Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16

John Muir Fundamental Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education
John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia "Ceci" Iglesias – Member

John Muir Fundamental Elementary School
Vision Statement

John Muir Fundamental School staff and parents are committed to a Transitional Kindergarten through Fifth Grade instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to become persistent and passionate learners, to develop problem-solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for effective participation in a democratic society. The success of our fundamental school program is based on a continuum of learning experiences that address the individual ranges of academic, social and physical needs of all students. In addition, our school's program provides for the access of all staff members to professional development opportunities to expand the knowledge and skills required to meet the identified needs of students. Muir Fundamental staff will continue to build upon the long-existing collaborative partnerships between the students, parents and the community.

John Muir Fundamental Elementary School
Mission Statement

The mission of John Muir Fundamental School is to ensure academic success for all students, through the design and implementation of effective Common Core instruction and assessment practices, ensuring that students are on target for college and career readiness.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	203	192	170
1	187	196	196
2	182	184	190
3	151	179	185
4	159	175	184
5	152	158	153

Percent Actual Attendance

2012-13	2013-14	2014-15
97.16	97.34	96.79

Student Demographic
by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	5 (0.47%)	5 (0.5%)
Asian	21 (1.97%)	25 (2.3%)
Pacific Islander	1 (0.09%)	1 (0.1%)
Filipino	6 (0.56%)	4 (0.4%)
Hispanic or Latino	988 (92.86%)	1,008 (93.5%)
African American	3 (0.28%)	2 (0.2%)
White (not Hispanic)	34 (3.20%)	26 (2.4%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	1064	1,078

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: At John Muir Fundamental School, all students will demonstrate the knowledge, skills and ethics necessary to become productive citizens of the 21st century. Students will be provided equitable access to a high quality instructional program that is accessible both from school and home. Students and staff will work in a healthy, safe and encourage environment that promotes learning. Our school will support the district in reducing the number of dropouts, suspensions and expulsions, while also increasing the number of graduates. John Muir Fundamental Elementary will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

Schoolwide Strategies for Improvement
- Key staff will attend the PBIS (Positive Behavior Intervention and Support) trainings being offered by District to ensure that staff possess the skills and strategies to create and maintain a campus based on core values and respect for others.
- Adequacy in wireless access points and sufficient bandwidth will be secured to guarantee that students and staff can implement instructional strategies which require internet access for delivery. Differentiated instruction in ELA, Math and ELD including the use of technology, will allow students to self-pace at their learning potential.
- Students in need of literacy support will be provided the opportunity for both in-school and extra-curricular support with motivational interventions, including Lexia Reading, SmartyAnts, Google Docs, Khan Academy and teacher-designed interventions .
- Administrators attend SSC, ELAC, PTA, and District committees to report on progress and update staff on strategic changes to the schoolwide vision.
- Student representatives in grades 3 - 5 promote PBIS values at morning flag assembly. Students are provided several assemblies annually on behavioral expectations and schools signs reflecting these expectations are posted visibly throughout the campus.
- America on Track's partnership with high school mentors assists Muir's 4th and 5th grade students to become "emerging leaders" and role models in their school and community.
- Eagle Math Facts Mastery, Write From the Beginning rubrics, Thinking Maps and Accelerated Reader are in use in each classroom to promote an expectation of excellence in literacy and numeracy.
- The Teacher on Special Assignment (TOSA) will provide extensive support to administration and staff through data interpretation, grant/report writing, overseeing Student Success Team, State and local testing administration, relaying critical information and materials to staff, providing classroom / administrative coverage, and overall strategies for schoolwide achievement.
- Teachers will plan field trips that are aligned with grade level standards and are relevant as extensions to the learning process.
- Students will be recognized for their academic efforts during each of the three trimester Awards Assemblies. Certificates, ribbons and pencils are used to acknowledge effort and achievement. Friday morning assemblies will be used to acknowledge benchmark achievements and to promote positive school culture.

