# John Muir Elementary

## School Accountability Report Card
## Reported Using Data from the 2018—19 School Year
### California Department of Education

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

## Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
| --- | --- |
| **District Name** | Glendale Unified |
| **Phone Number** | (818) 241-3111 |
| **Superintendent** | Vivian Ekchian |
| **Email Address** | vekchian@gusd.net |
| **Website** | www.gusd.net |

| School Contact Information (School Year 2019—20) | |
| --- | --- |
| **School Name** | John Muir Elementary |
| **Street** | 912 South Chevy Chase Dr. |
| **City, State, Zip** | Glendale, Ca, 91205-2540 |
| **Phone Number** | 818-241-4848 |
| **Principal** | Jessica Zavala, Principal |
| **Email Address** | jzavala@gusd.net |
| **County-District-School (CDS) Code** | 19645686013817 |

*Last updated: 12/31/2019*

## School Description and Mission Statement (School Year 2019—20)

The John Muir Elementary School staff, in collaboration with students, families, and the community provides a nurturing and safe learning environment and prepares students for the demands of the ever-changing future. Our students achieve academic excellence through collaboration, critical thinking, communication, and creativity to become real-world problem solvers. More detailed information is available on the school's website www.johnmuirelementry.net

*Last updated: 1/27/2020*

## Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 135 |
| Grade 1 | 129 |
| Grade 2 | 117 |
| Grade 3 | 128 |
| Grade 4 | 117 |
| Grade 5 | 112 |
| Grade 6 | 132 |
| Total Enrollment | 870 |
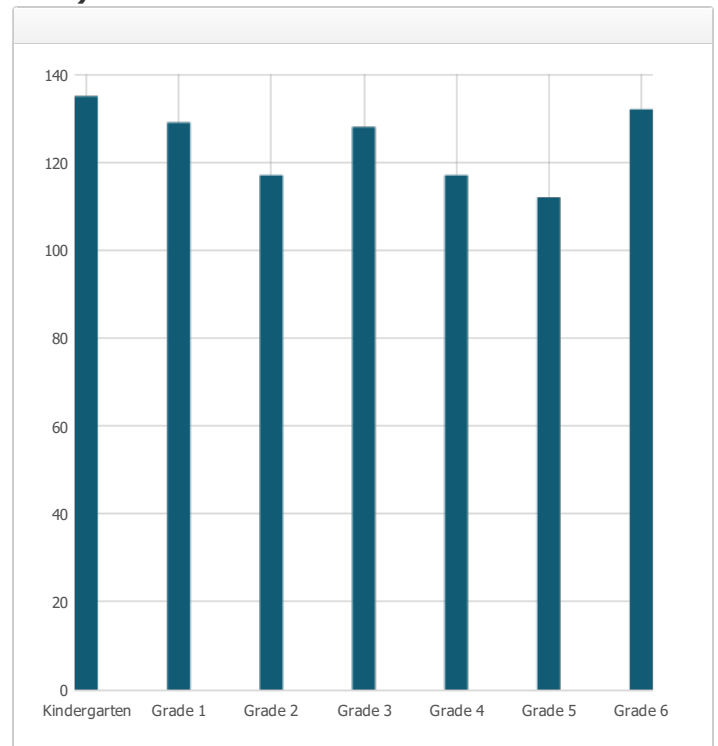
*Last updated: 1/25/2020*

## Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.70 % |
| American Indian or Alaska Native | 0.10 % |
| Asian | 2.50 % |
| Filipino | 7.00 % |
| Hispanic or Latino | 31.70 % |
| Native Hawaiian or Pacific Islander | 0.30 % |
| White | 55.10 % |
| Two or More Races | 1.50 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 74.50 % |
| English Learners | 47.90 % |
| Students with Disabilities | 6.80 % |
| Foster Youth | 0.30 % |
| Homeless | 8.50 % |

