

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

John Muir Elementary School

2014-15
School Accountability Report Card
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SARC



Principal's Message

John Muir Elementary School is a caring cooperative of lifelong learners. We live the FISH! Philosophy: Choose Your Attitude, Be There, Make Their Day, and Play. We believe that education is a partnership among school, children and parents. John Muir Elementary has a long history of academic excellence, parent involvement, and being a welcoming community. We invite you to come be a part of our warm family!

Frances M. Dunleavy, Ed.D.

Principal

School Mission Statement

The John Muir Elementary School community believes that our children are our most precious resources for the future. We believe that education is a partnership among children, their families and school. Our teachers believe that all children can learn and succeed in a safe environment. High expectations lead our students to become lifelong learners; critical thinkers; creative problem solvers; skillful communicators; and responsible, respectful, and curious citizens.

Achievements

- Mrs. Marconi's kindergarten teaching garden became a Certified Wildlife Habitat by the National Wildlife Federation!
- Grants were earned by Mrs. Easley, Mrs. Rondeau, and Mrs. Peckham from Philanthropic Ventures; and Dr. Dunleavy earned a Watershed Grant, which provided two assemblies by the Banana Slug String Band.
- Dr. Dunleavy earned a districtwide grant from the San Bruno Education Foundation to fund Scholastic Reading Counts! testing at El Crystal twice a week for eight weeks during the summer. John Muir School had the highest number of students participate.
- Our students continue to excel in the Scholastic Reading Counts! program. Students in grades 1-5 read, take computerized comprehension tests and earn points. Each trimester, a specific number of points are required for each grade. Kindergarten and first-grade students participate in Reading Counts! as they become fluent readers.
- Retired teacher Sandra Bowlus, in the name of the international women's sorority Alpha Delta Kappa, volunteered and taught a 10-week English language learner program. Mrs. Bowlus has taught this program for 12 years.
- For the past 11 years, Project ASTRO volunteers have taught astronomy to Mrs. Takahashi's fifth-grade class and Ms. Heiman's and Ms. Burns' fourth-grade classes. Highlights included planetarium field trips and evening star-gazing parties.
- Retired teachers Jeff Zable and Anne Dallara taught a remedial reading program to K-5 students.
- For the seventh consecutive year, students from the College of San Mateo's CalTeach program taught science for six hours a week in Mrs. Takahashi's fifth-grade class.
- Mrs. Easley, second-grade teacher, was a master teacher to a student teacher from Notre Dame de Namur University.
- Math Boot Camp was created and run by the principal. Fourth- and fifth-grade students who did not demonstrate mastery of basic math facts attended 40-minute sessions before school twice a week. When mastery was demonstrated, students exited the program. This program builds math fluency and mathematical reasoning.

San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Motto

Proud Schools in a Proud Community

San Bruno Park School District Mission Statement

San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

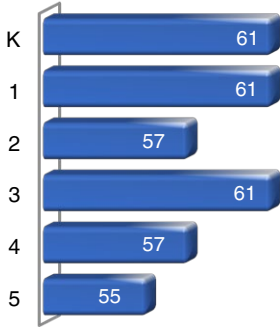
San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Measures for Improvement

