

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	John Muir Elementary School	District Name	Martinez Unified School District
Street	205 Vista Way	Phone Number	(925) 335-5800
City, State, Zip	Martinez, CA 94553	Web Site	www.martinez.k12.ca.us
Phone Number	(925) 313-0470	Superintendent	Rami Muth
Principal	Lauran Hawker	E-mail Address	scasey@martinez.k12.ca.us
E-mail Address	LHawker@martinez.k12.ca.us	CDS Code	07617396003826

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Welcome to John Muir Elementary School (JME), a School-wide Title I school. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card (SARC). I welcome this opportunity to inform you about our school, programs, mission, vision, goals, and the progress we are making toward improving student achievement. JME was built in 1950, serving kindergarten through fifth grade students, in a quiet residential area in Martinez, California. Our school was named for John Muir, who had his home in Martinez and became a courageous explorer, naturalist, and writer forging new paths while preserving the natural beauty of his surroundings and of our nation.

The principal and 41 part-time and full-time certificated and classified employees serve 400 students in kindergarten-grade 5, and primary and upper grade special day classes. JME was renovated in 1991, 1998 and 2003. An outdoor amphitheater for school performances and special programs was completed during the 2009-10 year. The warmth and openness of staff encourages families to be part of the JME community. We strive to maintain a positive school climate that promotes the physical, social, emotional, and academic growth of all students.

Like John Muir, we strive to forge new paths but while doing so maintain the beauty of our natural surroundings and promote the learning for all students, parents, and staff. We celebrate our successes, our heritages, and our achievements. However, we did not meet the 2009 - 2010 federal academic goals for No Child Left Behind's (NCLB) Adequate Yearly Progress (AYP). In addition, our state Academic Performance Index declined 21 points from 807 in 2009 to 786 in 2010. Our three achievement groups which declined and affected both our state and federal accountability targets are: 1) Hispanic-Latino, 2) Socio-Economically Disadvantaged, 3) School-wide.

We are working to achieve a Safe Harbour status by increasing our students achievement scores on the 2011 STAR tests. Though our English Learner population is not considered a significant achievement group at our school at this time, our EL student performance directly impacts the district English Learner program goals as set by NCLB. As a result, the district is endanger of entering Program Improvement status due to low achievement of all English Learners, district-wide. In addition, staff and parents indicated, through interviews and meetings with the new principal at the start of the 2010-2011 year, a strong need for a school wide positive behavior support system.

Mission Statement

Our mission statement, "We promote student achievement and prepare students to become contributing members of a diverse society by sustaining a safe and supportive learning environment where each student is a valued individual," is the foundation upon the JME Professional Learning Community make decisions for the students we serve.

The JME staff recently approved Collaborative Planning, one of the key components of a Professional Learning Community(PLC), which is the approach we use to meet the achievement needs of our students. Teachers and staff now meet weekly to focus on student achievement goals, measure how progress is being made, monitor this progress, and seek to improve and adjust instruction to meet the needs of ALL students.

We ask these **four critical questions in a PLC:**

- 1) What is it we want students to learn? (Content Standards)
- 2) How will know if they have learned? (Multiple measures of assessments)
- 3) What will we do if they have not learned? (Provide academic, behavior, and attendance interventions)
- 4) What will will do if they have learned? (Provide enrichment and learning extensions)

The JME School Site Council (SSC) annually develops and revises our Single Plan for Student Achievement (SPSA), which drives the spending of our state and federal funding. The staff carefully analyzes assessment data from the California Standards Tests (CST) in English/Language arts, mathematics, and science; API; Adequate Yearly Progress (AYP); and the California English Language Development Test (CELDT) results.

