

# John Muir Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	Glendale Unified	<b>School Name</b>	John Muir Elementary
<b>Phone Number</b>	(818) 241-3111	<b>Street</b>	912 South Chevy Chase Dr.
<b>Superintendent</b>	Winfred Roberson	<b>City, State, Zip</b>	Glendale, Ca, 91205-2540
<b>E-mail Address</b>	<a href="mailto:wroberson@gusd.net">wroberson@gusd.net</a>	<b>Phone Number</b>	818-241-4848
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>	<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: 1/19/2017*

## School Description and Mission Statement (School Year 2016-17)

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 student achieve academic excellence through collaboration, critical thinking, communication, and creativity to become real-world problem solvers.

John Muir Elementary School is located in southern Glendale and serves a culturally diverse student population of over 910 students. Our instructional focus is Critical Thinking. Committed to promoting academic achievement, administrators and teachers regularly analyze data, collaborate and plan instruction to meet the needs of all students. At John Muir 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. The first cohort of students are now in 5th grade and are developing high levels of academic language in Spanish and English as well as expanding their appreciation of the Spanish-speaking cultures.

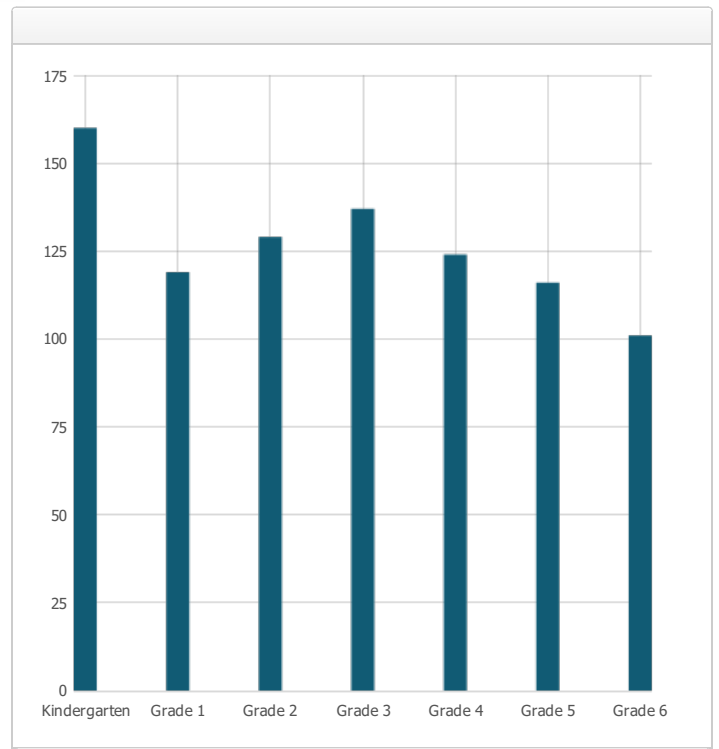
The well-researched 90/10 model is used in Muir's Dual Immersion Program where students receive Spanish instruction starting in kindergarten and 1st grade for 90% of the instructional day and 10% in English (30 minutes per day). The English time increases every year thereafter until the students reach 5th and 6th grade when the Spanish and English time is divided equally to 50/50. The rigorous multicultural curriculum prepares students with a strong foundation for life-long learning and 21st century career readiness. Muir Elementary was recognized as an International Spanish Academy (ISA) School in 2015. The International Spanish Academies (ISAs) are US schools that follow a program of integrated curriculum language and content in Spanish. To belong to the ISA network, the schools sign a collaborative agreement with the Ministry of Education of Spain. This important partnership allows us to access resources and benefits for the Spanish dual immersion teachers and students.

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: 1/19/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	160
Grade 1	119
Grade 2	129
Grade 3	137
Grade 4	124
Grade 5	116
Grade 6	101
<b>Total Enrollment</b>	<b>886</b>



Last updated: 1/19/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.1 %
Asian	2.4 %
Filipino	8.4 %
Hispanic or Latino	35.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	50.3 %
Two or More Races	1.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.3 %
English Learners	51.5 %
Students with Disabilities	6.9 %
Foster Youth	0.5 %