# 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 | 36 | 38 | 39 | 1143 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 63 |
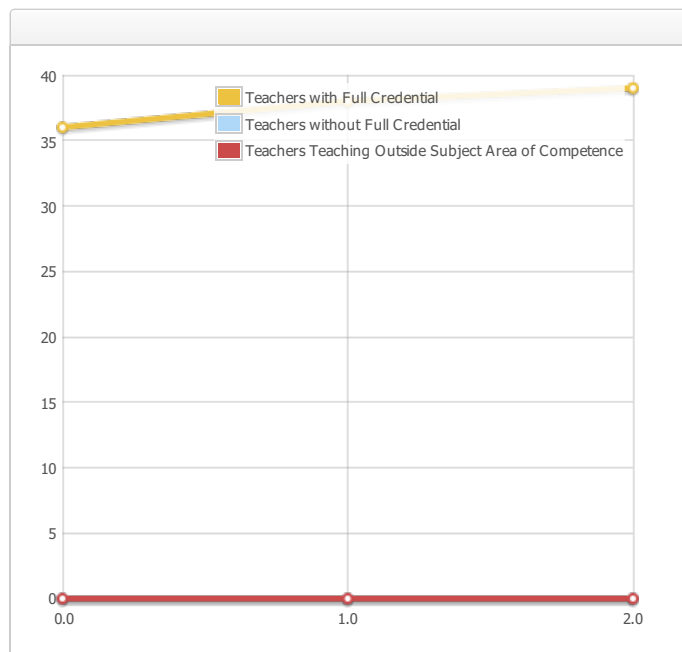


*Last updated: 1/16/2020*

## 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 |
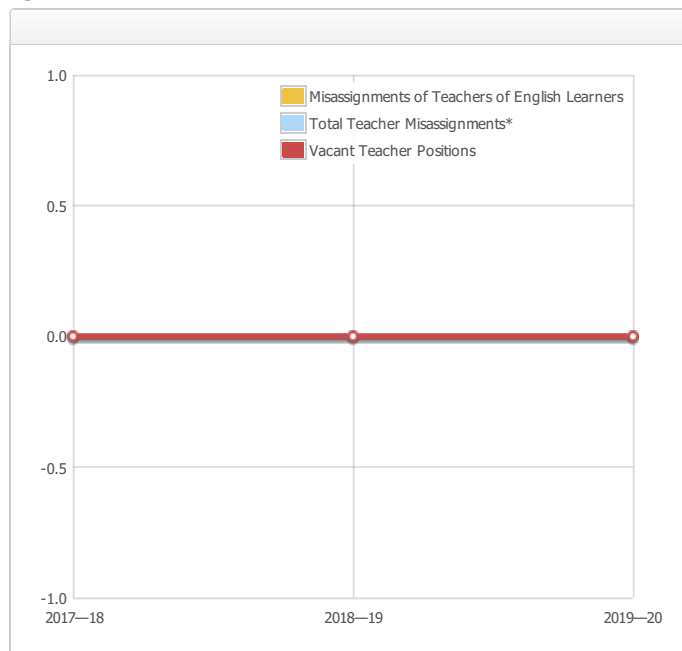


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/16/2020*

# Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Benchmark Advance/2019<br>Benchmark Adelante (Spanish) /2019 | Yes | 0.00 % |
| Mathematics | enVision | Yes | 0.00 % |
| Science | MacMillian McGraw-Hill-California Science/2007<br>Prentice Hall-California Earth Science/2007 | Yes | 0.00 % |
| History-Social Science | Harcourt-Reflections:California Series/2006<br>McMillian McGraw-Hill-California Vistas/2006<br>McDougal Littell-World History:Ancient Civilizations/2006 | Yes | 0.00 % |
| Foreign Language | | | 0.00 % |
| Health | | | 0.00 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/27/2020

## School Facility Conditions and Planned Improvements

The original structure that houses Muir was built in 1926. The State's Overcrowding Relief Grant Program (ORG) funded for a new building which replaced the ten bungalows with a two story building housing 10 classrooms. Ribbon Cutting took place in April of 2018.

Visitors always comment on how clean and well kept the school is. Our custodians pride themselves on the condition of the buildings and grounds. The playground was redone in the summer of 2017

*Last updated: 1/27/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

| Overall Rating | Exemplary |
|---|---|

*Last updated: 12/31/2019*

## 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) | 49.0% | 51.0% | 63.0% | 64.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 39.0% | 45.0% | 53.0% | 55.0% | 38.0% | 39.0% |

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.

*Last updated: 1/25/2020*

**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 | 491 | 459 | 93.48% | 6.52% | 50.76% |
| Male | 252 | 236 | 93.65% | 6.35% | 46.61% |
| Female | 239 | 223 | 93.31% | 6.69% | 55.16% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | -- | -- | -- | -- | |
| Filipino | 38 | 38 | 100.00% | 0.00% | 65.79% |
| Hispanic or Latino | 156 | 153 | 98.08% | 1.92% | 37.91% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 269 | 243 | 90.33% | 9.67% | 53.91% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 397 | 371 | 93.45% | 6.55% | 48.79% |
| English Learners | 293 | 270 | 92.15% | 7.85% | 44.44% |
| Students with Disabilities | 44 | 41 | 93.18% | 6.82% | 12.20% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 48 | 46 | 95.83% | 4.17% | 43.48% |

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.

