

# John Muir Elementary School

2955 Claremont Ave. • Berkeley, CA 94705 • (510) 644-6410 • Grades K-5

Audrey Amos, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6206  
[www.berkeleyschools.net](http://www.berkeleyschools.net)

### **District Governing Board**

Josh Daniels, President  
Judy Appel, Vice President  
Beatriz Leyva-Cutler, Clerk  
Karen Hemphill  
Julie Sinai

### **District Administration**

Donald Evans, Ed.D.  
**Superintendent**  
Donald Evans  
**Superintendent**  
Javetta Cleveland  
**Deputy Superintendent**  
Neil Smith  
**Assistant Superintendent  
Educational Services**  
Delia Ruiz  
**Assistant Superintendent  
Human Resources**

### **Principal's Message**

John Muir School, the smallest of eleven elementary schools in the Berkeley Unified School District, is the "second home" to an ethnically rich and diverse population of 285 transitional kindergarten through fifth grade students. Spanish, Korean, Lao, Mandarin, Italian, Arabic, and American Sign Language are among the numerous languages spoken by our families. A walk through our campus takes you to the natural creek and redwood grove restored by the John Muir community, past edible gardens managed by students, and through the landmark 1916 Tudor building symbolic of long-term positive values and the dignity of education.

The vision of John Muir School is to "achieve academic excellence, promote personal growth, and celebrate the joy and beauty of nature, community, diversity, and learning". At John Muir, students are the core of our work; therefore, every decision is made with their needs in mind and every action we take is based on our commitment to their success. We continually ask ourselves both formally and informally, "How can we help our students achieve their personal best?" Answering this question sharpens our focus, directs our priorities, and helps us establish a clear vision.

Audrey Amos  
Principal

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (510) 644-6410.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	83
Gr. 1	37
Gr. 2	61
Gr. 3	29
Gr. 4	37
Gr. 5	35
<b>Total</b>	<b>282</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	24.1
American Indian or Alaska Native	0.0
Asian	7.4
Filipino	0.7
Hispanic or Latino	20.2
Native Hawaiian/Pacific Islander	0.0
White	32.6
Two or More Races	13.5
Socioeconomically Disadvantaged	55.0
English Learners	13.1
Students with Disabilities	11.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
John Muir Elementary School	12-13	13-14	14-15
Fully Credentialed	14	14	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0		
Berkeley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John Muir Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.86	0.14
High-Poverty Schools	99.68	0.32
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials		Year and month in which data were collected:
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Teachers College Reading and Writing Project Adopted 2011 & Lesson Study by Lucy Caulkins Adopted 2014	
<b>Mathematics</b> The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%	A Story of Units (Eureka Math) Pilot 2013-14	
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007	
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Science for Callifornia (Scott Foresman) Adopted in 2006	

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: September 16, 2013

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ X ]	[ ]	[ ]	No apparent problems
<b>Interior:</b> Interior Surfaces	[ ]	[ X ]	[ ]	Some interior surfaces are worn, there is a modernization project scheduled for summer of 2015
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ X ]	[ ]	[ ]	No apparent problems
<b>Electrical:</b> Electrical	[ X ]	[ ]	[ ]	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ X ]	[ ]	[ ]	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	[ X ]	[ ]	[ ]	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	[ X ]	[ ]	[ ]	No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ X ]	[ ]	[ ]	No apparent problems
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ X ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	43	42	56	63	65	64	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	60	52	60	64	64	54	56	55
Math	58	61	58	53	56	57	49	50	50
HSS				45	47	50	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	4	6	4
Similar Schools	1	4	1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	5.7	25.7	20.0

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	56
Male	53
Female	60
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	82
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-34	38	-41
Black or African American	-71		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-24	21	-26
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Students thrive when there is an active and aligned partnership among parents, teachers, and the school. Parents recognize that ours is a school where they are welcomed and where their participation is constantly supported and encouraged. With this essential triangle in mind, we create multiple means by which parents can involve themselves in not only the success of their own children, but also in the success of the school as a whole. Our policy has three parts:

#### Home-School Connection

Our school communicates with parents through multiple channels – phone, internet, newsletters, conferences, and community forums. It is our policy to assure positive two-way communication by relaying messages in multiple languages and using voice and print media so that parents can receive and understand important information.

