

# John Muir Middle School

1444 Williams Street • San Leandro, CA 94577 • (510) 610-4400 ext 3975 • Grades 6-8  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### San Leandro Unified School District

835 E. 14th Street  
San Leandro, CA 94577  
(510) 895-4199  
[www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us)

#### District Governing Board

Lance James

Ron Carey

Leo Sheridan

Diana J. Prola

Vince J. Rosato

Evelyn Gonzalez

#### District Administration

Dr. Michael McLaughlin  
**Superintendent**

Mark Martinelli  
**Assistant Superintendent  
Business & Operations**

Dr. Rosanna Mucetti  
**Deputy Superintendent  
Educational Services**

Dr. John Thompson  
**Assistant Superintendent  
Human Resources**

### School Description

John Muir Middle School is a National AVID Demonstration School where teachers provide ALL students with a learning environment that encourages higher-level thinking skills, creativity, meaning centered learning, collaborative exploration, discovery, and independent and reflective work. The staff at John Muir is committed to close collaboration among teachers, staff, students, parents, and community to improve student learning. It is our vision at John Muir Middle School to have a school community that promotes shared decision-making, professional development, parent involvement, community involvement, continuous learning for staff, and opportunities for ALL students to succeed. It is this collaboration within the Muir community, which helps our students attain positive experiences and success in school, as well as in extra-curricular and school wide activities.

At John Muir Middle School, we have a caring community of teachers who are committed to providing our students with equal access to all opportunities. John Muir is also committed to providing our students with a variety of programs to promote academic excellence, positive student behavior, and a positive climate for learning. We believe that close cooperation between home and school is essential to promote the best interests of the child. We encourage parents to visit the school and to attend scheduled meetings of parents and teachers.

### John Muir Mission Statement

John Muir Middle School is an inclusive community where all students are actively engaged in learning. Our mission is to educate all students to achieve excellence and become competent and confident citizens in a global society.

The following have emerged from the program quality self-study process as goals to which the entire John Muir community is committed:

- Increase active learning in the core curriculum through the use of a variety of instructional strategies and technologies.
- Improve reading abilities of all students and engage students in reading and writing across the curriculum.
- Create an environment that promotes student involvement and connection to the school through a variety of activities which provide a balance in their intellectual, social, emotional, and physical development.
- Provide a balanced, integrated curriculum within a heterogeneous setting through the organization of instructional time and student groupings.
- Align curriculum to standards
- Provide all students with access to the core curriculum.
- Create an emotionally and physically safe environment.
- Celebrate and promote individual and cultural pride throughout the school.

### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state of the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

## District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (510) 610-4400 ext 3975.

**2013-14 Student Enrollment by Grade Level**

Grade Level	Number of Students
Gr. 5	5
Gr. 6	310
Gr. 7	322
Gr. 8	351
Gr. 9	1
<b>Total</b>	<b>989</b>

**2013-14 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0.3
Asian	20.2
Filipino	11.5
Hispanic or Latino	45.0
Native Hawaiian/Pacific Islander	0.9
White	8.0
Two or More Races	2.6
Socioeconomically Disadvantaged	68.7
English Learners	17.4
Students with Disabilities	16.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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**

John Muir Middle School	12-13	13-14	14-15
<b>Fully Credentialed</b>	46	48	47
<b>Without Full Credential</b>	1	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	1
San Leandro Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	47
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	1

**Teacher Misassignments and Vacant Teacher Positions at this School**

John Muir Middle School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	2

\* "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.

## Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	92.09	7.91
Districtwide		
<b>All Schools</b>	91.58	8.42
<b>High-Poverty Schools</b>	91.40	8.60
<b>Low-Poverty Schools</b>	100.00	0.00

\* 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 (School Year 2014-15)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Longman Adopted 2011  Prentice Hall Adopted 2002  Sopris West Adopted 2011
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Holt, Rinehart & Winston Adopted 2008  McDougal Littell Adopted 2008
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Holt, Rinehart & Winston Adopted 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Holt, Rinehart & Winston Adopted 2006

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

#### Age & Condition of Facilities

John Muir Middle School was originally constructed in 1950 and is currently comprised of 58 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, a computer lab, a gymnasium, and a playfield with soccer and baseball fields.

