

# John Muir Elementary School 2019-2020

130 Cambridge Lane • San Bruno, CA 94066 • 650.624.3160 • Grades K-5

Michelle Graham, Principal

mgraham@sbpsd.k12.ca.us



## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### San Bruno Park School District

500 Acacia Ave.

San Bruno, CA 94066

(650) 624-3100

www.sbpsd.org

### District Governing Board

Teri L. Chavez

**President**

Henry Sanchez, MD

**Vice President**

Kevin J Martinez

**Clerk**

Jennifer M. Blanco

**Representative**

Andrew T. Mason

**Member at Large**

### District Administration

Sharon Kamberg, Ed.D.

**Superintendent**

Valerie Rogers, Ph.D.

**Assistant Superintendent,**

**Educational Services**

Mariana Solomon

**Associate Superintendent, Business**

**Services**

### Principal's Message

John Muir Elementary School's mission and vision complement the District's Portrait of A Graduate by educating children holistically as communicators, contributors, critical thinkers, collaborators, and compassionate, creative and innovative learners. We continue to focus on developing a school culture of academic excellence, life skills development, and social responsibility. We believe each child is unique, can succeed, and strive to empower them to become resilient learners who reach their fullest potential.

For the 2019-2020 school year, we are continuing our focus on community building, looking at data to identify programmatic needs, set vision and direction, and align our goals to reach higher levels of academic achievement for all students.

### School Mission Statement

John Muir is dedicated to educating all children in a nurturing and inclusive environment and strives to empower each student to become a critical and innovative thinker, collaborator, and effective communicator who exhibits compassion for the greater world in which they live.

### District Mission Statement

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

### District Vision Statement

The San Bruno Park School District will engage and inspire our students to be productive critical thinkers who embrace diversity, curiosity and innovation throughout their lives.

### District Core Values

The San Bruno Park School District values...

The whole child

Accountability

Teamwork and collaboration

Respect

Ethical Behavior

Innovation and creativity



## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	79
Grade 2	75
Grade 3	67
Grade 4	81
Grade 5	62
<b>Total Enrollment</b>	<b>437</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	21.3
Filipino	9.4
Hispanic or Latino	26.1
Native Hawaiian or Pacific Islander	1.6
White	31.4
Two or More Races	0.5
Socioeconomically Disadvantaged	17.6
English Learners	20.1
Students with Disabilities	3.7
Foster Youth	0.2

## 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 for John Muir Elementary	17-18	18-19	19-20
With Full Credential	13	20	20
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Bruno Park School	17-18	18-19	19-20
With Full Credential	♦	♦	118
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at John Muir Elementary School 2019-2020

Indicator	17-18	18-19	19-20
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)**

The instructional-materials selection process in SBPSD, when there is adequate 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.

This year, the school district adopted a new social studies textbook. Four John Muir teachers participated in the pilot of 2 programs. District teachers recommended the Pearson, My World series to the Board. The new adoption was implemented during the 2019-2020 school year. Science textbooks will be piloted during the Spring of 2020 and will make a final recommendation at the end of the 2020 school year.

**Textbooks and Instructional Materials**

Year and month in which data were collected: 9/20/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw-Hill 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka, Great Minds 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	My World, Pearson 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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

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 re-modeled in 2005. John Muir is composed of 18 classrooms, a library, cafeteria, staff lounge, two playgrounds and a large green.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Exterior Grounds: Widespread degradation of landscaped areas caused by gophers. Perimeter of school site is heavily wooded and overgrown to the point of being a fire hazard in some areas. Playground Structures are outdated, rusty and need to be removed and replaced.
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Exterior Grounds: Widespread degradation of landscaped areas caused by gophers. Perimeter of school site is heavily wooded and overgrown to the point of being a fire hazard in some areas. Playground Structures are outdated, rusty and need to be removed and replaced.
<b>Electrical:</b> Electrical	Poor	Admin Bldg: Classrooms: Kitchen & Teacher's Lounge: Multipurpose Room:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Admin Bldg: Classrooms: Multipurpose Room:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior Grounds: Widespread degradation of landscaped areas caused by gophers. Perimeter of school site is heavily wooded and overgrown to the point of being a fire hazard in some areas. Playground Structures are outdated, rusty and need to be removed and replaced.
<b>Overall Rating</b>	<b>Fair</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	62	60	48	49	50	50
Math	57	60	45	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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.8	23.7	22.0

