

# John Muir Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	John Muir Elementary
<b>Street</b>	912 South Chevy Chase Dr.
<b>City, State, Zip</b>	Glendale, Ca, 91205-2540
<b>Phone Number</b>	818-241-4848
<b>Principal</b>	Juanita Shahjianian, Principal
<b>E-mail Address</b>	<a href="mailto:jshahjianian@gusd.net">jshahjianian@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013817

*Last updated: 1/8/2016*

### School Description and Mission Statement - Most Recent Year

The John Muir Elementary School staff, in collaboration with students, families, and the community provides a nurturing and safe learning environment a prepares students for the demands of the ever-changing future. Our student achieve academic excellence through collaboration, critical thinking, communication, and creativity to become real-world problem solvers.

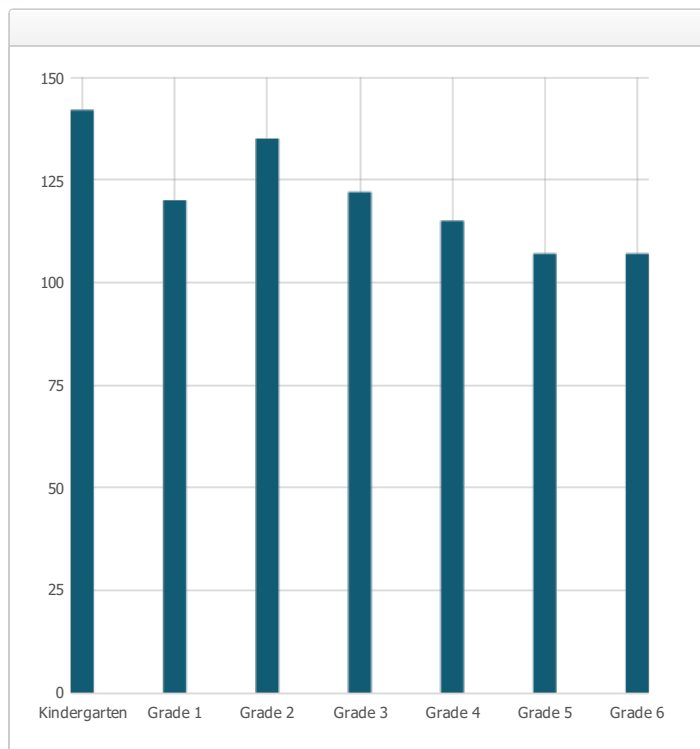
John Muir Elementary School is located in south of Glendale and serves a culturally diverse student population of over 870 students. Our instructional focus is Critical Thinking. Committed to promoting academic achievement, administratos and teachers regularly analyze data, collaborate and plan instruction to meet the needs of all students. We have a Response to Intervention (RTI) program to provide support for students who are achieving below grade level.

In August 2011, John Muir began offering students the option of a 90/10 Spanish FLAG (Foreign Language Academy of Glendale) Dual Immersion Language program. The primary goal of all participating students is to become bilingual and biliterate in two languages by the end of elementary school. Our first cohort of students are developing high levels of academic language in Spanish and English as well as expanding their appreciation of the Spanish-speaking cultures. Due to the popularity and high-demand for the program, interested applicants must submit an online application and be part of a random selection process to obtain a seat in the Spanish FLAG Dual Immersion program.

*Last updated: 1/8/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

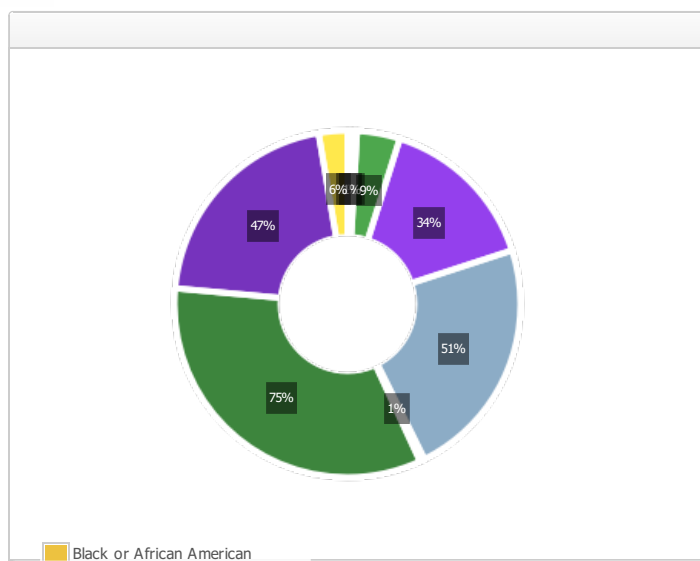
Grade Level	Number of Students
Kindergarten	142
Grade 1	120
Grade 2	135
Grade 3	122
Grade 4	115
Grade 5	107
Grade 6	107
<b>Total Enrollment</b>	<b>848</b>



