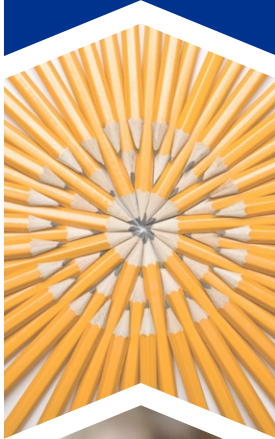
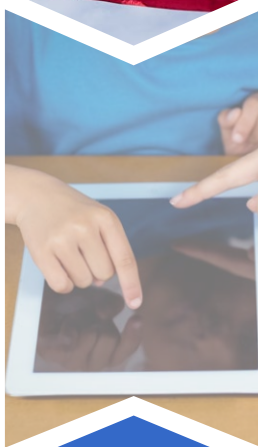


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## John Muir Elementary School

Frances M. Dunleavy, Ed.D.  
Principal  
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130 Cambridge Lane  
San Bruno, CA 94066

Grades: K-5  
Phone: (650) 624-3160  
<http://sbpsd.k12.ca.us/johnmuir/index.htm>

CDS Code: 41-69013-6044671

# San Bruno Park SD





### 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

### 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.

### Parental Involvement

Parents are active participants in their children's education. They are encouraged to supervise homework, volunteer in classrooms and drive for 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, the talent show, picture days, Gardening Club, School Beautification, school picnic, movie nights and more. Parents and community 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 Sonia Rutherford, PTA 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 2016. 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 visitor 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, and the administration.

### Types of Services Funded

State and federal monies fund the following: Remedial Reading, a 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 and 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 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.



*Proud Schools in a Proud Community*

### District Mission Statement

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

### San Bruno Park School District Belief Statements

We believe that:

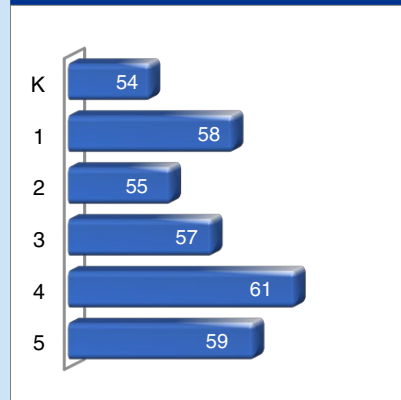
- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit 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.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade



## 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](http://www.cde.ca.gov/ta/tg/pf).

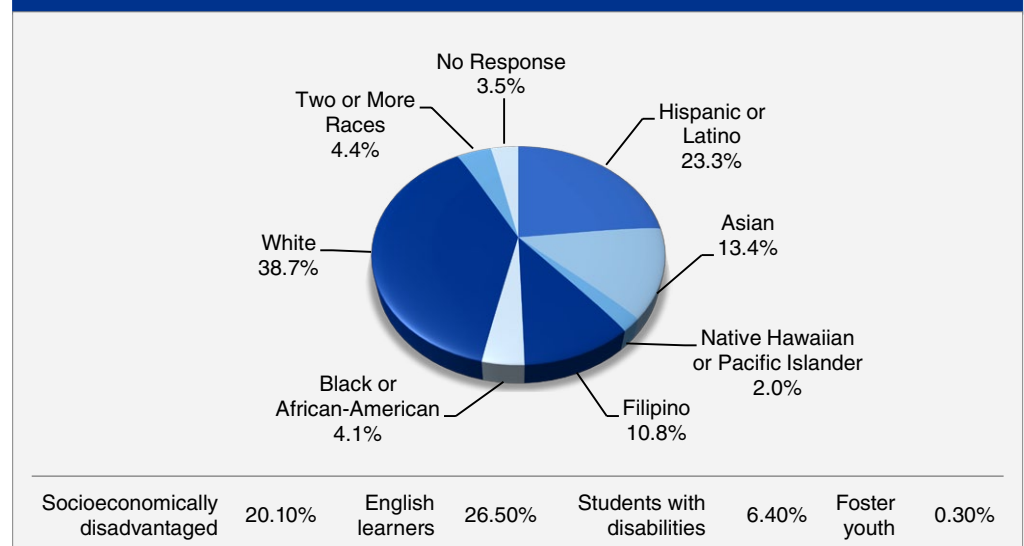
Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	27.1%
Five of six standards	28.8%
Six of six standards	11.9%

## Enrollment by Student Group

The total enrollment at the school was 344 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