#### Cleaning Process

The principal works daily with five custodial staff members (three full-time and two part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

#### Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of John Muir Middle School's restrooms were in good working order. The chart below displays the results of the most recent school facilities inspection collected. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: [www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us).

#### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 1/21/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	65	71	59	50	52	51	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	53	50	45	48	46	54	56	55
Math	32	34	40	36	37	37	49	50	50
HSS	46	47	55	39	37	40	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	4
Similar Schools	3	3	4

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.5	21.7	25.5

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	51	
All Student at the School	59	
Male	62	
Female	55	
Black or African American	49	
American Indian or Alaska Native		
Asian	74	
Filipino	73	
Hispanic or Latino	49	
Native Hawaiian/Pacific Islander		
White	46	
Two or More Races		
Socioeconomically Disadvantaged	56	
English Learners	13	
Students with Disabilities	47	
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	29	16	7
Black or African American		38	1
American Indian or Alaska Native			
Asian	33	9	6
Filipino	44	-17	21
Hispanic or Latino	37	26	-3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	31	15	21
English Learners	39	3	47
Students with Disabilities	34	-3	13

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents and the community are very supportive of the education program at John Muir Middle School. Parents may participate in the Parent Teacher Student Organization (PTSO), School Site Council, weekly Principal Chats, Title 1 Parent groups, English Language Advisory Committee (ELAC), Latino Unidos (Padres), and Black Parents' Union.

John Muir Middle School has several partnerships with local community organizations and businesses, including Target, Wal\*Mart, Starbucks, and Wells Fargo.

### Contact Information

Parents who wish to participate in John Muir Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4400.

### State Priority: School Climate

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

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

### School Safety Plan

The safety of students and staff is a primary concern at John Muir Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the John Muir Middle School Safe Schools Team. The key elements of the School Site Safety Plan entail disaster preparedness and assignment of responsibilities. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.

The designated area for student drop-off and pickup is at the front of the school and the West side of the building.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	9.6	10.0	7.6
Expulsions Rate	0.3	0.2	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.5	7.7	7.6
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.08
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.4
Resource Specialist	3
Other	5
Average Number of Students per Staff Member	
Academic Counselor	

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 5			1			25						
Gr. 6	19	20	19	5	49	50	0	30	31	0	25	21
English	23.8	21	21	11	19	22	7	7	6	11	13	12
Math	24.5	23	23	11	11	10	7	20	15	13	4	6
Science	26.5	27	28	2	2	1	22	22	23	0		
SS	31.1	28	30	1	4	4	6	6	2	13	11	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,218	\$41,243
Mid-Range Teacher Salary	\$69,449	\$64,893
Highest Teacher Salary	\$91,913	\$83,507
Average Principal Salary (ES)	\$114,780	\$103,404
Average Principal Salary (MS)	\$115,812	\$109,964
Average Principal Salary (HS)	\$143,943	\$120,078
Superintendent Salary	\$226,205	\$183,557
Percent of District Budget		
Teacher Salaries	47	40
Administrative Salaries	7	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,928	\$374	\$4,554	\$78,367
District	♦	♦	\$4,333	\$74,515
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			5.1	4.3
Percent Difference: School Site/ State			-17.8	16.8

### **Types of Services Funded at John Muir Middle School**

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

### **Professional Development provided for Teachers at John Muir Middle School**

The primary focus of Professional Development is to support the district vision of creating responsive, personalized, learning pathways for career and college readiness. Teachers participate in a variety of professional development opportunities to achieve this goal. At John Muir, funds from Title I and EIA support on-site, yearlong professional development from Total School Solutions focused on strengthening Professional Learning Communities. Teachers also participate in monthly staff development meetings, department meetings, and grade level meetings. Staff development for beginning teachers is supported through Beginning Teachers Support and Assessment (BTSA), Support Providers, and District Literacy Coaches. All teachers have access to, and may receive assistance through the district instructional coaches. The district supports staff development through three Professional Growth Days each year.