Professional Development
- Funding will provide substitute coverage for attendance at Common Core Standards trainings - Academic Language, AVID Training, Framing Your Thoughts, Math in Common, etc.
- Best practices, especially those promoting student engagement, will be shared and modeled at staff and grade level meetings.
- TK - 5th grade teachers will continue to receive technology-based trainings to further their incorporation of Google Docs, Canvas, site-purchased software, and program to facilitate parent communication.
- Teachers will meet in grade level meetings twice monthly to analyze student work and to discuss instructional planning / differentiated instruction.
- 1st through 5th grade teachers will continue to implement the use of the STAR Reading Assessment for monitoring low achieving students in English Language Arts. Transitional Kindergarten through 3rd grade will continue to refine their use of DIBELS data to inform language arts instruction.
- Kindergarten through second grade teachers and staff with special needs students will continue to be trained in the use of Six-Minute Solution and PALS as a reading intervention for low-performing students.
- Staff will engage in release time several times annually to discuss, calibrate and score Extended Response Prompts. This will inform

their instruction with respect to critical thinking and academic language.

- Data chats will be hosted by the administration following the results of the initial and mid-year MAP testing. Teachers will use this data as indicators for targeted interventions, as well as to set future achievement goals for their students.

School Interventions and Planning

- Grade levels will team to effectively teach the various levels of ELD.
- A minimum of 30 minutes of ELD instruction will be held each day in all classrooms.
- Struggling students will be referred to the Student Success Team for academic interventions. They will be assigned to interventions funded directly from Title I, including Lexia and SmartyAnts Reading programs, teacher-designed tutoring before and after school, and the Saturday Learning Academy. The use of AVID tutors to provide supervised pull-out interventions will be actively explored.
- Academic Intervention Plans (AIP) will be written for students with academic needs or who are at risk of retention. Those students will be identified through multiple measures, predominantly their RIT score, derived from the Measures of Academic Performance (MAP) testing.
- As part of their 12-hour yearly commitment, parents who have secured District clearance will be sought out for volunteer opportunities in classrooms to assist students individually and in small groups.
- Funds spent to upgrade existing Accelerated Reader software to the "Enterprise Edition" will assist with differentiating instruction. The enhanced data will provide staff with specific reading information on each student and provide for the assignment of most appropriate levels of independent reading.
- Teachers will differentiate instruction through the use of re-teach or challenge materials such as SIPPS and SRA, modified assignments, the use of technology-based assignments, and during small group or workshop time.
- Students identified at risk or who are long-term English learners will be offered tutoring for 10 weeks prior to SBAC Testing.
- School staff in kindergarten, first and second grades - and special education staff - will ensure that their students receive a minimum of two half-hour sessions during the school week in ST Math. Staff will receive training in the use of SmartyAnts software Grades K - 2 that will allow their students the opportunity for additional support in Reading - both at school (as time permits) and at home. Additional use at home is strongly encouraged for struggling students, provided the student has available Internet access. Staff in grades 2 - 5 will be provided time for two 45-minutes sessions of ST Math weekly. Students in grades 2 - 5 additionally have the opportunity for literacy support through Lexia Reading software. Again, opportunities for remediation both at home and at school are available and encouraged for students not reading at grade level.
- Office staff will provide support in preparing fundamental school materials and assisting with parent informational meetings throughout the year.

Goal IIa: Reading Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: It is imperative that all students become active, engaged and efficient readers. Overall, it is our goal to develop readers for two purposes: Reading for specific knowledge acquisition, as well as for personal enjoyment. In English Language Arts, Muir Fundamental students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials.

Alignment of Instruction, Strategies and Materials with Content Standards

- Open Court, the core reading program, will be provided by all teachers, TK - 5, for every student.
- Lessons will be differentiated, comprehensive and standards-aligned to the Common Core.
- Language Arts instructional time will be given priority and will follow the district grade level pacing guides.
  Transitional Kinder and Kinder:
  2 hours

  1st - 5th grades: 2.5 hours

- Students will take the Accelerated Reader "STAR" reading placement test and participate in the AR program by reading a variety of fiction and non-fiction books at their individual reading level.
- EL students will receive 30 minutes of daily language instruction using Carousel of Ideas, Open Court ELD support lessons and Carousel of Ideas materials.
- Staff and grade level meetings will focus on best instructional practices, including Dennis Parker Strategic Schooling strategies.
- Teachers will be released twice annually for review of grades and preparation of report cards/parent conferences in accordance with the

Collective Bargaining Agreement. Teachers responsible for students with special needs will be released on six occasions annually to provide them with the opportunity to review and prepare Individualized Education Plans.

