

John Muir Middle School

1444 Williams St. • San Leandro, CA 94577 • (510)610-4400 • Grades 8-Jun

Vernon L. Walton Jr, Ed.D, Principal

vwalton@slusd.us

<https://www.sanleandro.k12.ca.us/Domain/113>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



San Leandro Unified School District

835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510)895-4199

<https://www.sanleandro.k12.ca.us/Domain/1>

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School Description

JOHN MUIR MIDDLE SCHOOL

John Muir Middle School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. The city of San Leandro is a suburban community of approximately 90,000 residents. The city occupies 15 square miles between the cities of Oakland and Hayward and is bordered on the west by the San Francisco Bay and in the east by the East Bay Foothills. 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 associations.

John Muir Middle School is an Advancement via Individual Determination (AVID) site. The AVID program promotes a college-going culture through an instructional framework that supports teachers in the implementation of Common Core State Standards and Next Generation Science Standards. The core academic program at John Muir includes English Language Arts, Mathematics, Science, History, Physical Education, and Electives. Students can choose from among the following electives: Art, Computers, Spanish, Leadership, AVID, ELD, Independent Work Education (IWE), Drama, Symphonic Band, Orchestra, and Choir. During the instructional day, John Muir Middle School has a full-service multimedia center including a 3-D printer and laser cutter. John Muir also has a thriving Athletic program that includes softball, track, and field, boys/girls basketball, boys/girls volleyball, flag football, wrestling, cross county, tennis, and golf. With a 1:1 computer ratio. John Muir is committed to providing all students with a learning environment that encourages higher-level thinking skills, creativity, meaning-centered learning, collaborative exploration, discovery, and independent reflective work. Our teaching faculty of highly qualified teachers is dedicated to teaching students a rigorous core academic program that will prepare students for high school. The John Muir staff regularly analyzes data to inform their instruction. Analysis of data by the John Muir teaching staff includes the examination of STAR Renaissance data, CAASPP data, District Interim Assessment Data, California Healthy Kids Survey (CHKS), and ELPAC data.

AVID (Advancement via Individual Determination)

John Muir is an Advancement via Individual Determination (AVID) site. A number of John Muir teachers have been trained in the AVID methodology. Through the AVID College Readiness System, the John Muir staff is committed to providing all students with a middle school experience that will support them in accessing college and career opportunities. In addition, through the instructional methodology of the AVID College Readiness System, all John Muir teachers receive ongoing professional development in WICOR (Writing, Inquiry, Collaboration, Organization, Reading) to support their delivery of instruction.

PBL (Project Based Learning)

Most teachers at John Muir Middle School have been trained in Project-Based Learning. Project-Based Learning, or PBL, is a teaching method that engages students actively in learning by asking them to investigate an interesting and complex question, problem, or challenge, and then to create something in response. Projects can vary in length; some may take a week or two, others a month or more. Projects may be done individually, in teams, or through the whole class. There are exhibitions of PBL projects throughout the year and many of our students' projects are showcased at Open House during the spring.

ACADEMIC EXCELLENCE

John Muir is committed to providing our students with a variety of enrichment programs to promote academic excellence, college and career readiness, positive student behavior, and to promote a positive climate for learning. The John Muir staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of every student. Our teachers strive to provide students with high-quality instruction through WICOR, Project-Based Learning (PBL), blended learning, PBIS, and enrichment that leads to classroom environments that are responsive to students needs. It is John Muir's goal to provide academic programs that are rigorous, personalized, culturally responsive, and appropriately challenging for all students.

COLLABORATION

A core value of John Muir is to foster a collaborative community where all stakeholders have a voice. John Muir Middle School is a school community that promotes shared decision-making, parent involvement, and community involvement. We believe that it is through the collaboration of students, families, staff, and the John Muir community where we will attain positive experiences and success for all John Muir students.

