

John Muir Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	John Muir Elementary
Street	205 Vista Way
City, State, Zip	Martinez, CA 94553
Phone Number	(925) 335-5850
Principal	Kathleen Frazer
Email Address	KFrazer@martinez.k12.ca.us
Website	jme-martinez-ca.schoolloop.com
County-District-School (CDS) Code	07617396003826

Entity	Contact Information
District Name	Martinez Unified School District
Phone Number	(925) 335-5800
Superintendent	CJ Cammack
Email Address	abirdsell@martinez.k12.ca.us
Website	www.martinez.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

John Muir Elementary (JME), home of the Timberwolves, is a comprehensive Transitional Kindergarten through Grade 5 school that is located in a quiet residential neighborhood in Martinez, California. Built in 1950, JME is the oldest elementary school in Martinez. At approximately 421 students, the student population is diverse in both economics and ethnicity. We are approximately 12% English Learners, 33.9% socioeconomically disadvantaged and 13.5% students with disabilities.

JME has a robust educational program which includes a multi tiered response to intervention which includes but is not limited to: small group instruction, targeted math intervention, targeted literacy intervention, with focus on closing the achievement gap, explicit instruction in reading, writing, and mathematics.

School Mission

At John Muir Elementary we promote student achievement and prepare students to become contributing members of a diverse society by sustaining a safe and supportive learning environment where each student is a valued individual.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	73
Grade 2	71
Grade 3	75
Grade 4	62
Grade 5	62
Total Enrollment	434

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.7
Asian	1.6
Filipino	1.4
Hispanic or Latino	35
White	44.7
Two or More Races	10.6
Socioeconomically Disadvantaged	32.9
English Learners	10.8
Students with Disabilities	13.6
Foster Youth	0.7
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	24	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/28/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann Units of Study for Reading and Writing, new adoption Board approved in 2017. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Mathematics	Bridges Math for K-5, new adoption Board approved in 2016. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Science	Pearson Scott Foresman Science for K-5, new adoption Board approved in 2007. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
History-Social Science	Houghton Mifflin California Social Studies for K-5, new adoption Board approved in 2006. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Health	Positive Prevention Plus for K-5. The instructional materials are current and consistent with the instructional materials cycle adopted by the State.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

We seek to maintain a safe, functional, and inspirational learning environment that promotes respect and pride, including a safe pickup and drop off area, visually pleasing external tile walls, murals, decorated galvanized garbage cans, and beautiful gardens. The entire school facility is alarmed and all classrooms are air conditioned. Our facilities consist of a main office adjoining the principal's office, workroom, counseling office and nurse station. Two kindergarten classrooms, 21 regular classrooms, two special day classrooms, multipurpose room, library, computer lab, EL and Family Resource Center, Learning Center, and science room complete the campus. The outdoor facilities consist of a large blacktop, playground that has two lined playing fields, one kickball/baseball field, lined hopscotch, four squares and jump rope stations, and play structure. Construction of an outdoor amphitheater was completed in 2009, on the JME campus.

A grass field located behind the school is used for supervised physical education activities, and after school football and soccer activities sponsored by non-profit organizations. A \$1.2 million modernization project was completed in June 2003, which included: coolant system in the kitchen, stage re-construction, voice-mail telephone system, American Disabilities Act upgrades (doors, countertops, stainless steel sinks and drinking fountains), five electrical ports per classroom, tile floors in the boys/girls and adult restrooms near the playground, wheel chair lift in the multi-use room, ball wall construction and heat/air conditioning in the office. The principal and the maintenance team meet once a month to prioritize work orders, and discuss long-term priorities, such as replacement of roof, carpets, other. The principal works closely with custodians, the superintendent, business manager, maintenance and operations supervisor, to ensure a safe and clean learning environment for students and staff. The groundskeepers tend the lawn, trim trees, and weed, and support the school community on annual cleanup and paint days. Posted signs prohibit dogs, skateboards, tobacco and drugs on campus. Parents are notified 72 hours in advance of herbicide and pesticide spraying. District staff and law enforcement meet frequently to discuss ways to prevent and to seek solutions to reducing vandalism and arson crimes. New school facility currently under construction. Scheduled to open 2020-21 school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	New school facility currently under construction. Scheduled to open 2020-21 school year.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	This site is under complete replacement, with new main campus construction to start in June 2019.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New play structures completed.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	49	53	54	50	50
Mathematics (grades 3-8 and 11)	49	45	42	41	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	195	99.49	0.51	48.72
Male	90	89	98.89	1.11	39.33
Female	106	106	100.00	0.00	56.60
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	37.84
Native Hawaiian or Pacific Islander					
White	81	80	98.77	1.23	60.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	26	26	100.00	0.00	53.85
Socioeconomically Disadvantaged	90	89	98.89	1.11	38.20
English Learners	30	30	100.00	0.00	33.33
Students with Disabilities	24	24	100.00	0.00	20.83
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	195	99.49	0.51	44.62
Male	90	89	98.89	1.11	35.96
Female	106	106	100.00	0.00	51.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	40.54
Native Hawaiian or Pacific Islander					
White	81	80	98.77	1.23	52.50
Two or More Races	26	26	100.00	0.00	38.46
Socioeconomically Disadvantaged	90	89	98.89	1.11	35.96
English Learners	30	30	100.00	0.00	30.00
Students with Disabilities	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.2	30.2	25.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

We believe a cornerstone of a quality education is a positive collaboration between parents, educators, and our students. John Muir Elementary is very fortunate to have a highly involved parent community. Parents are actively encouraged to be involved in school activities including but not limited to coffee with the principal, volunteering in the classrooms, chaperoning field trips, assisting with picture day, book fairs, health screens, and special projects. Parents also serve on many school and district committees including School Site Council and the English Language Advisory Committee. They are active partners in our school community.