## 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.

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2016-17 School Year
	John Muir ES	San Bruno Park SD
<b>Program Improvement status</b>	Not Title I	In PI
<b>First year of Program Improvement</b>	◇	2011-2012
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of schools currently in Program Improvement</b>		3
<b>Percentage of schools currently in Program Improvement</b>		100.00%

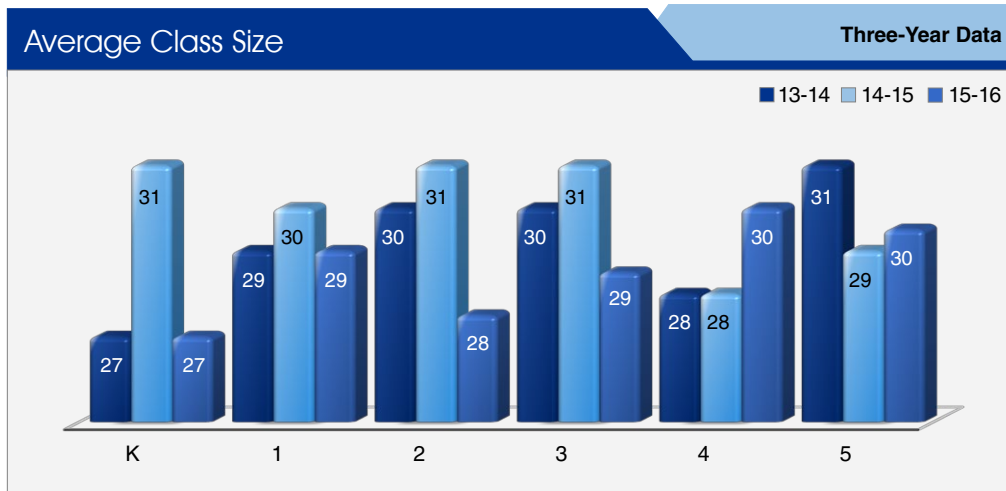
◇ Not applicable. The school is not in Program Improvement.





### 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1		2			2			2	
2		2			2			2	
3		2			2			2	
4		2			2			2	
5		2			2			2	

### Measures for Improvement

- Lucy Calkins Writing Workshop was piloted and will be used schoolwide in 2015-16.
- Reading goals were set 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 recesses and lunches.
- Fourth and fifth grade students are required to demonstrate mastery of basic facts. Students needing additional practice and instruction attend Math Boot Camp twice a week for 40 minutes before school. Students are very motivated to test out of this program.
- Dr. Dunleavy leads Math Boot Camp to help students develop math fluency and number sense.
- Students from the College of San Mateo's CalTeach program teach math for six hours per week in Mrs. Takahashi's fifth-grade class.

### 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			
	13-14	14-15	15-16
Suspension rates	1.7%	0.1%	2.7%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
Suspension rates	1.3%	0.3%	2.8%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

### 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 Writing Workshop. San Mateo County Office of Education staff led four training sessions. Monthly, teachers were observed and met with their Writing Workshop coaches. Technology staff development took place during faculty meetings and early release Thursdays.

Professional Development Days	
2014-15	3 days
2015-16	3 days
2016-17	3 days



## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	John Muir ES			San Bruno Park SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	75%	72%	75%	62%	61%	54%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
<b>All students</b>	60	60	100.00%	75.00%	
<b>Male</b>	37	37	100.00%	70.27%	
<b>Female</b>	23	23	100.00%	82.61%	
<b>Black or African-American</b>	❖	❖	❖	❖	
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	
<b>Asian</b>	❖	❖	❖	❖	
<b>Filipino</b>	❖	❖	❖	❖	
<b>Hispanic or Latino</b>	16	16	100.00%	62.50%	
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	
<b>White</b>	30	30	100.00%	86.67%	
<b>Two or more races</b>	❖	❖	❖	❖	
<b>Socioeconomically disadvantaged</b>	11	11	100.00%	45.45%	
<b>English learners</b>	13	13	100.00%	46.15%	
<b>Students with disabilities</b>	❖	❖	❖	❖	
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	
<b>Foster youth</b>	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	John Muir ES		San Bruno Park SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
<b>English language arts/literacy</b>	55%	53%	44%	46%	44%	48%
<b>Mathematics</b>	47%	55%	40%	41%	33%	36%