Last updated: 1/8/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.1 %
Asian	1.8 %
Filipino	9.3 %
Hispanic or Latino	34.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	51.2 %
Two or More Races	1.9 %
Socioeconomically Disadvantaged	75.8 %
English Learners	47.1 %
Students with Disabilities	6.0 %
Foster Youth	0.1 %



Last updated: 1/8/2016

## A. Conditions of Learning

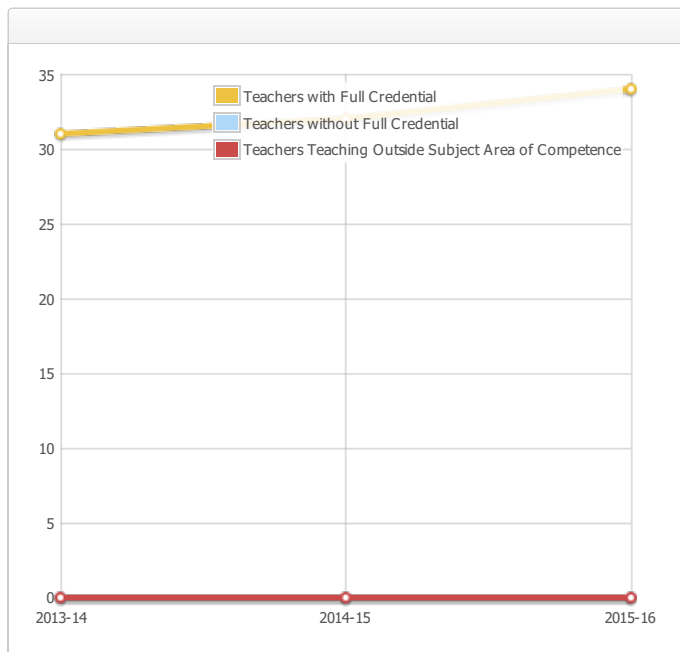
### State Priority: Basic

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

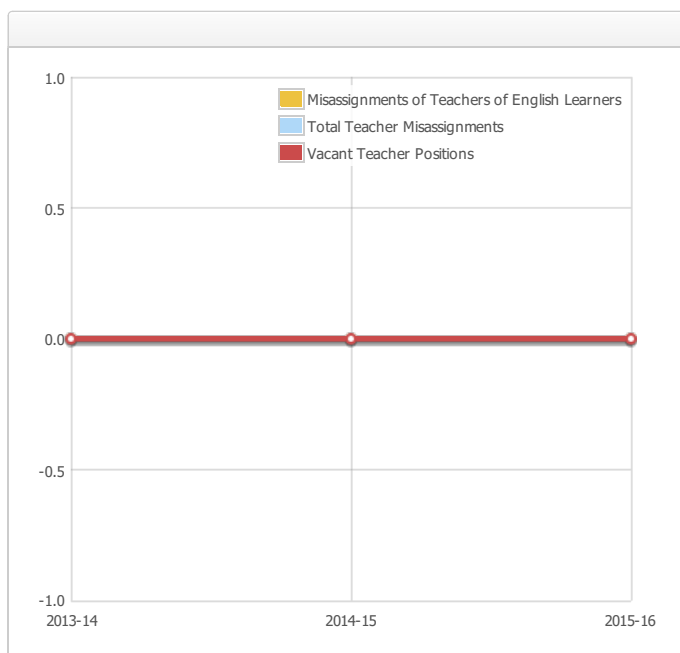
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	32	34	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/8/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/8/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: 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 - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt-HSP California Excursions/2010 McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	SWUN Math LLC - SWUN Math/2013	Yes	0.0 %
Science	MacMillian McGraw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections:-California Series/2006 McMillian McGraw-Hill - California Vistas/2006 McDougal Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/8/2016