Last updated: 1/19/2017

## A. Conditions of Learning

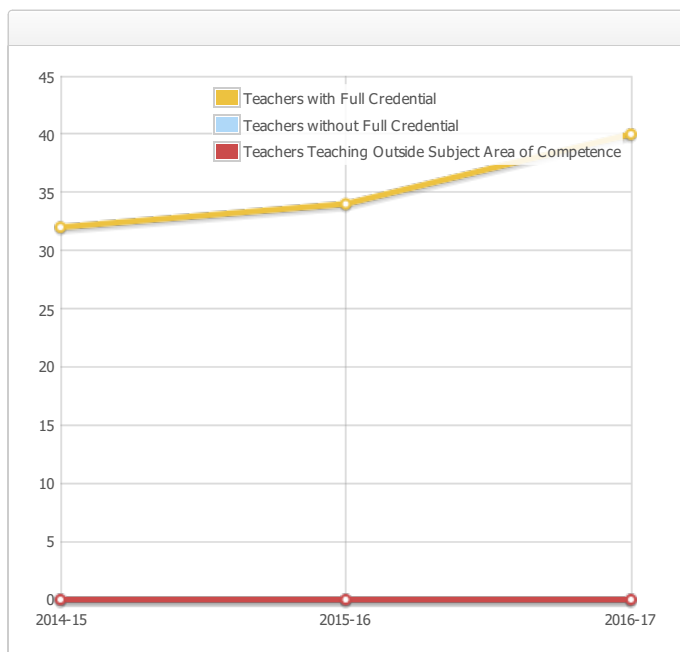
### State Priority: Basic

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

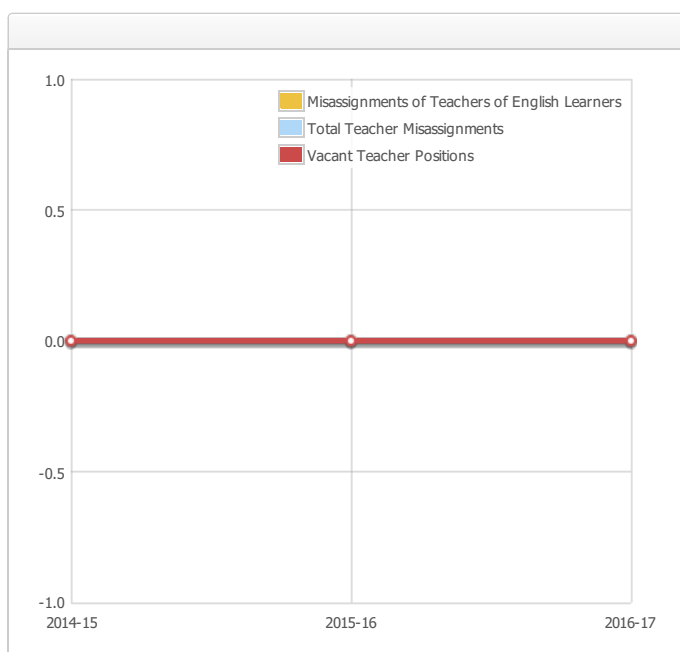
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	34	40	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/24/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

*Last updated: 1/24/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt - HSP California Exursions/2010 MacDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015	Yes	0.0 %
Science	MacMilliam McGraaw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt - Reflections: California Series/2006 McMilliam 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)	N/A	N/A	0.0 %

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

*Last updated: 1/19/2017*

## School Facility Conditions and Planned Improvements

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. currently, the site is undergoing construction which is funded by the State's Overcrowding Relief Grant Program (ORG). This project will replace with portable classrooms with 10 permanent classrooms. Anticipated date of completion of the project is September 2017.

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.

*Last updated: 1/19/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Paint room 1208
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: October 2016

Overall Rating	Exemplary
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*Last updated: 1/19/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	54.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	45.0%	43.0%	49.0%	51.0%	34.0%	36.0%

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.

*Last updated: 1/19/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	144	136	94.4%	47.1%
Male	71	65	91.6%	41.5%
Female	73	71	97.3%	52.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	13	92.9%	69.2%
Hispanic or Latino	39	39	100.0%	35.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	75	92.6%	48.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	111	104	93.7%	46.2%
English Learners	63	56	88.9%	28.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/19/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	124	122	98.4%	52.5%
Male	62	62	100.0%	51.6%
Female	62	60	96.8%	53.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.0%	51.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	62	96.9%	51.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	98	99.0%	50.0%
English Learners	44	42	95.5%	19.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/19/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	116	113	97.4%	47.8%
Male	58	58	100.0%	36.2%
Female	58	55	94.8%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.0%	50.0%
Hispanic or Latino	31	31	100.0%	38.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	64	97.0%	48.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.9%	41.6%
English Learners	33	31	93.9%	9.7%
Students with Disabilities	13	13	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/19/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	100	99	99.0%	71.7%
Male	46	45	97.8%	75.6%
Female	54	54	100.0%	68.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.0%	66.7%
Hispanic or Latino	24	24	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	61	98.4%	75.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.0%	71.8%
English Learners	14	14	100.0%	7.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/19/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	142	98.6%	43.7%
Male	71	69	97.2%	44.9%
Female	73	73	100.0%	42.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.0%	71.4%
Hispanic or Latino	39	39	100.0%	30.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	80	98.8%	43.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	111	109	98.2%	45.0%
English Learners	63	62	98.4%	29.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/19/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	123	123	100.0%	45.5%
Male	61	61	100.0%	49.2%
Female	62	62	100.0%	41.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	64	100.0%	51.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	99	100.0%	43.4%
English Learners	43	43	100.0%	16.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/19/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	116	114	98.3%	37.7%
Male	58	58	100.0%	29.3%
Female	58	56	96.6%	46.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.0%	66.7%
Hispanic or Latino	31	31	100.0%	25.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.0%	33.3%
English Learners	33	32	97.0%	12.5%
Students with Disabilities	13	13	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/19/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	100	100	100.0%	44.0%
Male	46	46	100.0%	54.4%
Female	54	54	100.0%	35.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.0%	50.0%
Hispanic or Latino	24	24	100.0%	20.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100.0%	51.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.0%	43.6%
English Learners	14	14	100.0%	14.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/19/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	66.0%	54.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