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 3</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	58	56	96.60%	34.60%
Male	37	35	94.60%	23.50%
Female	21	21	100.00%	52.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	12	92.30%	33.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	27	96.40%	42.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	14	93.30%	42.90%
English learners	19	19	100.00%	42.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 3</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	57	56	98.30%	56.40%
Male	36	35	97.20%	52.90%
Female	21	21	100.00%	61.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	12	92.30%	41.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	27	100.00%	70.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	71.40%
English learners	19	19	100.00%	66.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	60	59	98.30%	71.20%
Male	29	28	96.60%	71.40%
Female	31	31	100.00%	71.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	66.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	26	26	100.00%	76.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	70.60%
English learners	16	16	100.00%	50.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	60	59	98.30%	62.70%
Male	29	28	96.60%	67.90%
Female	31	31	100.00%	58.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	66.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	26	26	100.00%	65.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	64.70%
English learners	16	16	100.00%	43.80%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.





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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 5</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	60	60	100.00%	52.50%
Male	37	37	100.00%	38.90%
Female	23	23	100.00%	73.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	30	30	100.00%	62.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	20.00%
English learners	13	13	100.00%	23.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 5</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	60	60	100.00%	45.00%
Male	37	37	100.00%	40.50%
Female	23	23	100.00%	52.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	30	30	100.00%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	27.30%
English learners	13	13	100.00%	23.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



## 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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇



## 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

## 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 12, 2016. 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw-Hill	2016
English learners	Wonders, McGraw-Hill	2016
Mathematics	Eureka, Great Minds	2015
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date		10/12/2016

## Achievements

- Mrs. Marconi's kindergarten teaching garden became a Certified Wildlife Habitat by the National Wildlife Federation!
- Grants were earned by Mrs. Easley and Mrs. Rondeau from Philanthropic Ventures.
- 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, Marlene Morris taught an English language learner program for K-5 students through the district's retired teacher program.
- Retired teachers, Anne Dallara and Jeff Zable taught a remedial reading program for K-5 students through the district's retired teacher program.
- For the past 12 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.
- For the eighth 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.
- Ms. Burns, Ms. Heiman, Mrs. Cunningham and Mrs. Claussen were master teachers to student teachers 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.

◇ Not applicable.



### 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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Fair
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Poor	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			10/27/2016
<b>Date of the most recent completion of the inspection form</b>			10/27/2016

### 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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Electrical</b>	Pull boxes on roof badly rusted, holding water. Solution may be to drill drain holes in bottom and cover tops and sides. Having wires re-pulled.	When feasible
<b>Restrooms/fountains</b>	Exterior fountains, 3 of 6 sinks boys restrooms not working properly. Adjust, repair as needed. Faucets repaired, adjusted or replaced.	December 2016

### 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 Cross-cultural 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 Senate Bill 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. Marlene Morris, a retired teacher, taught an English language learner pullout program two days per week for 10 weeks.



### 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 18 classrooms, a library, 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.

### 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



## 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.

## 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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.20
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.33
Psychologist	0.20
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	John Muir ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	116	13	12	14
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	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 that 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	14-15	15-16	16-17
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

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
John Muir ES	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%



## Financial Data

The financial data displayed in this SARC is from the 2014-15 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](http://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](http://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](http://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	2014-15 Fiscal Year	
	San Bruno Park SD	Similar Sized District
<b>Beginning teacher salary</b>	\$39,338	\$44,507
<b>Midrange teacher salary</b>	\$68,597	\$68,910
<b>Highest teacher salary</b>	\$79,200	\$88,330
<b>Average elementary school principal salary</b>	\$103,346	\$111,481
<b>Average middle school principal salary</b>	\$107,511	\$115,435
<b>Superintendent salary</b>	\$135,634	\$169,821
<b>Teacher salaries: percentage of budget</b>	32%	39%
<b>Administrative salaries: percentage of budget</b>	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>John Muir ES</b>	\$4,366	\$63,626
<b>San Bruno Park SD</b>	\$6,607	\$61,508
<b>California</b>	\$5,677	\$71,610
<b>School and district: percentage difference</b>	-33.9%	+3.4%
<b>School and California: percentage difference</b>	-23.1%	-11.1%

## 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 first-come, first-served 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.

## 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	
2014-15 Fiscal Year	
<b>Total expenditures per pupil</b>	\$5,371
<b>Expenditures per pupil from restricted sources</b>	\$1,005
<b>Expenditures per pupil from unrestricted sources</b>	\$4,366
<b>Annual average teacher salary</b>	\$63,626

## 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.

Data for this year's SARC was provided by the California Department of Education and 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 Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

## School Accountability Report Card

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