*Last updated: 1/25/2020*

**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 | 491 | 481 | 97.96% | 2.04% | 44.70% |
| Male | 252 | 249 | 98.81% | 1.19% | 47.79% |
| Female | 239 | 232 | 97.07% | 2.93% | 41.38% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | -- | -- | -- | -- | |
| Filipino | 38 | 38 | 100.00% | 0.00% | 65.79% |
| Hispanic or Latino | 156 | 153 | 98.08% | 1.92% | 35.29% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 269 | 264 | 98.14% | 1.86% | 45.45% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 397 | 392 | 98.74% | 1.26% | 41.33% |
| English Learners | 293 | 291 | 99.32% | 0.68% | 38.49% |
| Students with Disabilities | 44 | 41 | 93.18% | 6.82% | 12.20% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 48 | 48 | 100.00% | 0.00% | 37.50% |

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.

*Last updated: 1/25/2020*

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight and High School**
**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.

*Last updated: 1/25/2020*

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|---|---|---|---|---|---|---|

# 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

## 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 | 14.30% | 28.60% | 25.90% |

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.

Last updated: 1/28/2020

## 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)

There are many opportunities for parents to be involved at John Muir Elementary School. All parents are invited to attend Parent, Teacher Association (PTA), Foundation, Community Forums, and School Site Council meetings to get information and give their input. Throughout the school year parents have opportunities to volunteer their services in the classrooms, attend field trips, work at the Book Fair, and provide their assistance in the traffic lane. Family events such as Pajama-Rama, Monster Mash (Fall Festival), Back-to-School Night, Open House, Spring Bash, and Family Bingo Night encourage parents to be involved in their child's education.

# State Priority: Pupil Engagement

*Last updated: 1/27/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# 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 | 1.20% | 1.20% | 1.30% | 2.60% | 2.00% | 2.50% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/25/2020

## School Safety Plan (School Year 2019—20)

At John Muir Elementary, the safety of the students and staff is our number one priority. Administrators, and assistants supervise students before and after school, at recess, and during lunch. All doors and gates are locked once school begins and visitors must report to the front office and obtain a visitor's badge, to be worn at all times. There are cameras located throughout the inside of the school and around the outside of the buildings that can be accessed by administrators via the Internet.

Based on data from the California Schools Climate Survey and John Muir's Annual Survey the School Safety Plan is updated annually by administration and members of the School Safety Committee and revisions are shared with all stakeholders in a timely manner. Key elements of the plan include procedures for the following: child abuse reporting, disaster response, teacher notification of dangerous pupils, sexual harassment policies, dress code, and the safe ingress and egress from school.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards, and an outside safety officer evaluates the building annually. Administration conducts fire, earthquake, and lockdown drills each month for staff and students in order to practice emergency procedures

Last updated: 1/27/2020

# 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) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 25.00 | | 6 | |
| 1 | 23.00 | | 6 | |
| 2 | 25.00 | 1 | 4 | |
| 3 | 21.00 | 4 | 2 | |
| 4 | 36.00 | | 1 | 3 |
| 5 | 31.00 | | 2 | 2 |
| 6 | 34.00 | | | 3 |
| 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.

## Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 26.00 | | 6 | |
| 1 | 24.00 | | 5 | |
| 2 | 22.00 | 2 | 3 | |
| 3 | 23.00 | 2 | 3 | |
| 4 | 35.00 | | 1 | 2 |
| 5 | 34.00 | | 1 | 3 |
| 6 | 32.00 | | 1 | 3 |
| Other** | 25.00 | | 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.

## Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 23.00 | 2 | 4 | |
| 1 | 23.00 | 1 | 4 | |
| 2 | 26.00 | | 4 | |
| 3 | 26.00 | | 6 | |
| 4 | 31.00 | | 3 | |
| 5 | 34.00 | | 1 | 3 |
| 6 | 33.00 | | 1 | 3 |
| 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.

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

| Title | Ratio** |
|---|---|
| Counselors* | 0.00 |

*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 Number of Pupils per Counselor

Last updated: 1/25/2020

## 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) | 0.60 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.40 |
| Social Worker | |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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.

