

John Muir Elementary School

2526 Sixth St. • Santa Monica, CA 90405-3811 • (310) 399-7721 • Grades P-5

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

Santa Monica-Malibu Unified School District

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District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

John Muir Elementary School Mission Statement

Our mission is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, and diverse relationships.

Principal's Message

Our mission at John Muir Elementary is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, perseverance, and diverse relationships. We are a small and diverse community with no more than two classes per grade level.

We focus on student learning—what students need to know, what they already know, how we know that they know it, and how we respond when they meet standards, exceed standards, and approach standards—and the community in which this learning occurs. We use innovative teaching methods to help each student meet our mission and reach grade-level standards such as Cognitively Guided Instruction in mathematics and Readers and Writers Workshop models in literacy. Social and emotional growth is supported by the CARES philosophy and Restorative Practices that recognize that each student must feel a sense of belonging, significance, and fun while providing structure for that connection to happen. In addition to our regular program, we offer Specialized Academic Instruction (SAI) for students with special needs and Reading Intervention and support, both with a reading instructor and our partnership with the nonprofit organization Reading Partners and Speech and Language Instruction. Students with emotional needs are supported by a part-time social worker/therapist provided our partnership with Family Service of Santa Monica and the City of Santa Monica. High-achieving students are served within the regular classroom with differentiated curriculum.

John Muir partners with PSArts and PS Science and offers weekly visual arts and STEM programs. All students have an opportunity to participate in music on a weekly basis, and work with technology at every grade level. John Muir Elementary also encompasses a state Head Start Preschool; a preschool classroom for students with special needs; before and after-school child care for grades K-3; and with the City of Santa Monica, CREST, a structured after-school program for fourth and fifth graders; as well numerous after-school enrichment classes for all grades.

At John Muir, we are extremely fortunate, through the collective efforts of our wider community, to have additional staff and enrichment opportunities for our students through funding provided by the Santa Monica Education Foundation (SMEF). Our literacy coach; many instructional assistants; art teacher; primary music teacher; and Reading Partners are funded through the Ed Foundation. Our Parent Teacher Association (PTA) is focusing on providing the “stuff” that makes classrooms and schools run smoothly—providing supplies for teachers, after school enrichment opportunities, and field trip transportation.

The original John Muir School was built in 1923, and in December 1996 moved to its new location and building at 2526 Sixth Street in Santa Monica, and it is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the fathers of our National Park Service. We are a public elementary school serving the small student body of around 300 students that reflects the cultural diversity of the surrounding community.

The School Plan includes three goals in the areas of: academic achievement, English Language Learner progress, and school climate. Our progress indicators include, but are not limited to: a yearly increase in student use of evidence based arguments, and increase in positive attendance numbers. The School Site Council reviews progress regularly and makes recommendations.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	41
Grade 2	49
Grade 3	49
Grade 4	46
Grade 5	47
Total Enrollment	276

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	19.6
American Indian or Alaska Native	0.4
Asian	1.8
Hispanic or Latino	35.1
White	40.6
Two or More Races	2.2
Socioeconomically Disadvantaged	48.6
English Learners	17.4
Students with Disabilities	15.2
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for John Muir Elementary	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at John Muir Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

All students at John Muir have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased in 2008-09. In the Spring of 2014, the district adopted a new Middle School Common Core Mathematics textbook as well as a new Algebra textbook. New English Language arts materials were adopted and implemented for the 2017-18 school year. All students, including English learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high-caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop or laptop computer with Internet capability and email access. All classrooms have technology access. There is computer access available in or adjacent to each classroom and a mobile computer lab. The library/media center is maintained by the dedicated efforts of children’s book illustrator and elementary library coordinator. Our School Site Council receives reports from the joint Muir/SMASH Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility is well-maintained and is in well-functioning condition. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. The facility is adequately maintained by our site’s full-time day custodian, one and a half night custodians, and by our district maintenance and operations department. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti. There are no emergency needs as defined by the Office of Public School Construction.

In January 2011, a new pedestrian gate was installed. In fall of 2011, a remote access keypad was installed at the new pedestrian entry gate. This allows school staff to control access to the campus from the main office. The system includes two-way voice communication and a video camera that enables staff to recognize visitors at the gate.