### School Facility Conditions and Planned Improvements - Most Recent Year

The original structure that houses Muir was built in 1926, but two additions have been built, the last one in 1992. The building was remodeled in 2002. 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 2014. Upcoming renovations are being planned for the coming years via Measure S funds and state grant applications.

*Last updated: 1/8/2016*

### School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	walls are cracked and need paint, cracked floor tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	girls' restroom sinks are leaking
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	wood rotting due to water damage
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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*Last updated: 1/15/2016*

## 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], Science California Standards Tests); 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	45.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/8/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	122	121	99.2%	37.0%	29.0%	21.0%	12.0%
Male	122	64	52.5%	39.0%	34.0%	19.0%	8.0%
Female	122	57	46.7%	35.0%	23.0%	23.0%	18.0%
Black or African American	122	3	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	122	3	2.5%	--	--	--	--
Filipino	122	10	8.2%	--	--	--	--
Hispanic or Latino	122	41	33.6%	46.0%	32.0%	17.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	122	62	50.8%	35.0%	26.0%	21.0%	16.0%
Two or More Races	122	2	1.6%	--	--	--	--
Socioeconomically Disadvantaged	122	97	79.5%	40.0%	28.0%	19.0%	13.0%
English Learners	122	77	63.1%	39.0%	29.0%	19.0%	13.0%
Students with Disabilities	122	4	3.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*



## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	118	117	99.2%	32.0%	28.0%	26.0%	15.0%
Male	118	62	52.5%	39.0%	26.0%	27.0%	8.0%
Female	118	55	46.6%	24.0%	31.0%	24.0%	22.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	118	3	2.5%	--	--	--	--
Filipino	118	13	11.0%	15.0%	31.0%	23.0%	31.0%
Hispanic or Latino	118	33	28.0%	45.0%	18.0%	24.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	118	64	54.2%	30.0%	33.0%	27.0%	11.0%
Two or More Races	118	4	3.4%	--	--	--	--
Socioeconomically Disadvantaged	118	91	77.1%	33.0%	31.0%	23.0%	13.0%
English Learners	118	56	47.5%	45.0%	30.0%	18.0%	7.0%
Students with Disabilities	118	13	11.0%	69.0%	23.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/8/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	110	108	98.2%	25.0%	22.0%	31.0%	22.0%
Male	110	51	46.4%	24.0%	22.0%	33.0%	22.0%
Female	110	57	51.8%	26.0%	23.0%	28.0%	23.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	110	1	0.9%	--	--	--	--
Filipino	110	12	10.9%	17.0%	17.0%	33.0%	33.0%
Hispanic or Latino	110	28	25.5%	36.0%	25.0%	36.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	110	66	60.0%	21.0%	23.0%	29.0%	27.0%
Two or More Races	110	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	110	88	80.0%	24.0%	24.0%	28.0%	24.0%
English Learners	110	37	33.6%	54.0%	30.0%	11.0%	5.0%
Students with Disabilities	110	3	2.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/8/2016