#### Parents as Teaching Partners

John Muir staff and faculty understand that parents are our students' first teachers. Their informed participation in their children's learning is crucial to our students' success. With the support of our Parent Teacher Association, the school works closely with parents so that parents can understand how students are being taught to read, write, and compute. The school's policy is to support parents in becoming allies and tutors both at home and at school.

#### Parents as Voting Members of the School Community

Our policy, aligned with State guidelines, is to involve parents as members of the School Site Council and other governance bodies as voting members. We actively recruit under-represented members of the school community to participate in governance processes and we share student performance data with all parents through regular community forums.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

John Muir Elementary School was constructed in 1952 and is comprised of three buildings. The main building is an interconnected, partial two-story reinforced concrete building with a partial basement. The facility strongly supports teaching and learning through its ample classroom, field, creek and playground space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members and the administrator supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake, lockdown or fire drill are held every month.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated in the Spring of 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.7	1.8	0.0
Expulsions Rate	0.0	0.4	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.8	3.9	3.0
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		76.5

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.33
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.50
Resource Specialist	.50
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20.7	17	21	3	3	1	0		3	0		
Gr. 1	19	20	19	2	3	2	0			0		
Gr. 2	20	19	20	2	2	2	0		1	0		
Gr. 3	17.5	18	15	2	2	2	0			0		
Gr. 4	23.5	12	25	1	3	1	1		1	0		1
Gr. 5	24	13	23	0	3	1	1		1	0		1

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,459	\$41,243
Mid-Range Teacher Salary	\$66,101	\$64,893
Highest Teacher Salary	\$82,022	\$83,507
Average Principal Salary (ES)	\$113,018	\$103,404
Average Principal Salary (MS)	\$118,605	\$109,964
Average Principal Salary (HS)	\$142,697	\$120,078
Superintendent Salary	\$205,985	\$183,557
Percent of District Budget		
Teacher Salaries	36	40
Administrative Salaries	7	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,857	\$3,194	\$6,663	\$62,595
District	♦	♦	\$5,852	\$68,192
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			13.9	-8.2
Percent Difference: School Site/ State			42.1	-7.6

### Types of Services Funded at John Muir Elementary School

John Muir Elementary School students receive targeted instruction within the classroom and teachers have received GLAD training to improve their capacity to differentiate instruction. GATE students also receive mini-courses designed to provide enrichment and challenge at specified times throughout the school year. Special Education students with an Individual Education Plan can receive services in two programs currently at John Muir. The Resource Specialist Program (RSP) is for those students who have identified learning disabilities. The program emphasis for these students is to provide push-in services with some pull-out services. The school's program for the Deaf and Hard of Hearing provides specially trained teachers and interpreters that not only teach the core subjects, but also teach a full communication program in sign language. These students are mainstreamed into regular education classes, but their special needs require a smaller setting with on-going specialized attention and support.

Title I/Compensatory Education students also receive extra support. One full time and two part time intervention teachers work closely with students who need skill support in reading, writing, and mathematics. The full time teacher also works as a coach for regular classroom teachers and especially supports their efforts in Guided Reading. English Language Learners (ELL) are placed with teachers who have completed coursework that enables them to support language development. School Improvement (SIP) funds are also used to support under-performing students.

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms.

Our PTA fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after school enrichment scholarships, teachers' classroom requests, classroom library books, and more

### Professional Development provided for Teachers at John Muir Elementary School

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2013-14, 100% of all Berkeley K-5 teachers and site administrators participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.