- All STAR and SBAC prep/review materials, intervention packets, Eagle math fact practice sheets, writing rubrics, student dictionaries/thesauruses, printing, handwriting, and other instruction-based materials will be sent to Print Shop prior to the start of the school year to ensure teachers are prepared to teach from the first day of school.
- The library will be supplemented to include Common-Core Aligned non-fiction books and book sets in biographical, scientific and historical genres.

Extended Learning Opportunities

- Accelerated Reading Program (AR) will be provided by the instructional staff to increase comprehension and fluency skills.
- AlphaSmart Keyboards will be used in 1st grades to provide an incentive for writing and allow classrooms an extended period of time for rough drafts to be revised prior to printing out final versions in the computer lab.
- Students will be able to take AR and STAR reading placement tests in their classrooms, in weekly library visits and in the computer lab.
- Students needing additional support will receive small group remediation before and after school and on select Saturdays. SIPPS and SRA intervention materials will be purchased.
- Lexia Reading software will provide additional learning opportunities with the mechanics of reading and language arts.
- High ability readers will be provided challenging reading opportunities that are teacher created, such as Book Clubs, as well as through the Challenge materials in Open Court.
- Engage 360 will be offered after school to students with an emphasis on both enrichment and academic improvement.
- After school tutoring will be provided to at-risk students for 10 weeks prior to the SBAC.
- Instructional supplies will be purchased to provide adequate support of annual classroom activities. Start-up supplies will be purchased for a new 5th grade classroom. Classroom supplies, printers, and document cameras will be purchased for that classroom as well as to replace outdated equipment.

Increased Access to Technology

- The utmost priority will be directed into ensuring that adequate wireless coverage and bandwidth is available to all classrooms, as well as to staff who support the instruction of students.
- Web based instruction will include AR, STAR, Lexia, ST Math, Google Docs, Typing club, search engines, teacher and school web pages.
- An iMac computer lab of 35 computers will be constructed to provide equity for 2nd and 3rd grades in technology access and allow for increased interventions before and after school.
- Computer hardware, software and technology will be maintained and upgraded when possible to effectively integrate instruction and to provide all students with reliable access to technology.
- The Instructional Assistant - Technology Specialist will provide support to the Windows, Apple and Chromebook labs by assisting staff and students with Lexia, ST Math, and Accelerated Reader goals as well as with student interventions. He will assist with implementation of Google Accounts and Typing Club and arrange for District technicians to maintain hardware and software.
- Teachers opening new classrooms will be provided with updated computers to ensure that professional duties can be carried out efficiently (daily attendance, report cards, Progress Reports, Academic Improvement Reports, Student Success Team documentation, AERIES Access, and the use of Illuminate, DIBELS, Accelerated Reader, Lexia Reading and Measures of Academic Program (MAP) for student assessment purposes). This will additionally ensure that the multimedia rich Common Core Standards can be fully implemented.
- The school library will undergo a makeover, including furniture, additional Common Core-aligned books and one-to-one device access for visiting classes.

Staff Development and Professional Collaboration

- In-house staff development from trainers of Thinking Maps, Write From the Beginning, and student engagement will be conducted at staff and after school meetings.
- Common Core research and instructional strategies will be shared at staff and grade level meetings.
- Annual CELDT and ADEPT training for correct testing and placement of EL students.
- Bi-monthly grade level meetings will focus on best practices, standards and student work/data.
- Data Chats will be held between teachers and administrators. Teachers will be released by roving substitutes.
- Children referred to the Student Success Team will be addressed in a monthly RTI Roundtable with the goal of creating interventions that will avoid the pathway into Special Education.

Involvement of Parents and Community

- Parents will monitor and sign homework on a daily basis as part of the fundamental compact. The student agendas are also specifically designed and purchased to provide parents with daily opportunity for two-way communication between parent and teacher. Parent questions and concerns are typically answered, clarified and/or resolved through this format.
- Parents will volunteer a minimum of 12 hours per family as part of the fundamental commitment.
- The library and computer terminals will be available before school for students accompanied by parents to take AR tests.
- Parents will be informed of the progress of their student through mid-trimester progress reports, report cards, Academic Improvement Plans (AIP's) and parent conferences.
- Parents may attend the daily morning flag salute and will be invited to attend trimester award assemblies and other school activities as appropriate.
- Boy and Girl Scout troops will conduct the morning flag assembly for special occasions.
- CELDT, STAR Reading, Benchmark data and other major test results will be mailed or sent home to parents.
- The school website will be kept current with dates of school events and academic resources for parents and students.