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	101	97.1%	17.0%	30.0%	30.0%	24.0%
Male	104	46	44.2%	20.0%	20.0%	41.0%	20.0%
Female	104	55	52.9%	15.0%	38.0%	20.0%	27.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	104	1	1.0%	--	--	--	--
Filipino	104	11	10.6%	9.0%	18.0%	27.0%	45.0%
Hispanic or Latino	104	33	31.7%	21.0%	30.0%	27.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	104	54	51.9%	17.0%	33.0%	31.0%	19.0%
Two or More Races	104	2	1.9%	--	--	--	--
Socioeconomically Disadvantaged	104	76	73.1%	20.0%	33.0%	30.0%	17.0%
English Learners	104	24	23.1%	38.0%	42.0%	21.0%	0.0%
Students with Disabilities	104	10	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	122	121	99.2%	31.0%	25.0%	29.0%	15.0%
Male	122	64	52.5%	33.0%	23.0%	30.0%	14.0%
Female	122	57	46.7%	30.0%	26.0%	28.0%	16.0%
Black or African American	122	3	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	122	3	2.5%	--	--	--	--
Filipino	122	10	8.2%	--	--	--	--
Hispanic or Latino	122	41	33.6%	37.0%	24.0%	29.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	122	62	50.8%	29.0%	27.0%	27.0%	16.0%
Two or More Races	122	2	1.6%	--	--	--	--
Socioeconomically Disadvantaged	122	97	79.5%	34.0%	22.0%	29.0%	15.0%
English Learners	122	77	63.1%	31.0%	25.0%	27.0%	17.0%
Students with Disabilities	122	4	3.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/8/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	118	117	99.2%	18.0%	32.0%	38.0%	12.0%
Male	118	62	52.5%	23.0%	32.0%	35.0%	10.0%
Female	118	55	46.6%	13.0%	33.0%	40.0%	15.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	118	3	2.5%	--	--	--	--
Filipino	118	13	11.0%	0.0%	31.0%	46.0%	23.0%
Hispanic or Latino	118	33	28.0%	39.0%	33.0%	18.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	118	64	54.2%	13.0%	31.0%	44.0%	13.0%
Two or More Races	118	4	3.4%	--	--	--	--
Socioeconomically Disadvantaged	118	91	77.1%	19.0%	35.0%	36.0%	10.0%
English Learners	118	56	47.5%	27.0%	34.0%	32.0%	7.0%
Students with Disabilities	118	13	11.0%	85.0%	15.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/8/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	110	108	98.2%	23.0%	36.0%	25.0%	16.0%
Male	110	51	46.4%	14.0%	33.0%	35.0%	18.0%
Female	110	57	51.8%	32.0%	39.0%	16.0%	14.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	110	1	0.9%	--	--	--	--
Filipino	110	12	10.9%	17.0%	33.0%	17.0%	33.0%
Hispanic or Latino	110	28	25.5%	32.0%	46.0%	18.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	110	66	60.0%	20.0%	33.0%	30.0%	17.0%
Two or More Races	110	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	110	88	80.0%	20.0%	35.0%	26.0%	18.0%
English Learners	110	37	33.6%	43.0%	38.0%	19.0%	0.0%
Students with Disabilities	110	3	2.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	104	101	97.1%	27.0%	28.0%	22.0%	24.0%
Male	104	46	44.2%	22.0%	26.0%	24.0%	28.0%
Female	104	55	52.9%	31.0%	29.0%	20.0%	20.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	104	1	1.0%	--	--	--	--
Filipino	104	11	10.6%	9.0%	36.0%	27.0%	27.0%
Hispanic or Latino	104	33	31.7%	33.0%	24.0%	21.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	104	54	51.9%	28.0%	30.0%	20.0%	22.0%
Two or More Races	104	2	1.9%	--	--	--	--
Socioeconomically Disadvantaged	104	76	73.1%	33.0%	21.0%	24.0%	22.0%
English Learners	104	24	23.1%	63.0%	29.0%	4.0%	4.0%
Students with Disabilities	104	10	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62.0%	57.0%	66.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	66.0%
Male	71.0%
Female	61.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	75.0%
Hispanic or Latino	64.0%
Native Hawaiian or Pacific Islander	--
White	66.0%
Two or More Races	--
Socioeconomically Disadvantaged	69.0%
English Learners	38.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016