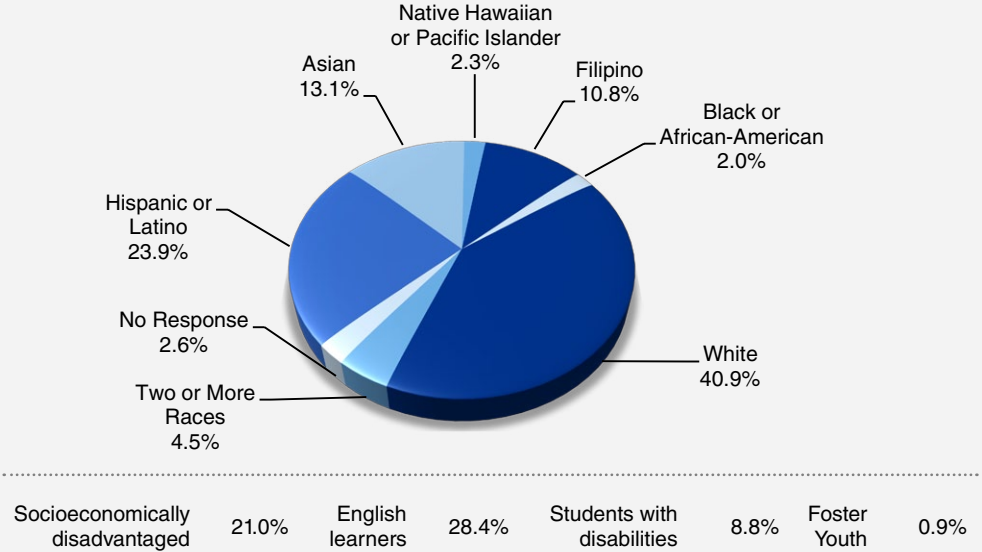
- Lucy Calkins Writing Workshop was piloted and will be used schoolwide in 2015-16.
- There are reading goals for every grade level. Students' reading abilities are measured through fluency and Lexile scores.
- The Remedial Reading Program provides targeted instruction for students needing additional assistance.
- The English Learner Program provides targeted instruction for students who are learning English.
- Pilot school for Recology's organic-waste program since December 2013. Our students sort trash into organic waste, recycling and landfill. We have eliminated Styrofoam from the lunch program and use compostable trays. Our school saves more than \$3,000 each year through this organics program. Student teams oversee the organics program during recess and lunch.
- Fourth- and fifth-grade students are required to demonstrate mastery of basic facts. Students needing additional practice and instruction will attend Math Boot Camp twice a week for 40 minutes before school. Students are very motivated to test out of this program.
- Dr. Dunleavy will lead Math Boot Camp to help students develop math fluency and number sense.
- Students from the College of San Mateo's CalTeach program will teach math for six hours per week in Mrs. Takahashi's fifth-grade class.

Enrollment by Student Group

The total enrollment at the school was 352 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year



Parental Involvement

Parents are active participants in their children's education. They are encouraged to supervise homework, volunteer in classrooms and drive on field trips. The Parent Teacher Association (PTA) has numerous volunteer activities, including the Ice Cream Social, Carnival, Posy Parade, Frosty's Workshop, Pancake Breakfast, Parents' Night Out, Talent Show, picture days, Gardening Club, School Beautification, school picnic, movie nights, and more. Parents and family members also participate on the School Site Council and district committees. For more information on how to become involved at the school, please contact Maria O'Keefe, parent liaison, or Lani D'Arcy, Parent Teacher Association president, at (650) 624-3160.

School Safety

The School Site Council's Safety Committee was formed in 2009. This committee reviewed and revised the school safety plan, emergency drills, and safety equipment and supplies.