In 2018 the district addressed major roof leaks throughout the school by resurfacing all deck and a major roof renovation. With the infusion of operational dollars the district will continue to address deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/16/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	620A/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 8. TOILET LEAKS AT FITTING.
Interior: Interior Surfaces	Poor	105 NURSE: 4. CEILING TILE IS STAINED 107 CONFERENCE: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON INTERIOR WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>109/ STORAGE: 4. FLOOR TILES ARE BROKEN AND LIFTING. 205 COMM: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON DUCTING. 210 WORK AREA: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 250/ SPEECH: 4. CEILING TILE IS BROKEN. 255/ REST ROOM: 4. FORMICA FLOORING IS TORN IN COVE BASE. 300/ MPR: 4. WALL PAPER IS TORN. 7. TWO LIGHT FIXTURES ARE OUT. 9. DRINKING FOUNTAIN HAS A DRIP. 300/ MUSIC: 4. WALL PAPER IS TORN ON PARTITION DOOR. 500: 4. SECTION OF CEILING IS MISSING. 502/ TEACHER PREP: 4. CEILING TILES HAVE WATER STAINS. 505: 4. CARPET IS STAINED. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HANDLE IS BROKEN. 512/ TEACHER PREP: 4. CEILING TILES HAVE WATER STAINS. 562/ TEACHER PREP: 4. CEILING TILE HAS A WATER STAIN. 602/ TEACHER PREP: 4. CEILING TILES HAVE WATER STAINS. 615: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON CEILING RAFTERS. 660: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 665: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 9. DRINKING FOUNTAIN HANDLE IS MISSING. ADMINISTRATION: 4. FLOOR TILES ARE BROKEN. BUNGALOW 1: 4. CEILING TILE HAS A HOLE. BUNGALOW B: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BUNGALOW C: 4. WATER DAMAGE TO COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. OFFICE/MDF: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. UNISEX REST ROOM: 4. WATER DAMAGE TO THE WALL NEAR TOILET.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>256/ WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT DIFFUSERS ARE MISSING. 571/ BOYS REST ROOM: 5. ROOM HAS A STRONG URINE ODOR.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		600: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CEILING RAFTERS.
<p>Electrical: Electrical</p>	Fair	<p>106 ELECTRICAL: 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED 200 MEDIA: 7. FOUR CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 210 WORK AREA: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 252/ WORKROOM: 7. FOUR LIGHT DIFFUSERS ARE MISSING. 256/ WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT DIFFUSERS ARE MISSING. 300/ MPR: 4. WALL PAPER IS TORN. 7. TWO LIGHT FIXTURES ARE OUT. 9. DRINKING FOUNTAIN HAS A DRIP. 300D/ REST ROOM: 7. HAND DRYER HAS NO POWER. 310/ KITCHEN: 7. EXTERIOR OUTLET COVERS ARE MISSING. 520/ TECHNICAL: 7. ONE CAN LIGHT IS OUT. 11. PAINT IS PEELING ON THE WALL. 560: 7. ELECTRICAL CONDUIT IS LOOSE FROM CEILING. 9. FAUCET LEAKS AT HANDLE. 565: 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW AND DRIP. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCH. 570/ TECHNICAL: 7. LIGHT FIXTURE IS LOOSE. 9. DRINKING FOUNTAIN LEAKS AT HANDLE. 605: 7. ONE BANK OF LIGHTS IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON CEILING RAFTERS. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCH. 610: 7. ONE BANK OF LIGHTS IS OUT. 10. BURNED CANDLE IN CLASSROOM. 671/ GIRLS REST ROOM: 7. HAND DRYER HAS NO POWER. BUNGALOW B: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BUNGALOW C: 4. WATER DAMAGE TO COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. OFFICE/MDF: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	Fair	<p>300/ MPR: 4. WALL PAPER IS TORN. 7. TWO LIGHT FIXTURES ARE OUT. 9. DRINKING FOUNTAIN HAS A DRIP.