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	200	98.52	60.00
Male	115	114	99.13	58.77
Female	88	86	97.73	61.63
Black or African American	--	--	--	--
Asian	35	34	97.14	76.47
Filipino	16	16	100.00	81.25
Hispanic or Latino	62	61	98.39	55.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.48	49.23
Socioeconomically Disadvantaged	37	36	97.30	41.67
English Learners	62	61	98.39	57.38
Students with Disabilities	11	10	90.91	20.00
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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	199	98.03	59.80
Male	115	113	98.26	64.60
Female	88	86	97.73	53.49
Black or African American	--	--	--	--
Asian	35	34	97.14	79.41
Filipino	16	16	100.00	75.00
Hispanic or Latino	62	60	96.77	53.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.48	56.92
Socioeconomically Disadvantaged	37	36	97.30	47.22
English Learners	62	61	98.39	54.10
Students with Disabilities	11	9	81.82	22.22
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.

## 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)

#### Parental Involvement

At John Muir, we support parents as active participants in their children's education. We welcome and encourage parent volunteers in many capacities at John Muir including volunteering in classrooms, chaperoning field trips, helping with yard supervision or as crossing guards. Our School Site Council and English Learner Advisory Committee are actively involved in developing our school vision and goals. We work closely with our families to support individual learning for their students that extends into the home. The Parent Teacher Association (PTA) has numerous volunteer activities, including the Ice Cream Social, Bingo Night, Posy Parade, Pancake Breakfast, Parents' Night Out, Lobster Boil, the talent show, picture days, School Beautification, school picnic, and more. For more information on how to become involved at John Muir school, please contact Maria O'Keefe, parent liaison, at mokeefe@sbpsd.k12.ca.us or Dawn Fanara, PTA president, at dfanara@johnmuirpta.org.

### 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.

### School Safety Plan

#### School Safety

Our School Site Council annually reviews and revises our school safety plan, emergency drills, and safety equipment and supplies and approved our Safety Plan on December 10, 2019.

The safety plan covers safety procedures, including 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 January 2020. Our Big Five Committee leads 30 minute sessions on safety procedures monthly during staff meetings. 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 of the office and wear a 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	5.2	2.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.1	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

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

Title	Ratio
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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\* 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 (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	29		18		28		18		26		3	
1	28		18		28		18		26		3	
2	28		18		27		18		25		3	
3	17	9	18		26	1	18		23		3	
4	26		26		19	13	26		27		3	
5	30		26		27		26		31		2	
Other**												

\*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.

### Professional Development provided for Teachers

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

Professional development is provided both by the district and at the site level. Training in curriculum, instruction, and assessment are provided through district organized events, individual workshops and conferences, and observation in other classrooms. Staff-development days allow for rigorous, challenging and differentiated instruction. The main focus for our site professional development this year has been data driven instruction and developing a school site theory of action to drive academic growth.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,160	\$49,378
Mid-Range Teacher Salary	\$73,493	\$77,190
Highest Teacher Salary	\$84,893	\$96,607
Average Principal Salary (ES)	\$111,213	\$122,074
Average Principal Salary (MS)	\$115,414	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$188,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,131	\$1,837	\$4,295	\$75,906
District	N/A	N/A	\$6,770	\$70,906.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-44.7	11.7
School Site/ State	-41.9	2.3

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

State and federal monies, grants, and donations from our community this year will help fund a library media aide, a P.E. specialist for all grades, technology, field-trip fees and buses, Outdoor Education scholarships and transportation, P.E. equipment, classroom materials and supplies, online instructional support programs, assemblies, and school events.

**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.