Goal IIb: Writing Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Students at John Muir Fundamental will become proficient writers across the curriculum by third grade. They will demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials in English Language Arts.

Alignment of Instruction, Strategies and Materials with Content Standards
- A differentiated, comprehensive, Common Core Standards-aligned curriculum will be provided for all students through the use of bridge / replacement units. The use of Print Shop to supplement additional materials for the replacement units exemplifies the teaching staff's continuous improvement efforts with their curriculum tools.
- Promote District-sponsored trainings through the staff bulletin, email, announcements and flyers.
- Thinking Maps, Write From the Beginning, The Focused Approach, Framing Your Thoughts, and District-designed writing lessons will be implemented by the instructional staff.
- Grade level teams will analyze District Writing Proficiency scores and Extended Response Items using WFTB, District-created rubrics and student exemplars. The data conclusions will provide insight for differentiating instruction and modifying instructional strategies.
- Common Core collaboration strategies for academic vocabulary development, reading and writing will be implemented in classrooms.
- The TOSA will continue to facilitate the Extended Response trainings to ensure that the instructional staff focuses on the connection between academic language, critical thinking and writing for a purpose.

Extended Learning Opportunities
- Writing experiences will be integrated throughout the curriculum and school activities. Funds are used to purchase materials to support several ongoing writing projects. Some of the extended writing opportunities include:
  * Student Journals for both Mathematics and Language Arts
  * Red Ribbon Week essays
  * 5th Grade Wax Museum Biographies
  * Author's Fair
  * Principal's Writing Bulletin Board
  * Science Fair
  * Student Treasures - Student Created Books
  * District and County-sponsored contests

- Licenses purchased for Lexia Reading, SmartyAnts Reading and the Rewards Reading program will provide additional support in language mechanics and vocabulary acquisition for underperforming students.
- Language!, SIPPS and SRA intervention materials will be used as an intervention for struggling students through a pull-out program. Framing Your Thoughts, Six-Minute Solution, and Peer Assisted Learning Skills (PALS) will also be used in the before and after school tutoring programs.
- The Saturday Learning Academy will be offered as a targeted intervention program in the fall, as well as in the winter to students who have been identified with Reading and/or Mathematics deficiencies.

- The One-to-One ChromeBook Initiative in both 4th and 5th grades will permit the use of Google Docs, Canvas and other software to extend collaborative learning between students, teachers, and purposely selected learning resources. Additional funds are used to supplement the existing ChromeBooks so that extras are available during periods of repair.

Increased Access to Technology
- A variety of hardware and software allowing students to create final writing products will be available to student authors.
- Adequate Internet access will be made available in all classrooms, including the SDC SUCSESS classes, in addition to the computer lab.
- Computer hardware and software will be maintained and upgraded to the extent possible to effectively integrate technology in instruction and to allow students ready access to technology in their classrooms.
- Writing resources for students, parents and teachers will be available on the school website.
- Lexia Reading software licensing will be expanded to include additional student access at school, as well as for students at home.
- Writing will be facilitated through the use of AlphaSmart Keyboards in 1st grade and the purchase of additional Chromebooks for classroom use. Students in grades 3 - 5 are being actively trained in the use of Google Docs to be able to use spell check, dictionary functions and easily revise rough drafts. As the rough drafts will be created in Google Docs and shared with the teacher, this facilitates the editing process. As an added bonus, students are able to fluidly continue the writing access at home, at the library or from their mobile devices.
- The Typing Club software will be used by students in grades 2 through 5 to facilitate the revision process necessary in pursuing excellence in writing. Students in grades 3 - 5 will be better prepared for the typing required in the SBAC Exam.

