that are aimed at putting kids and learning first:

1. BEARS has established targeted tutoring programs for students to help them meet academic proficiency targets (BUILD Tutors)
2. We have the SAGE mentoring group which will bring college mentors to our students K through 5.
3. TK-5 teachers have implemented the Teachers College Reading and Writing program which has been shown to improve student reading, spelling and writing.
4. First grade students will continue to receive powerful reading instruction through the Reading Recovery program
5. Students will continue to work in flexible skill groups at the 4/5 level so that math instruction can be tuned to the appropriate level.
6. Teachers will continue to receive math coaching so that they can more rapidly implement the new A Story of Units program.
7. We will continue to integrate academics into every part of the school day from gardening to PE.
8. Response to Instruction and Intervention (RTI) is implemented school-wide to ensure students are receiving instructions and targeted interventions to ensure academic success.
9. School-wide implementation of the Toolbox project will continue with explicit teaching of two tools each month and incorporation of tools daily in school-wide positive behavior programs.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Research supports the premise that the best assistance for students who require additional support occurs during the regular school day. With this premise in mind, faculty and parents have moved toward increasing the school's intervention capacity within their regular classrooms. This intervention staff works with teachers to create groupings within classrooms. These same staff members also allow teachers to observe their peers in action.

Three after-school programs provide enrichment and academic support. One is provided through the school's PTA. A second, Kids In Motion, is private. The third, BEARS, is paid for through BUSD and State funds. These three

programs have strong enrichment components as well as academic support. The school has also expanded its RTI/SST process, meeting with each grade level every three weeks. John Muir has a dedicated RTI and Student Success Team (SST) coordinator to facilitate meetings. School site psychologists, Reading Recovery, Speech, and Resource teachers along with the principal, all often attend to offer input irrespective of whether the student is enrolled in a specific program. This process now is linking to the district's integrated services program so that parents and students can have access to coordinated support both within and beyond the school's walls.

- Our Literacy Coaches facilitates RTI – a multi- teacher approach to increasing reading skills and closing the achievement gap. Direct support to teachers, participation in the RTI/SST Team, and overall support of data analysis are among the coach's responsibilities.
- Instructional Assistants provide support to kindergartners to help them learn to read more rapidly.
- After-school intervention and enrichment classes – BEARS coordinates with classroom teachers
- Field Trips and Assemblies
- Berkeley Library visits schools, some classes visit BPL to acquire library cards
- On-site mental health support for students through a BUSD counselor

19. Strategies to increase parental involvement (Title I SWP)

Although there is significant amount of parent involvement at John Muir, it tends to not be representative of the school community. We are encouraging a more diverse reflection of the school community be proactively inviting parents of color to school events. All notices of events are disseminated by paper invitation, email and phone calls to increase the odds of receipt. Staff members regularly personally invite parents of color to performances, such as the Winter and Spring Performances, Walk-A-Thon, Family Literacy Day, Math and Science Night, etc.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix J - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

JOHN MUIR ELEMENTARY SCHOOL COMPACT

This compact is a voluntary agreement among staff, students and families. It's a draft and represents a good start as we work to promote high achievement for every child. We will begin the year by signing this compact and will refer to it as needed during the school year.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

Come to school ready to learn and work hard.

Bring necessary materials, completed assignments and homework.

Know and follow school and class rules.

Use the Toolbox tools to help me be a better student.

Ask for help when I need it.

Do my personal best.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Limit my TV watching and instead study or read every day after school.

Bring love and respect to the school, to myself and to my classmates every single day.

Family/Parent Pledge:

I agree to follow through with each item listed below:

Communicate and model the importance of learning to my child.

Provide a quiet time and place free from TV/video/computer games and good for homework completion.

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.

Read to my child or encourage my child to read every day

Communicate with the teacher or the school when I have a concern.

Regularly monitor my child's progress in school.

Commit time to the school to support students, staff, and other parents.

Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.

Bring love and respect to the school, students, staff and families, every single day.

Work as part of a supportive team with my child's teacher

Parents Pledge:

Staff Pledge:

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

Provide high-quality curriculum and instruction based on State standards

Do my personal best and motivate students to do the same.

Have high expectations and help every child to develop a love of learning.

Communicate regularly with families about student progress.

Provide a warm, safe, and caring learning environment.

Leave personal issues at the door.

Keep the energy positive with students, parents, and families.

Provide meaningful, daily homework assignments to reinforce and extend learning

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.

Bring love and respect to the school, students, staff and families, every single day.

SIGNED:

Teacher _____

Parent _____

Student _____

DATE: _____