INSTRUCTION

During the 2019-2020 school year, the instructional periods at John Muir were seventy minutes long on Mondays, 90 minutes long on Tuesdays, and Wednesdays, and fifty-four minutes long on Thursdays and Fridays. On our Tuesday and Wednesday block days, the instructional day ended at 2:00 pm, and this early release time was used for teacher collaboration, parent communication, and professional development. The focus of staff collaboration is to align our instructional activities in order to improve the academic performance of all students, specifically English Learners (EL) and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers provide learning experiences that foster social/emotional growth through the development of students' communication and collaboration skills.

PROFESSIONAL DEVELOPMENT

During the 2019-2020 school year, John Muir teachers were provided with a number of opportunities to grow professionally and improve. At the site level, professional development occurs during a variety of meetings (faculty, departmental, grade level, admin updates). The John Muir administrators, AVID Site team, Department Chairs, and other members of the staff facilitate professional development sessions. In addition, all teachers participate in the district-wide professional development days in the fall and spring that support San Leandro Unified instructional vision of providing responsive, personalized learning pathways for college and career readiness. Classified staff also participates in a variety of training throughout the school year focused on Trauma-Informed Instruction.

CONFERENCES AND WORKSHOPS

John Muir teachers attend conferences and workshops throughout the year. Teachers focus their professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Eureka Math, Studysync, Integrated ELD, and Designated ELD. Many John Muir teachers have attended an Advancement via Individual Determination (AVID) Summer Institute. Our Science teachers work closely with the Alameda County Office of Education as they have transitioned to the Next Generation Science Standards. These conferences and workshops have supported the staff in implementing the Common Core Standards and Next Generation Science Standards. New teachers at John Muir are provided support through John Muir's monthly new teacher meetings and through the Center for Teacher Innovation.

LOCAL AND STATE ASSESSMENTS

John Muir administered the STAR Renaissance assessment three times throughout the 2019-2020 school year and a District interim assessment midyear. In addition, John Muir math teachers use Eureka end of Module assessments as a district benchmark assessment. John Muir administers the SBAC to all students as our end of year summative assessment. In combination, the above assessments are used to analyze our instructional program.

ENGLISH LEARNERS (EL)

During the 2019-2020 school year, John Muir had approximately 270 EL students. The majority of English Learners speak Spanish. The other languages spoken in the school are Tagalog, Vietnamese, Chinese, Arabic, and Japanese. A Designated ELD course provides John Muir English Learners with 30 minutes a day of English Language Development instruction. In addition to the Designated ELD instruction, all content area teachers provide Integrated language supports for our English Learners. To support teachers with the systematic language instruction in English, John Muir teachers participate in professional development training in Designated ELD and Integrated ELD.

JOHN MUIR MISSION VISION AND SOCIAL VISION

John Muir Mission Statement - To prepare each student for academic, emotional, and social success.

John Muir Vision Statement - John Muir Middle School is a safe and inclusive community where everyone is actively engaged in learning.

John Muir Social Vision- Falcons Stand Up, Stand Strong, and Stand Together

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	331
Grade 7	339
Grade 8	334
Total Enrollment	1,004

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.5
Asian	21.4
Filipino	9.3
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	1.5
White	5.8
Two or More Races	5.3
Socioeconomically Disadvantaged	62.5
English Learners	23.8
Students with Disabilities	16.9
Foster Youth	0.2
Homeless	0.3

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 Middle	18-19	19-20	20-21
With Full Credential	45	47.6	47
Without Full Credential	2	3.2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified	18-19	19-20	20-21
With Full Credential	◆	◆	433
Without Full Credential	◆	◆	13.67
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at John Muir Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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 15, 2020, 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 as of August 2020 are illustrated in the chart.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math Adopted April 2016 Algebra 1 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California: Earth, Life and Physical Science Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History: Ancient Civilization, World History: Medieval and Early Modern Times, Us History Holt, Rinehart & Winston Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Realidades 1 Adopted 2003 Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Teen Health 2006 Positive Prevention: HIV/STD Prevention for California Youth 2004 Botvin's LifeSkills 2004 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)

