

The Single Plan for Student Achievement

John Muir Elementary School

School Name

01-61143-6105316

CDS Code

Date of this revision: May 1, 2017

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:

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Berkeley Unified School District

School District

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The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: John Muir Elementary School	School Year: 2017-2018
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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): Amanda Eppley	(Principal): Audrey Amos
(Co-Chair, if applicable): Audrey Amos	(Teacher): Athina Larson
Wilbur Kiggundu	(Teacher): Rachel Larson
Danielle Perez	(Teacher):
Jesse Schwartzburg	(Classified): Jocelyn Foreman

BSEP Planning & Oversight Committee Representative: Danielle Perez

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

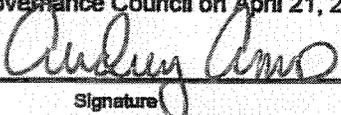
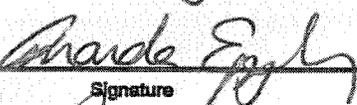
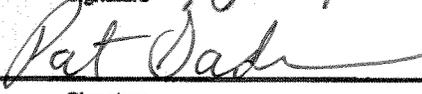
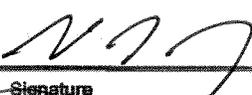
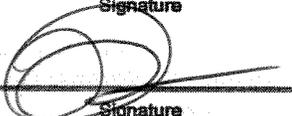
II. Recommendations and Assurances

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 April 21, 2017.

Audrey Amos Principal	 Signature	5-2-17 Date
Amanda Eppley School Governance Council Chair	 Signature	5/2/2017 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/14/17 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 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 300 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 progress 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 eight 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. Four years ago we piloted The Toolbox Project, a social/emotional learning curriculum, which was implemented district-wide three years ago. 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 allowed us to create a positive school culture, reduce office referrals/suspensions and help nurture students to become 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 serving on 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 300 students. Though it is the smallest of Berkeley Unified School District's elementary schools, it is also among the District's most diverse with a student population of approximately 38% Caucasian, 26% Two or More Races, 21% African American, 8% Hispanic, and 7% Asian students. 45% 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 approximately 10,000 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. At the beginning of the 2016-2017 school year, each classroom received ceiling mounted projectors and new 16' white boards as part of our Summer Modernization Project, which included a new roof and an expanded cafeteria. As part of the new BUSD Digi-tech initiative, each 4th -and 5th grade class received a chrome book cart with a classroom set of chrome books...one for each student in 4th and 5th grade! In 3rd grade, there is one chromebook cart for every two classes.

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 a one hour gardening class every other week for grades K-5. 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. 1st through 3rd graders are dismissed at 3:05 p.m. and 4th and 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 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.

Students identified through the Response to Instruction and Intervention (RTI) program 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 2016-2017.docx

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: John Muir School Information Sheet and 2) Power Point: John Muir SGC Data presentation. The analysis was presented to the School Governance Council in the fall of 2015 and includes state and local multiple measures.

B. Surveys

John Muir Elementary School, through the School Governance Council (SGC), has surveyed parents, staff and 3rd - 5th grade students this past spring. These surveys aim to solicit input on academic and enrichment priorities for the school community. This year we had 153 families respond to the Family Survey which represents 63% of our student population. Sixteen staff members responded to the Staff Survey, which represents approximately 40% of the staff and 95 students responded to the Student Survey, which represents 58% of the 3rd - 5th grade students. The results of these surveys have been used to inform the funding, curricular, and academic priorities in this site plan.

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

- A Literacy Coach to provide literacy instruction to students and coaching support for teachers.
- 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. An area of improvement was identified around providing academic enrichment to extend student learning.

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. This year John Muir has fully implemented the Professional Learning Community (PLC) model. Every four or five weeks, the grade levels meet in professional PLC groups during a staff meeting. They create student learning goals, analyze student work, and collaborate on lessons to achieve those goals. This cycle is repeated every trimester.

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). In 2015-2016 school year, we increased the Counselor to two days a week (.40 FTE). For 2016-2017, we increased the Counselor to .50 FTE, which is 2 1/2 days per week. Additional, the Counselor is able to supervisor a counseling intern who works at John Muir one day per week. Our Counselor is 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, and facilitated the Student Council group.

VI. Description of Barriers and Related School Goals

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among our academically challenged students, building the capacity to engage in more academic interventions during the school day and finding 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 2017-2018, 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 three 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 averages of about 96%.