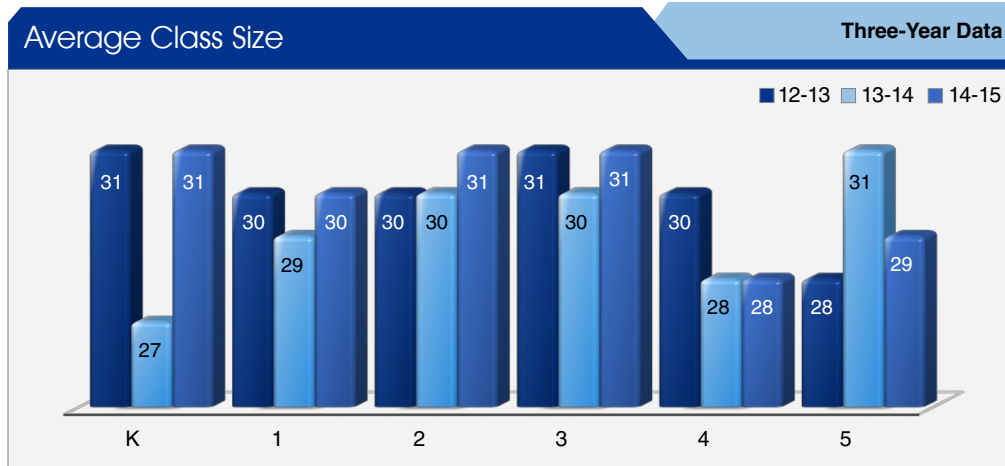
The safety plan is updated annually and covers safety procedures, including the visitor policy, emergency materials and evacuation procedures. The safety plan is reviewed with all staff at the beginning of each year. It was most recently reviewed, updated and discussed with staff in November 2015. Drills are held on a monthly basis and include fire, earthquake, lockdown and evacuation. The safety plan is located in the office for public access. All visitors must sign in and out in the office and wear a visitor's sticker. Visitors are accounted for in all drills. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is shared among noon supervisors, teachers, instructional aides and the administration.

Special Programs and Staff

Students are encouraged to participate in extracurricular activities, including Student Council, chess, Spanish, football, kickball, basketball, Mad Science, Newcomb tournament, Outdoor Education, Gardening Club, Posy Parade, carnival and spirit days. State and federal funds provide a library media aide and the Rhythm & Moves P.E. program. The district provides a full range of special education programs and contracts with nurses for vision and hearing testing.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1 ½		2			2		
1		½ 1 ½		2			2		
2		½ 1		2			2		
3		1 ½		2			2		
4		½ 1		2			2		
5		2		2			2		

English Learner Program

The English Language Development (ELD) program at John Muir School assists students who are English learners. The program provides special instruction in core curriculum subject areas and is taught by teachers with Crosscultural Language and Academic Development (CLAD) certification or teachers certified through Senate Bill 1969 (certification to teach English learners). All John Muir teachers are either CLAD or SB 1969 certified. Student progress is based on California English Language Development Test (CELDT) results. All ELD instruction is fully integrated into classroom teaching. We use Rosetta Stone as an effective tool in developing the English skills of our English learners. A retired teacher, working in the name of Alpha Delta Kappa, a women's educators' sorority, taught an English language learner pullout program two days per week for 10 weeks.

Homework

Homework is an important part of education. It is used to build work habits and study skills and to reinforce instruction and improve academic achievement. All teachers will present their specific homework policies at Back-to-School Night. Please partner with your child's teacher to support and supervise homework. If you have questions or concerns, please contact your child's teacher.

Assignments are often started in class and are to be completed at home. The type of homework and length will vary according to the subject and grade level. Every grade level has required at-home reading.

- Kindergarten: One to two hours per week
- Grades 1-3: Two to four hours per week
- Grades 4-6: Four to six hours per week
- Grades 7-8: Six to eight hours per week

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Staff development focused on the implementation of the new math program Eureka Math. Two sessions were provided by the San Mateo County Office of Education (SMCOE), and one session was provided by EngageNY. Technology staff development took place during faculty meetings and early release Thursdays. The entire staff spent May 8, 2015 in Lucy Calkins Writing Workshop training, which will be the 2015-16 staff development focus.