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 gymnasium, and a playfield with soccer and baseball fields. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access. The library was renovated in the 2017-18 school year.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school received new heating, ventilation, and air conditioning (HVAC) units in all classrooms in 2016. Additionally, the school's electrical system will be upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/22/2020

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

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	45	N/A	42	N/A	50	N/A
Math	31	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (SSC), Bi-weekly Principal Chats, and the English Language Advisory Committee (ELAC). Parents also volunteer to participate in a number of school-related events throughout the school year. 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 State priority: School Climate (Priority 6):

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

School Safety Plan (School Year 2020-2021)

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 Safety Committee. 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.

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD will follow guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), The Alameda County Public Health Department, Alameda County Office of Education, and the Governor's office to plan for in-person scenarios when safe to do so this school year. District leadership and union leadership is continuously engaging in re-opening meetings to prepare for in-person instruction. Currently, SLUSD has plans to re-open in three phases:

1. 100% distance learning
2. Cohorts of students attending in-person in small groups and /or hybrid model, and
3. Full in-person instruction.

Regardless of the model, we recognize that students will need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support.

This school year, students will participate in daily live instruction (synchronous) with teachers and support staff. They will also have flexible time to work online or offline on instructional activities and assignments constructed by their teachers (asynchronous).

As we prepare to re-open our schools in phases, SLUSD is committed to following Alameda County's established safety guidelines when bringing students back to the classroom. Appropriate safety measures will include physical distancing, self-screening/active screening, specific classroom safety procedures, hand washing/sanitizing, and face-covering procedures. Additionally, SLUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and schools will be implementing outdoor activities for students that meet safety guidelines.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.2	8.0	5.6	5.2	3.5	3.5
Expulsions	0.1	0.4	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.6	3.4	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	502

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
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 (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	9	8	13	24	10	18	4	23	11	18	3
Mathematics	26	9	11	13	27	6	18	9	26	5	15	5
Science	29		22		28		23		27		24	
Social Science	32	2	2	16	28	3	15	5	30	2	13	7

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The goal of John Muir's Professional Development plan is to support the district vision of creating responsive, personalized, learning pathways for career and college readiness. John Muir Teachers participate in a variety of professional development opportunities to achieve this goal. As an AVID site, the John Muir staff receives continuous professional development in AVID WICOR strategies. A number of our John Muir teachers participate in ongoing training in Project Based Learning and Assessing Student Learning Accurately. Project Based Learning, or (PBL) PBL is a teaching method that engages students actively in learning by asking them to investigate an interesting and complex question, problem, or challenge, and then to create something in response. Assessing Student Work Accurately or (ASLA), supports teachers in examining their grading practices and supports teachers in creating grading systems that provide equitable outcomes for all students. All John Muir teachers participate in our monthly staff development meetings, department meetings, grade level meetings and weekly Professional Learning Communities (PLC). Staff development for beginning teachers is supported through Center for Teacher Innovation (CTI) and all teachers have access to and may receive support from our district Instructional Coaches. San Leandro Unified School District supports staff development through two Staff Development days each year.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$63,460	\$49,782
Mid-Range Teacher Salary	\$87,625	\$76,851
Highest Teacher Salary	\$115,855	\$97,722
Average Principal Salary (ES)	\$137,277	\$121,304
Average Principal Salary (MS)	\$145,760	\$128,629
Average Principal Salary (HS)	\$168,919	\$141,235
Superintendent Salary	\$337,201	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40.0	33.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,714.99	\$2,087.94	\$6,627.04	\$103,090.90
District	N/A	N/A	\$5,950.42	\$91,590
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	10.8	13.4
School Site/ State	-12.4	27.6

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

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Tobacco Use Prevention Education (TUPE)
- Title IV, Part A, Student Support and Academic Enrichment
- Youth Reinvestment Grant Program (YRG)

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.