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 2016, each 3rd, 4th and 5th grade classroom received a chrome book cart with a classroom set of chrome books. 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 been trained in the BUSD equity strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have also 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 and Leveled Literacy Intervention (LLI) programs 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 Grade Level Literacy & Math Proficiency
- v Career and College Goals
- v Full Engagement with School

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 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	63	40	61	38	61	38	96.8	95
Grade 4	31	67	30	63	30	63	96.8	94
Grade 5	45	31	41	28	41	28	91.1	90.3
All Grades	139	138	132	129	132	129	95.0	93.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2440.2	2456.6	31	34	18	24	30	29	21	13
Grade 4	2454.4	2485.8	20	32	20	27	23	17	37	24
Grade 5	2499.3	2458.1	29	4	22	32	20	25	29	39
All Grades	N/A	N/A	28	26	20	27	25	22	27	24

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	30	34	43	50	28	16	
Grade 4	23	37	50	41	27	22	
Grade 5	27	7	39	50	34	43	
All Grades	27	29	43	46	30	25	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	34	46	42	28	24
Grade 4	23	24	47	54	30	22
Grade 5	32	11	37	54	32	36
All Grades	27	24	43	50	30	26

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	37	64	55	13	8
Grade 4	3	24	83	60	13	16
Grade 5	24	14	46	46	29	39
All Grades	19	26	63	56	18	19

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	24	49	61	20	16
Grade 4	17	35	57	44	27	21
Grade 5	27	14	59	68	15	18
All Grades	27	27	54	54	20	19

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	63	40	61	38	61	38	96.8	95
Grade 4	31	67	30	63	30	63	96.8	94
Grade 5	45	31	43	29	43	29	95.6	93.5
All Grades	139	138	134	130	134	130	96.4	94.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2440.2	2469.5	26	21	30	55	25	18	20	5
Grade 4	2447.7	2482.2	10	27	23	22	30	25	37	25
Grade 5	2474.5	2443.3	19	7	14	14	26	21	42	59
All Grades	N/A	N/A	20	21	23	30	26	22	31	27

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	34	42	36	50	30	8	
Grade 4	20	39	30	31	50	31	
Grade 5	26	10	23	24	51	66	
All Grades	28	33	31	35	41	32	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	37	38	53	28	11
Grade 4	10	31	50	40	40	29
Grade 5	21	10	33	31	47	59
All Grades	25	28	39	42	37	30

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	42	54	53	15	5
Grade 4	17	42	43	29	40	29
Grade 5	19	7	53	28	28	66
All Grades	24	34	51	36	25	30

Conclusions based on this data:

- 1.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	25	21	22
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	25	21	22
Number Met	--	15	17
Percent Met	--	71.4%	77.3%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	29	4	25	3	20	6
Number Met	--	--	12	--	9	--
Percent Met	--	--	48.0%	--	45.0%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1	25		***	25	75	***	25	25		25					
2	38			38	***	17	13	***	50	13	***	17			17
3				20	50	***	80	33	***		17				
4	25	20	17	75	80	83									
5	25		67	50	***	17	25		17						
Total	24	5	27	40	67	41	28	19	23	8	10	5			5

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:

The Single Plan for Student Achievement

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
1. ENGLISH LANGUAGE ARTS (ELA): <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 of student writing samples based on agree upon 	September 2017 - June 2018	1102 Certificated Monthly	Literacy Teacher/Coach - .40 FTE (.20 LCAP, .08 District, .12 Title I)	Title I A - Basic Funding	12,640
		1102 Certificated Monthly	Literacy Teacher/Coach - .60 FTE (.13 BSEP, .47 District)	BSEP	11,745
		1116 Certificated Hourly	Teacher release time for peer observations and curriculum planning	BSEP Carryover	5,600
		4300 Materials and Supplies	Materials and Supplies	BSEP Carryover	5,000
		4380 Other/Reserve	Personnel Variance	BSEP	2,425
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	501

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>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. 					
<p>2. MATHEMATICS:</p> <ul style="list-style-type: none"> • All teachers will attend mathematics professional development sessions provided by BUSD 	<p>September 2017 - June 2018</p>				