The John Muir Parent-Teacher Association (PTA) has a primary goal to encourage family involvement in the school community. Our actively involved PTA provides many enrichment opportunities which include field trips, school assemblies, the Timberwolf Reading Program, Community Science Workshop and Walk Across California history lessons.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.0	1.5	0.9	5.3	4.6	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The JME Comprehensive School Safety Plan was finalized and passed by the SSC in the Fall of 2018. The Standard Response Protocol, adopted by the District in the Spring of 2012, has been communicated to both the SSC and the JME staff. The JME Comprehensive School Safety Plan is reviewed annually and approved by the SSC.

All staff have been trained in the SRP. Each month JME participates in a safety drill, which includes: Fire, Shelter-In-Place, Earthquake, Lock-down. A two-sided two page Emergency Safety Plan was developed and distributed to each staff member to keep on a designated safety clipboard in a conspicuous location in each classroom, with current student information and contacts. Emergency Drill Procedures and disaster plans, emergency food rations, supplies, and communication systems are in every work space and classroom.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	4		19	1	4		138	2	3	2
1	24		3		24		3		23		3	
2	23		2		24		3		22		3	
3	23		3		23		3		23		3	
4	30		2		29		2		29		2	
5	28		2		21	1	2		24	1	2	
Other**	10	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.4

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,542.73	\$1,596.95	\$5,945.77	\$78,825.04
District	N/A	N/A	\$5,886.69	\$72,226.00
Percent Difference - School Site and District	N/A	N/A	1.0	8.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-18.0	9.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

John Muir receives services funded by the following sources: Federal NCLB Title I for socio-economically disadvantaged, School Improvement, John Muir Elementary School PTA, Martinez Education Foundation, Martinez Education Foundation/Shell Run/Walk, Martinez Community Foundation, Chevron Donors Choose Grants, Shell Oil Company grants; campaign giving donations, and other personal donations (teacher and/or school wide grants to support improved student learning). Funds from the aforementioned sources support our Directed Instruction Time (DI Time), staff development opportunities, paraeducator support in the classroom, noon duty, technology maintenance, and supplemental classroom materials.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,123	\$46,208
Mid-Range Teacher Salary	\$68,370	\$72,218
Highest Teacher Salary	\$88,518	\$92,742
Average Principal Salary (Elementary)	\$125,902	\$134,864
Average Principal Salary (Middle)	\$130,549	\$118,220
Average Principal Salary (High)	\$129,738	\$127,356
Superintendent Salary	\$188,700	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Martinez Unified professional development focus for the past eight years has been to transform classroom practice to meet the demands of college and career readiness. Content emphasis has been on the implementation of the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the use of technology to transform and enhance instruction. Though each individual school site varies in its particular needs around these areas, as a district the vision for Professional Development is consistent among all schools. As the focus has shifted from the transition to the CCSS to the implementation of the instructional rigor needed to fully address the standards, Professional Learning has had to shift as well. In the past few years, MUSD has emphasized the changes required of educators around key focus areas: mindset, intentionality, instruction, and access.

Professional Development is formally provided to all teachers two full-days a year; one day in August and one in January. In addition to the full-day training provided, three half-day PD release times are provided to our teaching staff. This year these release times have been focused on Writing Calibration across all elementary sites. We have also provided time to train teachers in our new IXL online skill-building platform. This supplemental program provides Tier I differentiated support and a customized learning plan for all K-5 students. Additional opportunities for individual and grade-level specific professional development in other content areas, i.e. EL learners, math, Universal Design for Learning, etc. are also provided based on teacher needs and site requests.

Beginning in 2017-18, and continuing through and into 2019-20, professional development at the elementary level has been focused on the implementation and extension (with the recent addition of a K-2 Phonics Program) of Readers and Writer's Workshop. To support implementation and student learning, MUSD has brought in consultants who are expertly trained in the Columbia Teachers' College Reading and Writing Project model. These coaches have supported our teachers in varying ways over the past three years. Each year professional development has been designed to support teacher and student growth, as well as rigor within this program. Training includes "demo days" where the coaches plan and model instruction with teachers and then, in turn, teachers practice in front of the coaches. The coaches have also spent time with principals discussing the elements of the workshop model, what to look for when conducting classroom observations, and how to give feedback to teachers within the workshop. This has built the capacity of our teachers and principals to sustain the implementation of high-quality instruction within our Balanced Literacy block. In addition, the coaches work with Reading and Writing Support Teachers from each site to provide additional training. The Support Teachers (primary and upper elementary teachers from each site, up to four teachers per site) meet five times a year with the coaches, as well as provide training and support for colleagues at their respective school sites via staff meetings, grade-level training, and 1:1 support.

In addition, JME has made Character Counts! character education program a priority for all students on campus. Extensive training has been provided to staff to ensure the program is implemented with fidelity.