Six SPSA goals are:

- 1) Increase Student Achievement in English Language Arts/English Language Development
- 2) Increase Student Achievement in Mathematics
- 3) Develop a School-wide English Learner Program
- 4) Provide a Safe and Positive School Climate
- 5) Develop a Professional Learning Community which designs a school-wide Pyramid of Intervention model
- 6) Develop Teachnology for learning and teaching

Each goal includes multiple measurable objectives and detailed action plans that align to the California K-5 grade-level content assessments, standards and blueprints, alignment of district benchmark asesments and pacing guides, the implementation of research-based instructional strategies and materials, extended learning time for students, opportunities for professional development and collaboration, and the implementation of multiple measures for assessment. Districtwide K-5 teachers develop common benchmark assessments and rubrics for English-language Arts, writing, and mathematics. Teachers agree on benchmarks to assess for each reporting period, and there are discussions on student progress towards mastery of the benchmarks and appropriate formative, summative, and performance assessments, as verifiable measures of student progress. Students are identified by name and need. Parents and caregivers are apprised of their child's academic, behavior, and attendance progress via student progress reports, conferences, Individual Education Plans(IEP), report cards, and CARE/student study team meetings.

Parents, caregivers, school community, and business partners, are welcome to volunteer and to visit our friendly campus.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parent/caregiver involvement in the education of children contributes greatly to student achievement and a positive learning environment. We seek authentic ways for families to participate in the decision making process. The School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Parent Teacher Association (PTA) survey the school community for input relative to program needs and interests. The principal holds regular "Coffee with the Principal" forums to offer an informal setting for parent input and to share school-wide improvement efforts as they develop. One specific change has been implemented which has key parents and the principal sitting on all three vital parent groups throughout the year, to ensure close alignment to the school's goals and clear communication between these groups.

Staff shares information with parents/caregivers at back-to-school night, fall academic conferences, and open house. Parents/caregivers are informed about their student's progress, or lack of progress, towards meeting grade-level standards and academic and behavioral expectations. They receive daily, weekly, and monthly feedback through student progress reports, telephone conferences, newsletters, completed and graded student work. Report cards and individual education plan progress notes are sent home each semester.

Technology programs and management systems store math and reading assessments and computerized data reports (Accelerated Reader, Star Early Literacy or Data Director) are shared with families. The school district provides our technology programs, enabling us to have our site and staff websites, e-mail, and voice mail systems, allowing families and community two-way communication with staff. Parent notifications and notices are translated in Spanish. Parent conferences provide direct person-to-person contacts between parents/caregivers and the school. The bilingual para-educator participates in conferences with bilingual parents to ensure that staff and parents effectively share information, academic and behavioral concerns, and needs. Home intervention strategies and additional skills packets are also provided for home-school support. The bilingual paraeducator also seeks opportunities for parents to participate in English classes and seminars offered through the Martinez Adult Education program.

The school offers parents, families, and the community a variety of opportunities to be involved in the school. Parent volunteers read with students; assist in classrooms; correct student work; chaperone on field trips; assist with picture day; health screenings; special projects; character building programs; Check-in Day; family nights and performances.

The John Muir Parent-Teacher Association (PTA), a nonprofit organization, is very active. The primary goal of the association is to enrich the educational experiences of children by developing methods to secure extraordinary programs and activities: assemblies; field trips; fifth grade promotion; student store; Spell/Map/Math-a-Thon; classroom theme gift baskets; cookie dough sales; Walk-A-thon; community service projects; Timberwolf Reading Program; Red Ribbon Week activities; and Staff Appreciation Day. PTA also pays for a portion of the salaries of 3 part-time para-educators as well as one noon duty supervisor. Through fundraising efforts, the JME PTA awards staff monetary and in-kind donations; prizes; and grants to support their organization's and the school's goals.

John Muir parents serve on many school and district-wide committees to review and develop educational goals and standards for Martinez students. Parents are elected each year to serve on the School Site Council (SSC) and English Language Advisory Committee (ELAC). SSC meetings are held a minimum of five times a year. ELAC meetings are held four times a year. Everyone is invited to the meetings but only council members may vote on business matters. SSC is the governing unit established to plan and budget program services and to monitor and evaluate the quality of the school's categorical federal and state programs. ELAC advises the council on program services and opportunities for English Language Learners and their parents.