Last updated: 1/21/2020

## 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 | $6311.00 | $588.00 | $5723.00 | $81766.00 |
| District | N/A | N/A | $5998.00 | $84419.00 |
| Percent Difference – School Site and District | N/A | N/A | -4.69% | -3.19% |
| State | N/A | N/A | $7506.64 | $82403.00 |
| Percent Difference – School Site and State | N/A | N/A | -26.96% | -0.78% |

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

*Last updated: 1/26/2020*

## Types of Services Funded (Fiscal Year 2018—19)

A combination of state and federal funding is used to cover all aspects of our instructional program. This funding is used for Response to Intervention instruction during language arts and funding a six hour multi-media assistant in the computer lab. State Title I funding is used to provide release days for teachers to collaborate in planning, reviewing student work, and improving instruction. Strong PTA and John Muir Foundation support is evident in many of our schools' supplemental activities such as funding field trip buses, support with technology, supporting primary grades music program and educational assemblies for every grade level. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

*Last updated: 1/27/2020*

| | | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $48,718 | $48,612 |
| Mid-Range Teacher Salary | $74,790 | $74,676 |
| Highest Teacher Salary | $103,874 | $99,791 |
| Average Principal Salary (Elementary) | $124,470 | $125,830 |
| Average Principal Salary (Middle) | $136,644 | $131,167 |
| Average Principal Salary (High) | $149,424 | $144,822 |
| Superintendent Salary | $255,000 | $275,796 |
| Percent of Budget for Teacher Salaries | 37.00% | 34.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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

**Teacher Salary Chart**



**Principal Salary Chart**
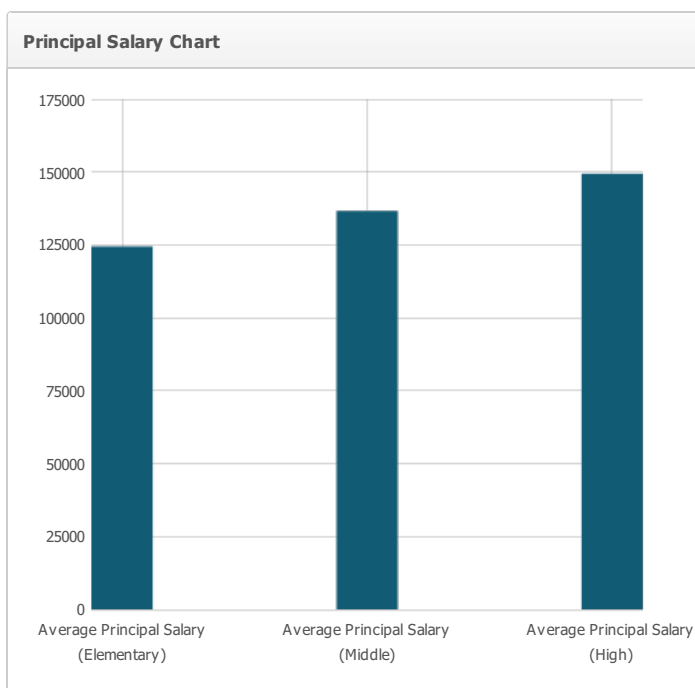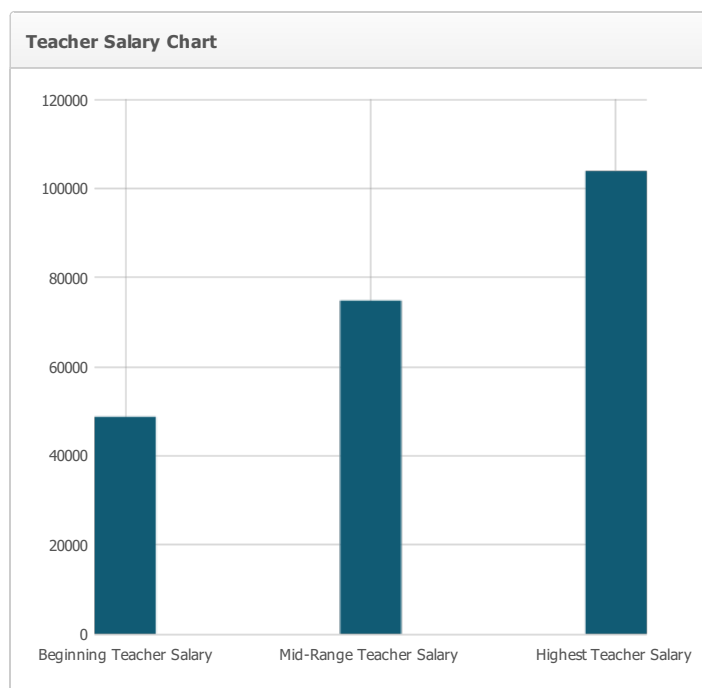


*Last updated: 1/25/2020*

## Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 16 | 16 | 16 |

*Last updated: 1/13/2020*