Staff Development and Professional Collaboration
- Open Court, Thinking Maps, Write From the Beginning and GLAD strategies will continue to be implemented in all classes.
- Common Core and collaboration strategies will be shared at staff and grade level meetings.
- District writing lessons and staff development opportunities will be available to staff members.
- In-house trainer and refresher courses of Write From the Beginning and Thinking Maps will be offered to teachers.
- Student Extended Response work samples will be analyzed and discussed at teacher collaboration meetings to arrive at strategies for improving critical thinking and writing for a purpose.
- Framing Your Thoughts strategies will be integrating into literature discussions with the purpose of guiding student knowledge of author's purpose and making more informed inferences and connections.

Involvement of Parents and Community
- Write From the Beginning rubrics will be attached to end of unit writing assessments and the results shared with parents.
- Parents will monitor homework completion and sign homework agendas nightly.
- Parents and community members will be invited to attend Author's Fair, Open House, Wax Museum and other school activities where writing is displayed.
- A calendar of events will be provided to parents which includes writing activities and assessments.
- Mid-trimester reports will be provided each trimester to inform parents of students not meeting grade level standards.
- Academic Improvement Plans (AIP's) will be written for students performing below grade level standards and shared with parents at conferences.
- Student Success Team meetings will be scheduled and held with parents of students at-risk academically or behaviorally. Interventions will be provided that involve both home and school as partners in seeking success for the child. Parents are provided with materials for use at home, including notebooks, the use of software licensing and copies of literacy materials.

Goal IIc: English Language Development
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
The instructional team at Muir Fundamental will strive to meet the objective of reclassifying ALL English language learners within five (5) years of entering the English learner program. Additionally, it is our objective that each English learner will demonstrate annual progress towards this goal as measured by the California English Language Development Test. Every English language learner will be provided access to high quality, standards-aligned instructional materials in both Language Arts and English Language Development to assist them in meeting this goal.

Though our site aims to reach achieve the above objectives for every English learner enrolled at John Muir Fundamental, our actual goals for reclassification remain among the most rigorous in the State. In support of these goals, our English learners will demonstrate gains in the prerequisites necessary for reclassification – gains in the RIT scores in English Language Arts and Writing Proficiency.

Alignment of Instruction, Strategies and Materials with Content Standards

- The ELD program will be provided by all teachers, K-5, for all EL students using a differentiated, comprehensive, standards-aligned curriculum. Teachers will be provided with the proper instructional materials for effective lesson delivery.
- Carousel of Ideas, Open Court resources for ELs, and the use of GLAD or other sheltered strategies will be fully implemented, with protected instructional time.
- Thinking Maps, GLAD, Systematic ELD, Focused Approach and a variety of standards aligned research based methods will continue to be implemented by the instructional staff to meet the needs of EL students. Staff will attend SIOP training in ELD Instructional Strategies when it becomes available.
- Grade levels will team to provide 30 minutes of daily, homogeneous group instruction
- ADEPT assessments will be conducted in the 2nd and 3rd trimesters and the results used to place student in the appropriate ELD group for instruction. Scores will be analyzed for progress throughout the school year.
- CELDT will be administered at the beginning of the school year. The prior year's results will be used for initial placement into ELD groups. State results each January will be used for reclassification.
- The Teacher On Special Assignment (TOSA) will ensure that CELDT testing and other critical English Learner assessments and reclassification requirements meet legal requirements.
- A before school Lexia and SmartyAnts group will focus on English learners and struggling readers.
- Staff will receive training in the Academic Language Modules and implementation strategies.
- Staff will continue to train in the use of Framing Your Thoughts to assist their students in making connections with literature and improving both their oral and written grammar.

Extended Learning Opportunities

- 30 minutes of ELD instruction in homogeneous groups will be implemented in each grade level through team teaching.
- Additional ELD resources will include:

  - The ELD component of Open Court, including Reteach for students below grade level
  - Lexia Reading Software (Phonics K-2 and Strategies for Older Students 3-5)
  - Rosetta Stone English software
  - AR to increase comprehension and fluency skills
  - The use of audio-visual strategies to increase language acquisition

  Technology-based instruction in Lexia Reading and SmartyAnts before and after school for will be offered to English learners without access to computers and/or Internet at home.