Professional Development Days

2013-14	2 days
2014-15	3 days
2015-16	3 days

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

John Muir ES			
	12-13	13-14	14-15
Suspension rates	1.6%	1.7%	0.1%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	12-13	13-14	14-15
Suspension rates	1.3%	1.3%	0.3%
Expulsion rates	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	22.8%
Five of six standards	36.8%
Six of six standards	19.3%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	John Muir ES	San Bruno Park SD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	○	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	John Muir ES	San Bruno Park SD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2011-2012	
Year in Program Improvement	◇	Year 3	
Number of Title I schools currently in Program Improvement	3		
Percentage of Title I schools currently in Program Improvement	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	John Muir ES			San Bruno Park SD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	79%	75%	72%	57%	62%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	61%	
All students at the school	72%	
Male	65%	
Female	78%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	83%	
Native Hawaiian or Pacific Islander	❖	
White	76%	
Two or more races	❖	
Socioeconomically disadvantaged	68%	
English learners	82%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	John Muir ES	San Bruno Park SD	California
English language arts/literacy	53%	43%	44%
Mathematics	47%	38%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	63	61	96.8%	16%	33%	20%	28%
Male		30	47.6%	17%	33%	17%	30%
Female		31	49.2%	16%	32%	23%	26%
Black or African-American		1	1.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	7.9%	❖	❖	❖	❖
Filipino		8	12.7%	❖	❖	❖	❖
Hispanic or Latino		18	28.6%	17%	56%	6%	22%
Native Hawaiian or Pacific Islander		1	1.6%	❖	❖	❖	❖
White		25	39.7%	16%	16%	32%	32%
Two or more races		3	4.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	23.8%	13%	53%	13%	13%
English learners		18	28.6%	28%	39%	11%	11%
Students with disabilities		4	6.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	63	61	96.8%	15%	23%	43%	20%
Male		30	47.6%	20%	17%	40%	23%
Female		31	49.2%	10%	29%	45%	16%
Black or African-American		1	1.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	7.9%	❖	❖	❖	❖
Filipino		8	12.7%	❖	❖	❖	❖
Hispanic or Latino		18	28.6%	17%	22%	50%	11%
Native Hawaiian or Pacific Islander		1	1.6%	❖	❖	❖	❖
White		25	39.7%	4%	24%	40%	32%
Two or more races		3	4.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	23.8%	13%	33%	40%	13%
English learners		18	28.6%	28%	22%	44%	6%
Students with disabilities		4	6.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	57	57	100.0%	26%	16%	26%	26%
Male		33	57.9%	27%	21%	27%	18%
Female		24	42.1%	25%	8%	25%	38%
Black or African-American		2	3.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	7.0%	❖	❖	❖	❖
Filipino		5	8.8%	❖	❖	❖	❖
Hispanic or Latino		14	24.6%	36%	14%	21%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		29	50.9%	28%	17%	21%	34%
Two or more races		3	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	17.5%	❖	❖	❖	❖
English learners		15	26.3%	27%	7%	33%	20%
Students with disabilities		6	10.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	57	57	100.0%	33%	42%	21%	4%
Male		33	57.9%	33%	33%	27%	6%
Female		24	42.1%	33%	54%	13%	0%
Black or African-American		2	3.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	7.0%	❖	❖	❖	❖
Filipino		5	8.8%	❖	❖	❖	❖
Hispanic or Latino		14	24.6%	57%	36%	7%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		29	50.9%	31%	45%	17%	7%
Two or more races		3	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	17.5%	❖	❖	❖	❖
English learners		15	26.3%	33%	67%	0%	0%
Students with disabilities		6	10.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	57	57	100.0%	18%	23%	40%	19%
Male		29	50.9%	17%	28%	38%	17%
Female		28	49.1%	18%	18%	43%	21%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	10.5%	❖	❖	❖	❖
Filipino		11	19.3%	27%	18%	36%	18%
Hispanic or Latino		14	24.6%	21%	29%	36%	14%
Native Hawaiian or Pacific Islander		1	1.8%	❖	❖	❖	❖
White		21	36.8%	19%	19%	38%	24%
Two or more races		3	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		17	29.8%	18%	24%	47%	12%
English learners		18	31.6%	28%	17%	44%	11%
Students with disabilities		7	12.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	57	57	100.0%	14%	32%	26%	28%
Male		29	50.9%	17%	28%	28%	28%
Female		28	49.1%	11%	36%	25%	29%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	10.5%	❖	❖	❖	❖
Filipino		11	19.3%	9%	27%	36%	27%
Hispanic or Latino		14	24.6%	36%	7%	29%	29%
Native Hawaiian or Pacific Islander		1	1.8%	❖	❖	❖	❖
White		21	36.8%	10%	48%	14%	29%
Two or more races		3	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		17	29.8%	24%	29%	35%	12%
English learners		18	31.6%	22%	44%	11%	22%
Students with disabilities		7	12.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