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>505: 4. CARPET IS STAINED. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>560: 7. ELECTRICAL CONDUIT IS LOOSE FROM CEILING. 9. FAUCET LEAKS AT HANDLE.</p> <p>562/ TEACHER PREP: 4. CEILING TILE HAS A WATER STAIN.</p> <p>565: 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW AND DRIP. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCH.</p> <p>570/ TECHNICAL: 7. LIGHT FIXTURE IS LOOSE. 9. DRINKING FOUNTAIN LEAKS AT HANDLE.</p> <p>620A/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 8. TOILET LEAKS AT FITTING.</p> <p>620B/ BOYS REST ROOM: 8. TOILET LEAKS AT FITTING. URINAL VALVE COVER IS MISSING.</p> <p>660: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>665: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 9. DRINKING FOUNTAIN HANDLE IS MISSING.</p> <p>BUNGALOW A: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. DRY ROT ON SIDING. FLOOR IS SLOPING FROM MAIN BEAM. 13. HOLES IN GUTTERS. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>BUNGALOW B: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>106 ELECTRICAL: 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED</p> <p>107 CONFERENCE: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>200 MEDIA: 7. FOUR CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>200A RESTROOM: 11. PAINT IS PEELING ON CEILING.</p> <p>205 COMM: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON DUCTING.</p> <p>313/ STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>502/ TEACHER PREP: 4. CEILING TILES HAVE WATER STAINS.</p> <p>510: 11. PAINT IS PEELING ON CEILING RAFTERS.</p> <p>515: 11. PAINT IS PEELING ON CEILING RAFTERS.</p> <p>520/ TECHNICAL: 7. ONE CAN LIGHT IS OUT. 11. PAINT IS PEELING ON THE WALL.</p> <p>565: 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>AND DRIP. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCH. 600: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CEILING RAFTERS. 605: 7. ONE BANK OF LIGHTS IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON CEILING RAFTERS. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCH. 607/ TECHNICAL: 10. EMERGENCY EXIT IS BLOCKED. 610: 7. ONE BANK OF LIGHTS IS OUT. 10. BURNED CANDLE IN CLASSROOM. 615: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON CEILING RAFTERS. STAGE: 10. WHEELCHAIR LIFT IS USED FOR STORAGE.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>BUNGALOW A: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. DRY ROT ON SIDING. FLOOR IS SLOPING FROM MAIN BEAM. 13. HOLES IN GUTTERS. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BUNGALOW C: 4. WATER DAMAGE TO COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. BUNGALOW D: 12. DRY ROT ON RAMP SKIRTING</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>600A/ UNISEX REST ROOM: 15. DOOR VENT IS RUSTED. BUNGALOW A: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. DRY ROT ON SIDING. FLOOR IS SLOPING FROM MAIN BEAM. 13. HOLES IN GUTTERS. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p>
<p>Overall Rating</p>	<p>Fair</p>	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	56	75	74	50	50
Math	34	43	61	61	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	120	90.23	55.83
Male	78	72	92.31	50.00
Female	55	48	87.27	64.58
Black or African American	28	27	96.43	29.63
Asian	--	--	--	--
Hispanic or Latino	52	47	90.38	57.45
White	45	42	93.33	69.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	65	89.04	46.15
English Learners	30	27	90.00	37.04
Students with Disabilities	13	10	76.92	40.00
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.5	23.4	10.6