- Summer school and other resources will be offered to EL students who are scoring below grade level. The District has provided LTEL (Long Term English Learners) tutoring resources to English learners in grades 3, 4 and 5. If this instruction is again offered, the appropriate students will be enrolled.
- The library technician will read with groups of English learners to increase their vocabulary.
- AVID tutors with a future interest in teaching will be sought out to allow teachers to rotate groups for literacy with a focus on Academic Language, vocabulary enrichment and grammar support.
- Tutoring will be provided after school in grades two and three. Instruction will target students who have demonstrated minimal growth on the CELDT exam and/or Measures of Academic Progress.
- Lexia Reading will be offered before and after school primarily to 2nd through 5th grade students who do not have Internet access at home. SmartyAnts will be offered for students in grades K - 2 and students with special needs who are reading within the primary grade level.
- Additional devices will be purchased at various grade levels to ensure that students have adequate access to technology resources in their classrooms.

Increased Access to Technology

- Classrooms are equipped and maintained with computers and Internet access that can be used to supplement ELD instruction.
- All student sub-groups, including ELs, will have equal access to participate in technology assisted activities throughout the day.
- Computer hardware, software and technology will be maintained and upgraded when possible to effectively integrate and utilize technology in instruction and to allow students access to technology during the school day.

Staff Development and Professional Collaboration
- Open Court, GLAD, Thinking Maps, Write From the Beginning (with all their EL components) and Carousel of Ideas will be fully implemented.
- District sponsored training opportunities will be made available to all teachers and to instructional assistants as a benefit to their skillset in the classroom.
- Teaching staff will collaboratively review data in order to inform and improve instruction
- ELD groupings, student work samples and progress toward proficiency will be discussed across grade levels during articulation meetings.
- Staff will make use of SmartBoard technology to ensure that lessons are sheltered to facilitate English acquisition.

Involvement of Parents and Community
- EL parents will monitor and sign homework on a daily basis as part of the fundamental commitment
- Parents will volunteer a minimum of 12 hours per year at school related activities as part of the fundamental contract
- The library and computer lab terminals will be available before school so EL parents can work with their children.
- Report cards and trimester progress reports will inform EL parents on the progress of their student in language acquisition. AIP's will be written for underperforming students and shared with parents.
- CELDT, ADEPT, Carousel of Ideas, Open Court unit assessments and other test data will be shared with EL parents.
- EL parents will be invited to participate on ELAC, DELAC and SSC.
- CELDT results and PN letters will be sent to each parent or guardian of an EL student
- Notices sent home from school will be printed in both English and Spanish so that all parents have access to information about their children's progress toward English language proficiency.
- Parents of EL learners will be invited to attend a special ELAC meeting and learn in detail the requirements for their children to reclassify as fluent English proficient in October of each year.

Goal IId: Mathematics
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
Students at Muir Fundamental will develop both mathematical understanding and procedural skill through strategic instruction in the Common Core Mathematics. Their proficiency will be assessed using mathematical tasks that reflect real-life problems and implementation in Mathematics.

Muir Fundamental students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed for Algebra through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials. Our students will master the grade level skills necessary to prepare for college/careers of the 21st century.

Alignment of Instruction, Strategies and Materials with Content Standards
- A differentiated, comprehensive, Common Core standards-aligned curriculum will be effectively provided by all teachers to K-5 students in Mathematics.
- The Common Core District pacing guide will be followed by all teachers to prepare for Benchmarks.
- Houghton-Mifflin Mathematics will be fully implemented with protected instructional time. Teachers receiving Math in Common and Cognitively Guided Instruction training will incorporate that training into their instruction.
- Eagle Math will provide motivation and practice to develop automaticity with math facts and give additional support to the core program.

- A greater focus on explaining mathematical thinking will be implemented in the classrooms. The results of the Extended Response in Mathematics will inform instruction.
- The MIND Institute ST Math software is a non-language-based method of instruction offering a visual understanding of complex mathematical concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math. Again, this school year, the ST Mind Institute will be implemented for grades TK - 5, with 45 minute sessions twice weekly for each class. Teachers will receive training to remain current on the most recent changes in the upgraded Generation 5 ST Math.

  MIND Research Institute's ST Math is a scientifically research-based integrated and individualized instructional software system proven effective in:

  * helping close the achievement gap for struggling students in attaining math proficiency.
  * providing engaging enrichment activities for students who are ready to move beyond mastery of grade level concepts and delve deeper into higher levels of math and math concepts.