Parents and caregivers are represented on district-wide committees, such as the Curriculum Advisory Council; Superintendent Budget Advisory Committee, calendar, and others. Parents advise, review, and develop educational goals and standards for Martinez students. Parents are cordially invited to participate in our school as a volunteer and guest to assist in the education of children and to support educational and social program goals.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	70
Grade 1	70
Grade 2	63
Grade 3	60
Grade 4	64
Grade 5	62
Total Enrollment	389

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5	White	51
American Indian or Alaska Native	1	Two or More Races	
Asian	2.06	Socioeconomically Disadvantaged	44
Filipino	1	English Learners	13
Hispanic or Latino	30	Students with Disabilities	18
Native Hawaiian/Pacific Islander	1.03		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	21.0	0	2	0				
1	19.7	3	0	0	19.0	3	0	0				
2	19.3	3	0	0	19.8	4	0	0				
3	20.0	4	0	0	19.3	3	0	0				
4	27.5	0	2	0	29.0	0	2	0				
5	30.0	0	2	0	29.0	0	2	0				
K-3	0.0	0	0	0	20.0	1	1	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The JME Comprehensive School Safety Plan is being updated during the 2010-2011 year for the first time since 2007. A School Safety Committee has been established, including staff and parents who also work in community safety related professions, to review and establish a Comprehensive School-Wide Emergency & Safety Plan, which is aligned to the district's template. At this time, the School Safety Committee has outlined a revised Emergency Plan and the staff will be assigned specific emergency roles, then we will work with the Martinez community Emergency Response agencies to train our staff for each role.

Two staff meetings have included training to revise school map primary and secondary evacuation routes, as well as review the required safety drills throughout the year- Fire, Shelter-In-Place, Earthquake, Lock-down. A two-sided two page Emergency Safety Plan is being developed and when finalized, will be distributed to each staff member to keep on a designated safety clipboard in a conspicuous location in each classroom, with current student information and contacts.

Once a year, a disaster drill is held in conjunction with the Contra Costa County Community Awareness and Emergency Response (CAER) team. Performance during that drill is reviewed by the agency and any procedural revisions are considered for adoption by the site and district. Emergency Drill Procedures and disaster plans, emergency food rations, supplies, and communication systems are in every workspace and classroom. Parents are provided notices on dismissal processes in the event of an emergency.

New to JME in 2010-2011, was the purchase of six two-way radios. The PTA purchased three at the end of the 2009-10 school year; one for the Head Custodian, Office Manager and Principal. School funds were allocated to purchase six more in the fall of 2010; one for each- PE Teacher, Music Teacher, Technology Specialist, and three for Noon Duty Supervisors. In addition, the district Safety Committee purchased 5 new step-ladders for all schools, to prevent staff injuries from climbing unsafely. These ladders have been introduced at the December 2010 Staff Meeting and are installed for staff use in each wing of the school.

The principal has established three school-wide rules at the start of the 2010-2011 year:

Be Safe; Be Respectful; Be Responsible.

A School-wide Positive Behavior Support (PBS) System is currently being developed by the staff, which includes school-wide discipline referral forms, TimberBuck positive incentives, and a direct link to the PTA established Student Store where students can exchange their TimberBucks for selected merchandise one to two times per month. Cafeteria rules are posted and reviewed daily with students, and a color cone system (red, yellow and green) of student management has been established for the lunch routine and is operated by the Noon Duty Supervisors. Noon Duty Supervisors receive monthly training in Positive Playground Supervision strategies. The district has provided three "Soul Shoppe" assemblies focused on empowering students, K-5, with strategies to peacefully resolve conflicts both inside and outside of class. The principal provides 30 - 40 minute Anti-Bullying workshops for each class, grades 3-5, which includes a follow-up JME Student Survey on the subject of Harassment/Bullying. The results of the survey will guide future school PBS staff training, student initiatives, assemblies, and workshops.