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"> • 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. 					
<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> <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 	<p>September 2017 - June 2018</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>instruction aligned with their CELDT and the English Language Development standards</p> <ul style="list-style-type: none"> • 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. 					
<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>September 2017 - June 2018</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<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>					
<p>5. Response to Instruction and Intervention: John Muir will fund .30 FTE to increase the FTE of the RTI Coordinator position. The RTI Coordinator will provide intervention instruction to below grade level general education students in reading, writing and math. In addition, the Coordinator will case manage the students receiving interventions and facilitate a weekly RTI team meeting with classroom teachers and support staff. If there are Carryover Funds, this position will be increased to .40 FTE.</p>	<p>September 2017 - June 2018</p>	<p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p>	<p>.75 FTE Rtl Coordinator (.40 LCAP, .34 BSEP, .01 PTA)</p> <p>.75 FTE Rtl Coordinator (.40 LCAP, .34 BSEP, .01 PTA)</p> <p>.75 FTE Rtl Coordinator (.40 LCAP, .34 BSEP, .01 PTA)</p>	<p>BSEP</p> <p>PTA</p> <p>District Allocation</p>	<p>39,440</p> <p>1,250</p>

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 to determine, discuss, coordinate and track physical, mental, and emotional supports for 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 through 5 so that students learn to communicate,</p>	<p>September 2017 - June 2018</p>	1116 Certificated Hourly	Extended Day Afterschool Intervention - LCAP	District Allocation	6,157
		1102 Certificated Monthly	.18 FTE Dance Instruction - K & 3rd grade	PTA	19,870
		1102 Certificated Monthly	Art Integration-Dance Teacher (.06 FTE Arts Anchor)	Other	7,000
		5800 Contracted Services (inc software subscriptions)	YMCA PE Program	BSEP Carryover	13,950
		5800 Contracted Services (inc software subscriptions)	YMCA PE Program	PTA	11,050

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>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 and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified</p>	<p>September 2017 - June 2018</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>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 2017 - June 2018	1102 Certificated Monthly	.50 FTE Counselor (.25 BSEP)	BSEP	23,400
		1102 Certificated Monthly	.50 FTE Counselor (.07 Title I)	Title I A - Basic Funding	6,580
		1102 Certificated Monthly	.50 FTE Counselor (.13 LCAP)	District Allocation	12,000
		1102 Certificated Monthly	.50 FTE Counselor (.05 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 2017 - June 2018				
<p>5. The principal and the school secretary will monitor student attendance and use the District mandated SART/SARB process for notifying parents of excessive student tardiness, absenteeism, and truancy.</p>	September 2017 - June 2018				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<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>September 2017 - June 2018</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 Healty 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
The Single Plan for Student Achievement

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC, ELAC committees, students clubs, after-school 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 2017 - June 2018</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 2017 - June 2018</p>	<p>4380 Other/Reserve</p>	<p>Parent Engagement</p>	<p>Title I A - Parent Involvement</p>	<p>443</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>	September 2017 - June 2018				
<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>	September 2017 - June 2018	2102 Classified Monthly	Family Engagement Site Coordinator (.40)	District Allocation	

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	19,721	0.00
Title I A - Parent Involvement	443	0.00
BSEP	77,010	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	77,010.00
BSEP Carryover	24,550.00
District Allocation	18,157.00
Other	12,000.00
PTA	32,170.00
Title I A - Basic Funding	19,721.00
Title I A - Parent Involvement	443.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	138,925.00
1116 Certificated Hourly	11,757.00
4300 Materials and Supplies	5,000.00
4380 Other/Reserve	3,369.00
5800 Contracted Services (inc software subscriptions	25,000.00

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	74,585.00
4380 Other/Reserve	BSEP	2,425.00
1116 Certificated Hourly	BSEP Carryover	5,600.00
4300 Materials and Supplies	BSEP Carryover	5,000.00
5800 Contracted Services (inc software	BSEP Carryover	13,950.00
1102 Certificated Monthly	District Allocation	12,000.00
1116 Certificated Hourly	District Allocation	6,157.00
1102 Certificated Monthly	Other	12,000.00
1102 Certificated Monthly	PTA	21,120.00
5800 Contracted Services (inc software	PTA	11,050.00
1102 Certificated Monthly	Title I A - Basic Funding	19,220.00
4380 Other/Reserve	Title I A - Basic Funding	501.00
4380 Other/Reserve	Title I A - Parent Involvement	443.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,601.00
Goal 2	105,007.00
Goal 3	443.00