  It is a self-paced, language independent instructional system aligned with Common Core Standards and builds conceptual understanding and problem solving skills delivered in a variety of learning environments. Along with providing students with engaging, individualized and differentiated instructional support, teachers and administrators utilize the detailed reporting of student learning patterns provided through the ST Math learning program to identify trends in student achievement and provide instructional interventions to improve academic achievement and close the achievement gap for students struggling with grade level mathematics and math concepts.

- An instructional assistant, well-versed in technology, will support the ST Math Program in each of the computer labs. This instructional assistant will be supplemented in hours to support the exponential growth and complexity of technology use across the campus.

Extended Learning Opportunities
- The purchase of software licenses for MobyMath, Reflex Math and DreamBox. Licensing will be limited to sufficient quantities to target the students most in need of intervention. These three programs will be sampled for their effectiveness in raising mathematics proficiency in specific areas.
- The use of SmartBoard technology will be incorporated into mathematics' instruction using the math tools features.
- Carousel of Ideas and other EL strategies/materials will be used with EL students to increase English proficiency and comprehension of word problems in Mathematics. Extended Response assessments have demonstrated that the majority of our students - both English Learners and English Only - have difficulty forming a written explanation of their thought process in Mathematics when solving a problem.
- Materials for high ability students and at risk students are available through the challenge or reteach materials in Houghton Mifflin and other supplementary math materials.
- Some additional academic support is available through Engage 360. The program is available for students after school in grades K - 5.
- Additional Internet resources for Mathematics will be provided to families on the Muir Fundamental website.
- Intensive tutoring in Mathematics will be provided to students targeted for intervention for 10 weeks prior to the CAASPP exam.

Increased Access to Technology
- Classrooms are equipped with computers and Internet access and are available for student use. Permanent classrooms - Kinder through 2nd grades and SDC classrooms are equipped with interactive SmartBoards.
- ST Mind Institute, a web based learning program, is available for all students in grades K - 5.
- All student subgroups will have equal opportunities to participate in technology assisted activities ranging from skills practice to project based learning.
- Computer hardware, software and technology will be maintained and upgraded to the extent possible within the school's limited budget. This is necessary in order to effectively integrate and utilize technology in instruction and to allow students access to reliable technology in their classrooms.
- The library computer terminals will be available before and during school for student use. Parents will have be provided access in the library at a reserved time on Thursday afternoons and Friday mornings.
- Headphones, mice and keyboards will be replaced due to wear and tear in the computer labs. Additionally, document cameras and short-throw multimedia projectors will be purchased to accommodate the increase in classrooms used for instructional purposes.

Staff Development and Professional Collaboration
- Teachers will be trained on the updated Generation 5 ST Mind Institute computer based math program in order to effectively access and evaluate student math data.
- In-house training of math strategies and best practices will be conducted at staff and grade level meetings.
- District sponsored math trainings will be made available to all teachers.
- Grade level teams will meet twice per month to collaborate on math instruction.
- Benchmark, Extended Response items and other Mathematics data will be evaluated by staff to continuously improve instruction.
- The most qualified Mathematics students will be further trained to represent Muir Fundamental in Math Field Day in June of each school year.

Involvement of Parents and Community
- Parents will monitor and sign homework on a daily basis.
- Parents will volunteer a minimum of 12 hours per year at school activities as part of the fundamental contract.
- The library and computer terminals will be available before school so parents are afforded access to the online curriculum along with their children.
- Report cards and progress reports will be shared with parents at 1st and 2nd trimester conferences and sent home 3rd trimester.
- AIP's will be written for under-performing math students and shared with parents at conferences.
- Parents will be invited to attend trimester awards ceremonies.

Goal III: Parent and Community: Partnerships for Student Learners
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal:
John Muir Fundamental school has a long-established history of parent involvement. Our school will continue to strengthen its parent and community partnerships in keeping with its goals of student achievement and the creation of a healthy, safe, and secure school environment.

Parents are encouraged to volunteer 12 hours per family per year at school activities as part of their fundamental commitment.

School events and student progress will be communicated to parents regularly through bulletins, progress reports, academic improvement plans, student success team meetings, electronically generated phone, text and email messages, the school website, the school marquee and the trimester-scheduled report card conferences. Additionally, parents are contacted frequently via phone contact, email and in person at regular drop-off and pick-up times.