Staff will be using the book, "Setting Limits in the Classroom, 3rd Edition" by Dr. Robert Mackenzie and Lisa Stanzione, for their first professional book study during the second part of the 2010-2011 year. When students return from each long break (Thanksgiving, Winter, Spring), the principal reviews the school rules and expectations with all students at the start of their PE or Music class. Staff have all been issued new JME lanyards to display their photo name badge for identification purposes. All visitors and volunteers check-in at the office to sign-in and sign-out each visit. They wear special identification stickers or badges while on campus.

The Martinez Unified School District Safety Committee is comprised of at least one administrator, certificated, or classified employee, from each site. The committee establishes health and safety policies, protocols, and procedures for district implementation, including development of school safety plans, for review of School Site Councils and final approval of the school governing board. The JME principal attends each District Safety Committee meeting.

A district work order process is in place to repair and address any unsafe school equipment or facilities. The principal meets with the District Coordinator of Maintenance and Facilities monthly to discuss site level issues or concerns.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.9	4.1	2.1	7.8	9.1	7.1
Expulsions	0.0	0.0	0.0	0.0	0.4	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

We seek to maintain a safe, functional, and inspirational learning environment that promotes respect and pride, including a safe pickup and drop off area, visually pleasing external tile walls, murals, decorated galvanized garbage cans, and beautiful gardens. The entire school facility is alarmed and all classrooms are air conditioned. Our facilities consist of a main office adjoining the principal's office, workroom, counseling office and nurse station. Two kindergarten classrooms, 22 regular classrooms, two special day classrooms, multipurpose room, library, upgraded computer lab, and bilingual, resource, and science rooms complete the campus. Summer school is generally rotated between the four elementary sites. The outdoor facilities consist of a large blacktop, playground that has two lined playing fields, one kickball/baseball field, lined hopscotch, four squares and jump rope stations, and play structure. A grass field located behind the school is used for supervised physical education activities, and after school football and soccer activities sponsored by non-profit organizations.

A \$1.2 million modernization project was completed in June 2003, which included: coolant system in the kitchen, stage re-construction, voice-mail telephone system, American Disabilities Act upgrades (doors, countertops, stainless steel sinks and drinking fountains), five electrical ports per classroom, tile floors in the boys/girls and adult restrooms near the playground, wheel chair lift in the multi-use room, ball wall construction and heat/air conditioning in the office. Currently, plans are underway to construct an outdoor amphitheater on the JME campus. The principal and the maintenance team meet once a month to prioritize work orders, and discuss long-term priorities, such as replacement of roof, carpets, other. The principal works closely with custodians, the superintendent, business manager, maintenance and operations supervisor, to ensure a safe and clean learning environment for students and staff. The groundskeepers tend the lawn, trim trees, and weed, and support the school community on annual cleanup and paint days. Posted signs prohibit dogs, skateboards, tobacco and drugs on campus. Parents are notified 72 hours in advance of herbicide and pesticide spraying. District staff and law enforcement meet frequently to discuss ways to prevent and to seek solutions to reducing vandalism and arson crimes.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	20	21	24	203
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.8	.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.8	.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.4	---
Social Worker		---
Nurse	.1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other	.4	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The availability and sufficiency of English Language Arts textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Mathematics	The availability and sufficiency of Mathematics textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Science	The availability and sufficiency of Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
History-Social Science	The availability and sufficiency of History/Social Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Foreign Language	Not applicable	N/A	N/A
Health	The availability and sufficiency of Health textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State	0	Yes
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,694	\$1,817	\$5,877	\$63,713
District	---	---	\$4,640	\$62,381
Percent Difference: School Site and District	---	---	1	1.7
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	2.1	3.6

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

John Muir receives services funded by the following sources: Federal NCLB Title I for socio-economically disadvantaged, School Improvement, Safe and Drug Free Schools and Communities (campus supervision, Healthy Kids Survey); Tobacco Use Prevention Education; Highly Qualified Teachers & Professional Development (staff development for certificated, classified and management staff in the Board adopted staff development focus areas); Martinez Education Foundation, Martinez Education Foundation/Shell Run/Walk, Martinez Community Foundation, Chevron Texaco Partnership Grants, Shell Oil Company grants, Association of California School Administrators mini-grant; campaign giving donations, and other personal donations (teacher and/or school wide grants to support improved student learning).