# State Priority: Other Pupil Outcomes

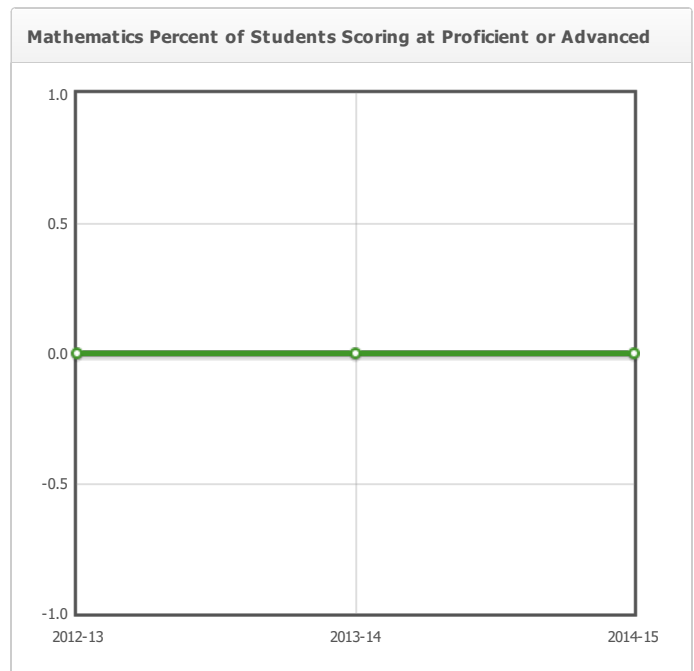
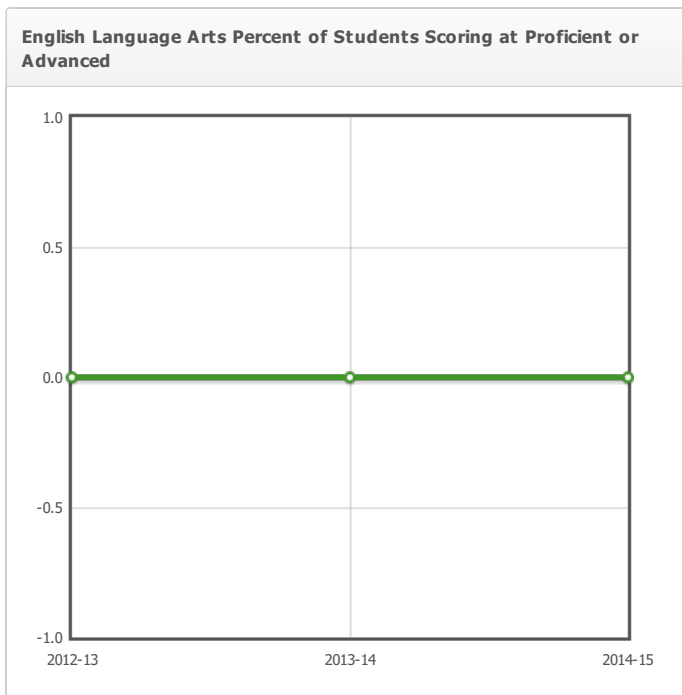
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/8/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/8/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.7%	30.6%	29.6%

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.

*Last updated: 1/8/2016*

## 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 schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

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, Coffee With The Principal 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, Back-to-School Night, Open House, and Family Bingo Night encourage parents to be involved in their child's education.