Building on parenting strengths
Parent Volunteers will Support Students and School Events
- Parents will be offered a variety of options for contributing to the continued success of John Muir Fundamental.
- As part of their fundamental agreement, parents will volunteer at least 12 hours per year, attend Back to School Night, Open House, parent conferences and 3 PTA meetings.
- Parents agree to monitor homework completion and sign the homework agenda each night. Student agendas in grades 3 - 5 are designed and purchased annually. Teachers in grades K - 2 prepare their own student homework agendas which are prepared through the use of Print Shop services. Both of these agendas provide an excellent means of communicating daily with parents - not only about homework, but also with regard to school involvement, field trips, student concerns, and other matters related to student success.
- PTA will sponsor a monthly skate night, Chuck E. Cheese fundraiser, annual jog-a-thon and other events to encourage parent and student collegiality.
- PTA will hold multiple fundraisers, including the annual Carnival, to provide funds for field trips, Outdoor Science School, 5th grade promotion and other student events.

Communicating effectively
Communication System for Parents, Staff and Community Members
- Interpreters will be available when needed for parent conferences, SST's, PTA meetings and at other times when requested by teachers or parents. Funds in this category are used to provide personnel who are bilingual and can mediate proficiently across two languages.
- Teachers will maintain a fundamental policy grid for each student which includes parent notification at set points.

- Bulletins, PTA newsletters, the school website and Extend phoning will be used to communicate with parents, teachers and students. Funding under this category provides for Print Shop services that directly impact parents and guardians of our students body.
- PTA and ELAC will hold monthly parent meetings to inform parents of upcoming events and needs.
- The School Site Council will provide a forum for elected parents to voice their opinion and feedback on school-related themes or concerns.

Organizing opportunities for volunteering
Parent Collaboration and Decision Making

- The allocation of state, federal and categorical budget funds is approved by SSC and staff.
- The Comprehensive School Plan is completed and approved with input from all parties, including ELAC and SSC.
- Parents will represent John Muir Fundamental at DELAC, DAC, PTA, ELAC, SSC and other committees as requested.

Learning at home
Parent Education Classes

- Kinder Literacy Night is held in conjunction with Read Across America activities to model reading to children for enjoyment.
- GATE Family Information Nights
- Grade Level Family Literacy and Family Math Nights
- Technology Literacy Nights (Google Docs, Typing Club, and accessing school resources from Muir Fundamental's website)
- "Raising Highly Capable Kids" 12-Session Training - Part III
- Child care will be provided to parents for trainings.

Involving in decision making

Collaborating with the community

Building relationships

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
Title I funding within this object code range provides additional hours to instructional staff for intervention in Mathematics and Language Arts. Additionally, substitutes are made available for staff in order that they may participate in valuable trainings that are only available during the regular teaching day.	1000-1999: Certificated Personnel Salaries	Title I, Part A	14,550.00
Office staffing is augmented for services beyond the traditional work day: translation or interpreting requirements, evening parent meetings and unanticipated periods of high work flow. Activity Supervisors utilize the parent set-aside funds to provide child care during parent meetings and trainings, such as the 12-week "Raising High Capable Kids" sessions. Most critically, a large portion of funding under this category will provide supervised tutoring by highly-trained university students who are on the cusp of entering the teaching profession.	2000-2999: Classified Personnel Salaries	Title I, Part A	38,536.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
The school library selections were again augmented this year with non-fiction books aligned with Common Core goals. Both SIPPS and SRA kits were purchased to provide for targeted and specific reading interventions for our most at-risk students at each grade level. The lion's share of funds under the 4000 category were allocated to the replacement of our school's eight-year old computer lab. This upgrade provides an optimal environment for interventions, assessment and State testing.	4000-4999: Books And Supplies	Title I, Part A	89,576.52
Expenditures within this source range were directed to Print Shop services for student recognition certificates, parent training materials, Common Core supplements for Mathematics & Language Arts, and assessment materials which provide guidance for our site's directed student interventions.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	19,190.37
Software Licensing was procured for both primary intervention and extracurricular instruction and research: a) SmartyAnts Reading, b) Lexia Reading, c) Typing Club, d) Accelerated Reader STAR Enterprise upgrade (enhanced metrics), e) BrainPop (Science), and f) DreamBox (Mathematics).	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	18,000.00
		Total	**179,852.89**