*Last updated: 1/19/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	116	114	98.3%	54.4%
Male	58	58	100.0%	51.7%
Female	58	56	96.6%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	12	12	100.0%	50.0%
Hispanic or Latino	31	31	100.0%	48.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	66	65	98.5%	55.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.0%	52.2%
English Learners	33	32	97.0%	28.1%
Students with Disabilities	13	13	100.0%	53.9%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/19/2017*



# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8%	31.6%	44.7%

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: 1/19/2017*

## 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 (School Year 2016-17)

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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: 1/19/2017*

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

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

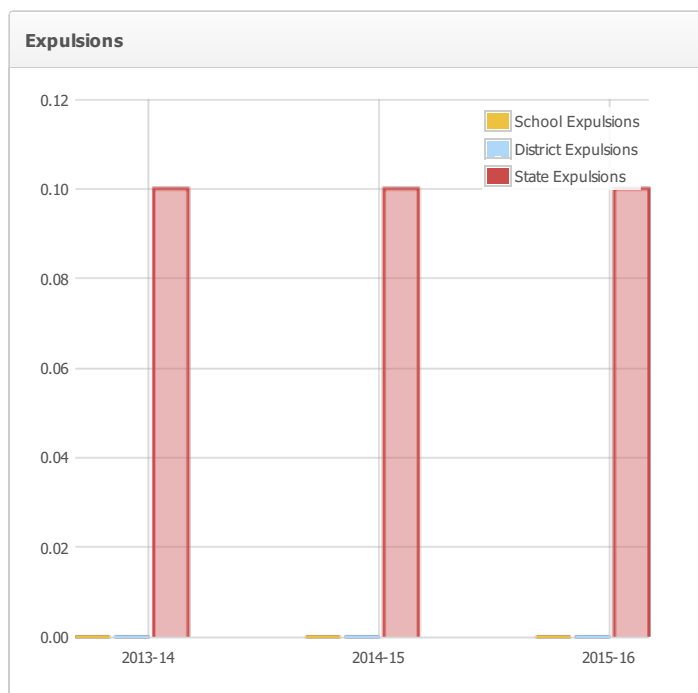
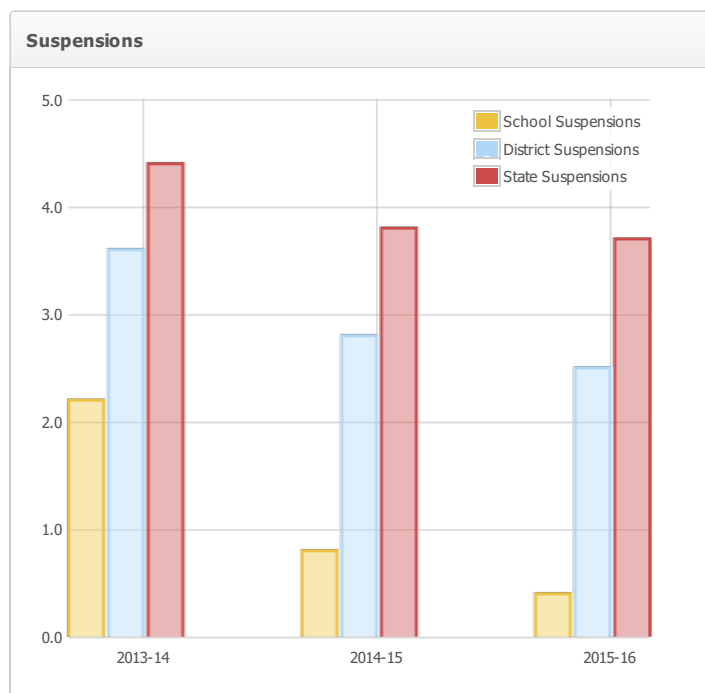
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.2	0.8	0.4	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2017