The instructional-materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "Comparison Pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 14, 2015. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Open Court Reading, McGraw-Hill	2003
English language arts	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2011
English learners	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2010
Mathematics	Houghton Mifflin	2006
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Muir Elementary	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	
	10/2015





School Facilities

John Muir School was built in 1960 and provides a safe, clean environment for students, staff and families. A \$30 million bond allowed modernization of the entire school district in 2000. At John Muir, the project included a new roof and remodeling all the classrooms, the library and administration office. The kitchen was remodeled in 2005. John Muir is composed of 19 classrooms, a library, computer lab, cafeteria, staff lounge, two playgrounds and a large green.

One full-time custodian, one part-time custodian, a part-time gardener, plus district maintenance maintain the campus. The school is in good condition and is cleaned daily. The district uses a work-order procedure to ensure that repairs are handled in a timely manner.

Types of Services Funded

State and federal monies fund the following programs: Remedial Reading, library media aide, a P.E. specialist for fourth and fifth grades, and school supplies. The PTA funds the University of San Francisco counseling intern and the music specialist. The PTA provides decodable books for grades K-3; field-trip fees and buses; supplies for the schoolwide Art Attack program; Outdoor Education scholarships, transportation to Outdoor Education; P.E. equipment; classroom materials and supplies; and much, much more. Teachers volunteer their time to offer Morning Reading and Morning Math programs.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Poor	Restrooms/fountains	Poor
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			11/5/2015
Date of the most recent completion of the inspection form			11/5/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Storm drains need clearing. Plumber repaired 11/10/2015.	
Interior	Water stained ceiling tiles. Repairs are address as needed by district maintenance & operational staff from October 2015 through May 2016.	
Restrooms/fountains	Outdoor water fountains repaired 11/30/2015.	

Special Education Program

John Muir Elementary provides support for students with special needs. Special education services are tailored to the Individualized Education Program (IEP) of each student with physical, emotional or learning disabilities. Our special educator and aide work with special education students daily. The speech therapist and the district counselor see students regularly. The PTA funds a counseling intern from the University of San Francisco for 10 hours a week.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	John Muir ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	103	12	13	12
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	John Muir ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Muir Elementary	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

✦ Not applicable.

"John Muir Elementary has a long history of academic excellence, parent involvement and a welcoming community."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ✦

Support Staff

Social/behavioral or career development counselors 0.20

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 0.30

Psychologist 0.33

Social worker 0.00

Nurse 0.00

Speech/language/hearing specialist 0.50

Resource specialist (nonteaching) 1.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,905
Expenditures per pupil from restricted sources	\$652
Expenditures per pupil from unrestricted sources	\$4,253
Annual average teacher salary	\$70,412

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$38,700	\$42,723
Midrange teacher salary	\$67,513	\$65,936
Highest teacher salary	\$74,381	\$84,545
Average elementary school principal salary	\$98,817	\$106,864
Average middle school principal salary	\$102,548	\$110,494
Superintendent salary	\$129,135	\$159,133
Teacher salaries: percentage of budget	32%	40%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Muir Elementary	\$4,253	\$70,412
San Bruno Park SD	\$6,063	\$65,179
California	\$5,348	\$69,086
School and district: percentage difference	-29.8%	+8.0%
School and California: percentage difference	-20.5%	+1.9%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.