### State Priority: Pupil Engagement

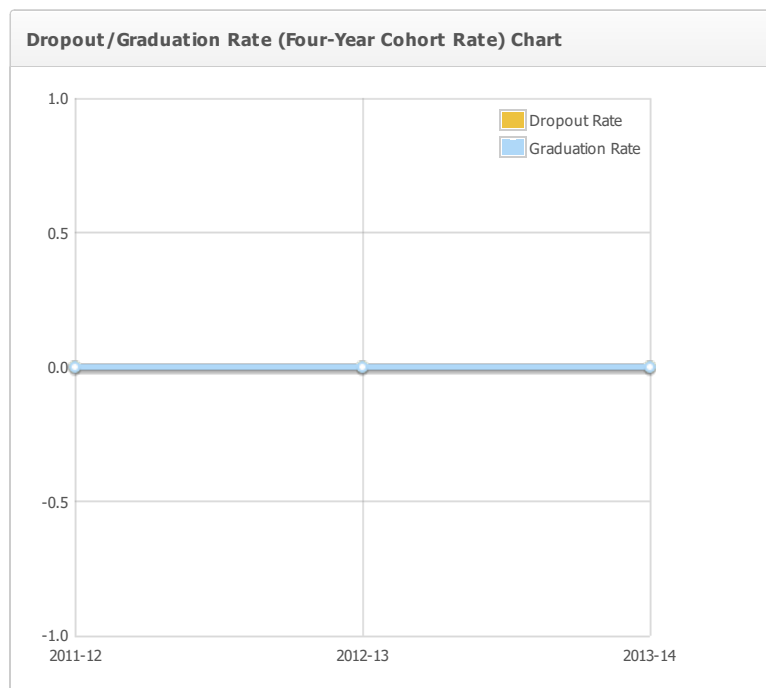
*Last updated: 1/8/2016*

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

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95



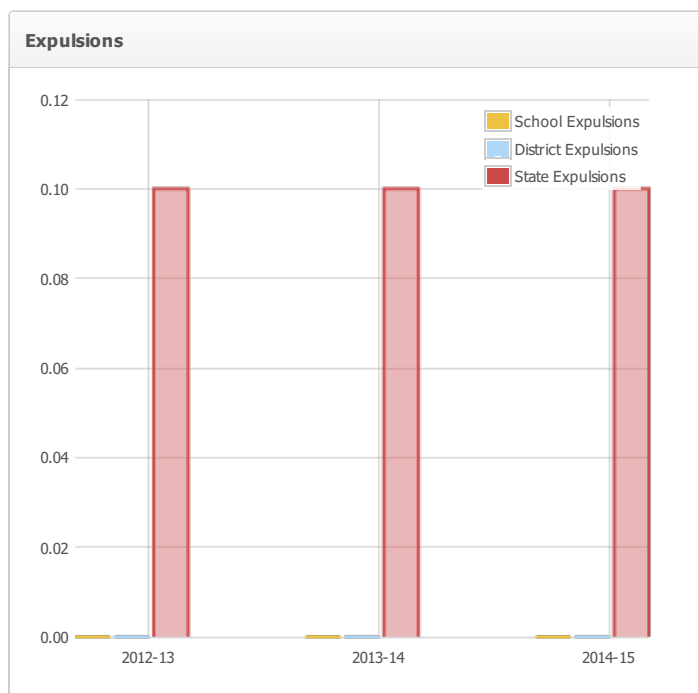
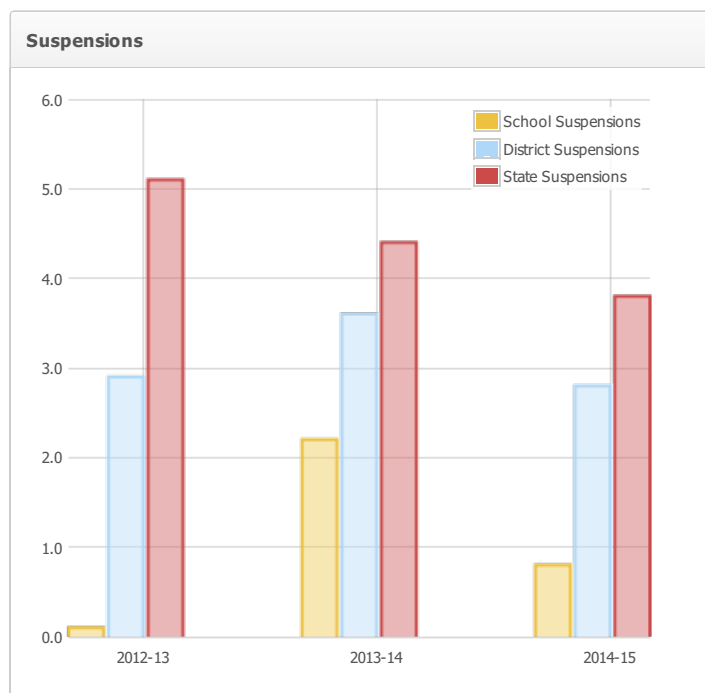
# State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.1	2.2	0.8	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/8/2016