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,966.00	\$38,970
Mid-Range Teacher Salary	\$57,853	\$59,776
Highest Teacher Salary	\$74,901	\$78,072
Average Principal Salary (Elementary)	96,773.00	\$94,605
Average Principal Salary (Middle)	98,037.00	\$98,480
Average Principal Salary (High)	\$111,461	\$106,266
Superintendent Salary	141,780.00	\$144,721
Percent of Budget for Teacher Salaries	43.6	38.8
Percent of Budget for Administrative Salaries	5	6.0

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	51	51	57	62	62	46	50	52
Mathematics	66	60	60	52	62	62	43	46	48
Science	55	58	58	58	63	63	46	50	54
History-Social Science	0	0	0	42	53	53	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	49	58	59	
Female	53	63	58	
Black or African American	21	50	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	33	50	48	
Native Hawaiian/Pacific Islander	*	*		
White	61	70	71	
Two or More Races	76	59	*	
Socioeconomically Disadvantaged	35	47	61	
English Learners	16	42	*	
Students with Disabilities	26	42	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.0	48.3	8.3

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	7	6
Similar Schools	3	3	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	8	-4	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	-15	-69
Native Hawaiian/Pacific Islander			
White	23	5	-14
Two or More Races			
Socioeconomically Disadvantaged	-3	12	-45
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	786	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	710	765	715
Native Hawaiian/Pacific Islander			753
White	827	841	838
Two or More Races		764	808
Socioeconomically Disadvantaged	717	737	712
English Learners		718	692
Students with Disabilities		600	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	12.5

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development at John Muir Elementary School is provided by district and school staff, the principal, and hired consultants. A **site based leadership team has been formed** in the fall of 2010, which has determined professional development priorities for the remaining 2010-2011 year and into 2012. Student achievement data and staff requirements for using specific instructional tools and materials drives JME professional development decisions. In addition, the JME staff voted for early release Wednesday, "Timebanking" to provide **weekly Collaborative Planning** for all JME teachers and staff. This important effort began Jan. 2011.

The district **Professional Learning Community(PLC)** approach provides a foundation for the professional development at JME. JME is aligned to the district's initiative of the **Strategic Schooling** theory, developed by Dennis Parker. We will be working with Charlotte Knox, Dennis Parker's associate, beginning January 2011 to align grade level standards-based instructional practices with the state assessments we are held accountable. At a **"Half Time Huddle"** on Jan. 26, 2011, Charlotte Knox will provide the following for JME staff: preview of demonstration lessons, classroom demonstration lessons K-5, debriefing each lesson with grade level teams; JME staff Strategic Schooling overview, which members of the SSC, ELAC and PTA have been invited to attend; and a working dinner-planning time for teams to map their grade level instructional plans between Jan. - April. Campaigns for student achievement and attendance recognition, establishing data walls showing student academic and behavior progress throughout the year, and test chats for students and teachers are some of the "bread and butter" strategies JME will implement during the 2010-2011 year.

Teachers across the district will continue to meet to develop **site based formative assessments** at least twice during the 2010-11 year.

Professional Book Study will begin during the 2010-2011 year. The first book we will read is **"Setting Limits in the Classroom, 3rd Edition"** by **Dr. Robert Mackenzie & Lisa Stanzione**. The Leadership Team will guide this learning model for staff.

Technology training will include the following offering during the 2010-2011 year:

SMARTboard training will be provided on-site to develop and enhance each teacher's capacity for using this powerful learning and teaching tool.

Imagine Learning program training will be offered to all classroom teachers and staff working with school-wide intervention.

District staff will provide on-going training for **Data Director** and **teacher website development**.

Required **MAA** training.