## School Safety Plan (School Year 2016-17)

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 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: 1/19/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	22.0	2	4	0	24.0	0	6	0	23.3	1	5	0
1	24.0	0	4	0	24.0	0	5	0	24.8	0	5	0
2	25.0	0	6	0	25.0	1	4	0	24.1	0	6	0
3	27.0	0	4	0	23.0	1	4	0	24.8	0	5	0
4	32.0	0	1	2	33.0	0	1	3	34.6	0	1	3
5	36.0	0	0	4	36.0	0	0	3	33.1	0	0	3
6	36.0	0	0	3	36.0	0	0	3	33.3	0	0	3
Other	0.0	0	0	0	0.0	0	0	0	19.0	1	0	0

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

Last updated: 2/1/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

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

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: 1/19/2017*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5645.0	\$644.0	\$5001.0	\$83975.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	-0.1%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

*Last updated: 1/19/2017*

## Types of Services Funded (Fiscal Year 2015-16)

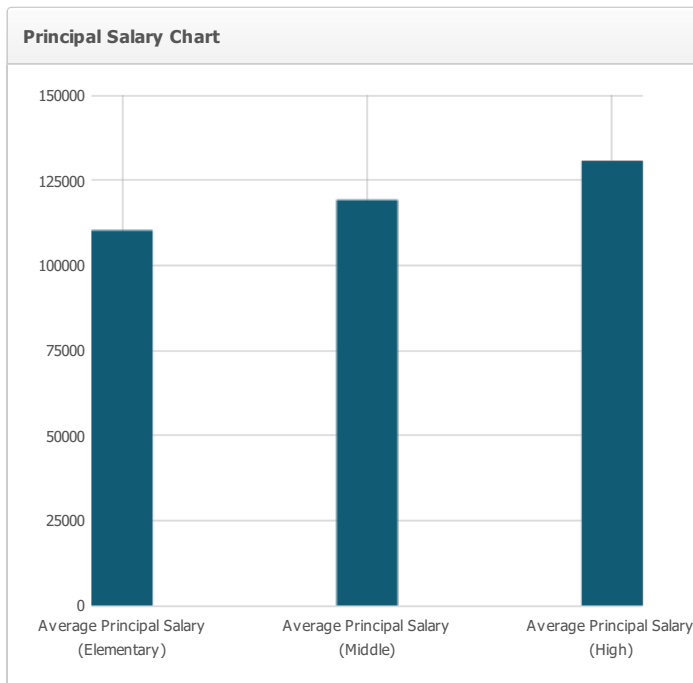
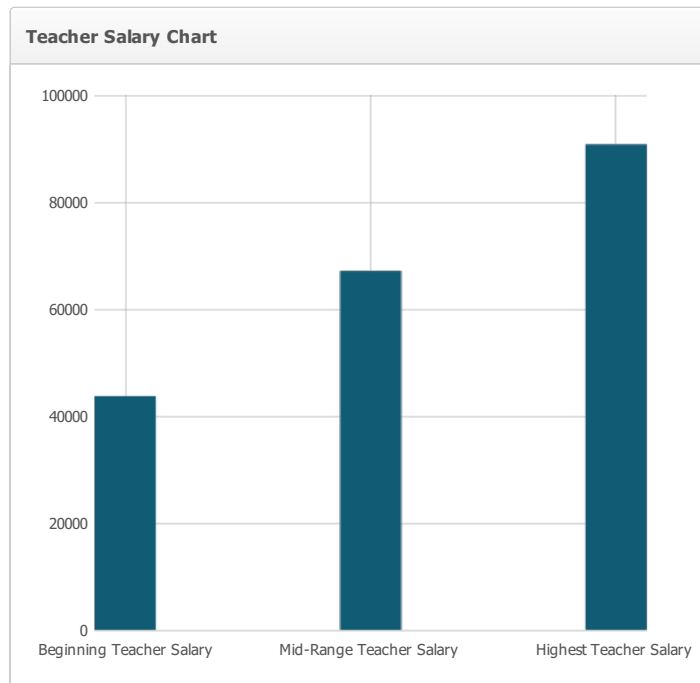
A combination of state and federal funding is used to cover all aspects of our instructional program. This funding is used for Response to Intervention instruction during language arts and funding a six hour multi-media assistant in the computer lab. State Title I funding is used to provide release days for teachers to collaborate in planning, reviewing student work, and improving instruction. Strong PTA support and John Muir Foundation 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: 1/19/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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: 1/19/2017*

## Professional Development

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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: 1/19/2017*