## School Safety Plan - Most Recent Year

At John Muir Elementary, the safety of the students and staff is our number one priority. Administrators, teachers, 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 reviewed and updated annually by administration and members of the School Safety Committee; all revisions are shared with the entire staff 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: 1/8/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/8/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	6			22.0	2	4		24.0	6		
1	22.0	2	4		24.0	4			24.0	5		
2	24.0	5			25.0	6			25.0	1	4	
3	21.0	1	4		27.0	4			23.0	1	4	
4	35.0	3			32.0	1	2		33.0	1 3		
5	36.0	3			36.0	4			36.0	3		
6	36.0	4			36.0	3			36.0	3		
Other												

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

Last updated: 1/8/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker		
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		

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

\*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: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5339.0	\$621.0	\$4717.0	\$79037.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/8/2016*

## Types of Services Funded (Fiscal Year 2014-15)

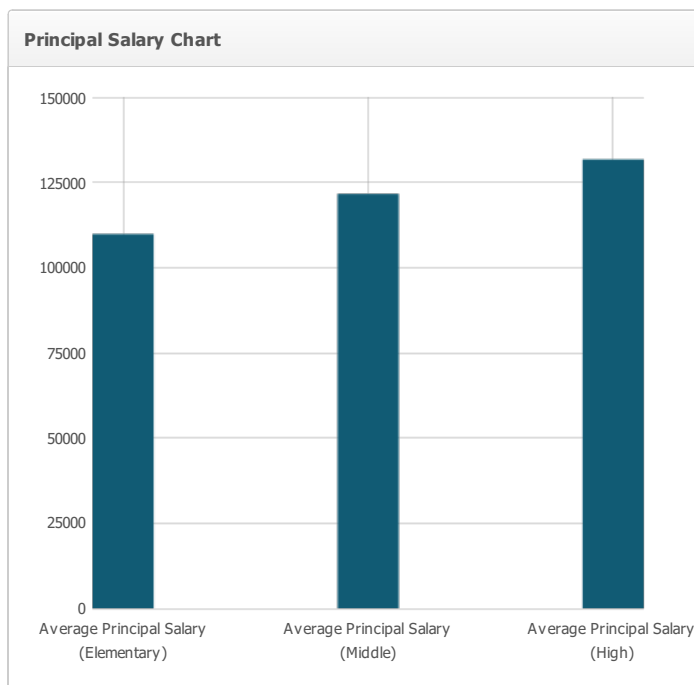
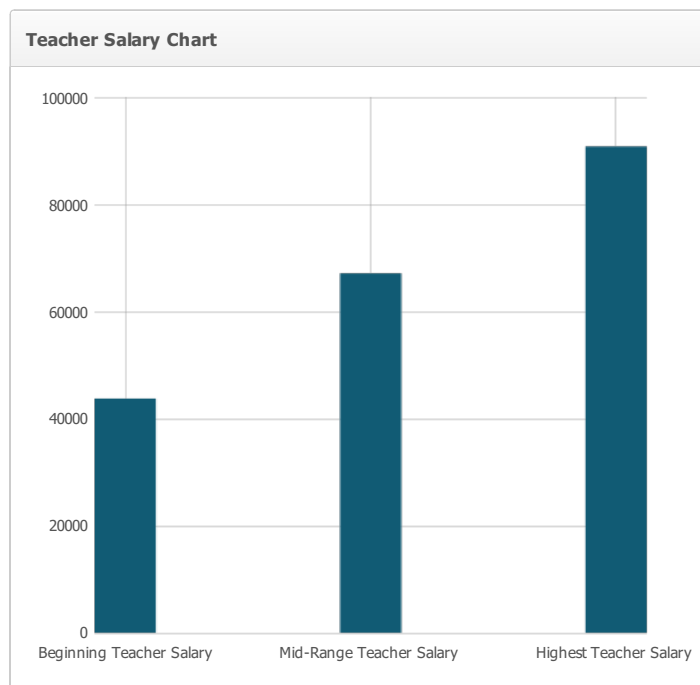
A combination of state and federal funding is used to cover all aspects of our instructional program. This funding is used for a six hour library assistant and a full time Response to Intervention teacher for language arts. State Title I funding is used to provide monthly release days for teachers to collaborate in planning, reviewing student work, and improving instruction. Strong PTA support is evident in many of our schools' supplemental activities such as funding field trip buses, support with technology 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: 1/8/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/8/2016*

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or

faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*