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.

Pending: Information on Teacher Credentials and Misassignments for 2019-20

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	120	90.23	42.50
Male	78	72	92.31	44.44
Female	55	48	87.27	39.58
Black or African American	28	27	96.43	25.93
Asian	--	--	--	--
Hispanic or Latino	52	48	92.31	37.50
White	45	41	91.11	56.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	64	87.67	34.38
English Learners	30	28	93.33	32.14
Students with Disabilities	13	10	76.92	20.00
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

John Muir Elementary families are an energetic group who look for ways to make our school a more equitable and enriched experience for each of our students. The most visible organizations include our SSC (School Site Council), PTA (Parent Teacher Association), our ELAC (English Learners Advisory Council), Spanish Language Parents Group, and our AAU (African American Union). Equally important, and assuredly less visible, are all of the supportive volunteers who work in the classrooms, chaperone field trips, share their expertise or their language and culture with our students, find outside sources to further academic enrichment and support, or simply create a consistent expectation and space where students can do homework and daily reading.

The John Muir PTA and parent groups actively support our school by planning community-wide celebrations, organizing fund (and fun) raising activities, and providing hours of volunteer support in our classrooms. Meetings are generally held second Wednesday of the month at 6:30 p.m. with child care provided. The English Learners Advisory Council meets quarterly on Wednesday mornings at 8:30 a.m. Everyone is welcome, and translation is provided. The African American Union meets on the first Thursday of each month at 6:30p.m. Our Spanish Language Parents Group meets the last Friday of the month at 8:30am. Check local calendar for specifics. Parent and community volunteers are welcome and encouraged in our classrooms. Once trained and cleared by the school office, teachers coordinate classroom volunteers and field trip chaperones.

State Priority: School Climate

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

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

School Safety Plan

John Muir Elementary’s faculty and staff are committed to providing all students with a safe learning environment. Teachers and students regularly participate in Restorative Justice and Olweus Bullying Prevention Program training, and deliver lessons designed to help students better manage their own behavior, mediate conflicts, and develop social problem-solving skills. Teachers incorporate the principles across the curriculum. The common vocabulary of respect, patience, and good choices provides for a cohesive system of social development. These approaches provide students with the ability to reflect on their decision-making, creating a sense of self-advocacy and resiliency.

In compliance with California Education Code, the John Muir staff and parents annually review and assess safety at our school through the update and revision of our school safety plan. John Muir Elementary School was determined to be a safe school. Our safety plan encompasses all mandated sections including:

- Child-abuse reporting procedures
- Disaster procedures and regular drills for earthquake, fire, bomb threat, civil disobedience, and intruders on campus
- Policies related to suspension or expulsion
- Schoolwide standards for dress
- Procedures for student arrival at and dismissal from school
- A safe and orderly environment that is conducive to learning
- Schoolwide discipline plan
- Procedures for reporting hate crimes
- Sexual harassment policy
- Procedures for notifying teachers of dangerous students.

School grounds are open at 7:55 a.m. each morning. Breakfast is served until 8:10 a.m. in the cafeteria, and supervision is also provided for all students at the lunch benches starting at that time. Playground supervision is present during all recess periods as well as after school through the Playground Access program. During the school day there is limited access to the school campus. Only one entrance is available during school hours and is monitored by the office staff through an electronic entrance and video system. Visitors are required to sign in at the office and receive a visitor’s badge. Adequate space exists for all school operations, activities and programs. Classroom space is allocated per the needs of each classroom teacher or support provider.

The School Safety Plan was last reviewed and discussed with the school faculty in October 2018. John Muir’s Emergency Safety Plan is updated each year at the end of January and revisions for 2018-2019 are currently underway.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	1.6	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		2		20	1	2		22		2	
1	23		2		20	1	1		20	1	1	
2	17	2			24		2		22		2	
3	22		2		22		2		23		2	
4	22		2		23		2		21	1	1	
5	19	1	2		24		2		24		2	
Other**	9	1			10	1			8	2		

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

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

Professional Development provided for Teachers

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

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners
- Site Focus-student use of evidence-based arguments to support their claims, orally and in writing, in all subject areas

A variety of methodologies are used to provide professional development, including coaching and mentoring and working in Professional Learning Communities. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and math coaching, and Site Leadership Teams. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in New Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$51,374
Mid-Range Teacher Salary	\$74,444	\$80,151
Highest Teacher Salary	\$100,278	\$100,143
Average Principal Salary (ES)	\$124,840	\$126,896
Average Principal Salary (MS)	\$138,074	\$133,668
Average Principal Salary (HS)	\$150,077	\$143,746
Superintendent Salary	\$240,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7295	848	6447	70590
District	N/A	N/A	\$8,432	\$82,621.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.7	-15.7
School Site/ State	-15.2	-15.0

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

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

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used to (at least partially):

- hire and train instructional assistants
- provide reading/math intervention to students during and after the school day
- provide science enrichment via PS Science in each K-5 classroom
- enable after school computer access for homework, reading and math practice
- access SIPPS, Michael Heggerty Phonological Awareness and Words their Way programs in class
- support students in danger of becoming Long Term English Learners (LTELs)
- participate in the Olweus bullying prevention program

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

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.