

# John Muir Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	John Muir Middle School
<b>Street</b>	1444 Williams St.
<b>City, State, Zip</b>	San Leandro, CA 94577
<b>Phone Number</b>	(510)610-4400
<b>Principal</b>	Elisa Alvarez
<b>Email Address</b>	ealvarez@slusd.us
<b>School Website</b>	www.slusd.us/muir
<b>County-District-School (CDS) Code</b>	01-61291-6066518

## 2022-23 District Contact Information

<b>District Name</b>	San Leandro Unified School District
<b>Phone Number</b>	(510)895-4199
<b>Superintendent</b>	Dr. Michael McLaughlin
<b>Email Address</b>	mmclaughlin@slusd.us
<b>District Website Address</b>	<a href="https://www.slusd.us/">https://www.slusd.us/</a>

## 2022-23 School Overview

### 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), 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 country, 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

## 2022-23 School Overview

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. 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), 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 2022-23 school year, the instructional periods at John Muir are 55 minutes long on Mondays, Tuesdays, and Fridays and 90 minutes long on Wednesdays and Thursdays. On our Wednesday and Thursday block days, the instructional day ends at 2:00 pm, and this early release time is used for teacher collaboration, parent communication, teacher office hours, 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 2022-23 school year, John Muir teachers are 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.

### 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 teachers administer the STAR Renaissance assessment three times throughout the school year. 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. John Muir ELD teachers also administer the ELPAC to all EL students. In combination, the above assessments are used to analyze our instructional program.

### ENGLISH LEARNERS (EL)

During the 2022-23 school year, John Muir had approximately 210 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

## 2022-23 School Overview

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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	311
Grade 7	315
Grade 8	329
<b>Total Enrollment</b>	<b>955</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.4
Asian	23.6
Black or African American	8.6
Filipino	9.0
Hispanic or Latino	46.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	4.6
White	5.4
English Learners	22.2
Foster Youth	0.4
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	77.1
Students with Disabilities	15.7



## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.90	92.66	380.40	89.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.00	0.94	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	3.15	4.60	1.10	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.90	2.35	12115.80	4.41
<b>Unknown</b>	1.80	4.14	25.00	5.91	18854.30	6.86
<b>Total Teaching Positions</b>	44.10	100.00	424.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.70	82.10	363.50	84.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.60	5.51	5.00	1.19	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	6.80	20.90	4.89	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.17	10.00	2.36	11953.10	4.28
<b>Unknown</b>	2.00	4.39	28.30	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	47.20	100.00	427.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.40	3.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.30</b>	<b>3.20</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.50
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.50</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.00	5.60
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 14, 2021, 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 2022 are illustrated in the chart.

<b>Year and month in which the data were collected</b>	August 2021
--	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	StudySync Adopted 2018 McGraw Hill	Yes	0%
<b>Mathematics</b>	Eureka Math Adopted 2016  Algebra 1 Great Minds Adopted 2019	Yes	0%
<b>Science</b>	Amplify Science Adopted 2020	Yes	0%
<b>History-Social Science</b>	Gr. 6 - History Alive! Ancient World Gr. 7 - History Alive! Medieval World & Beyond Gr. 8 - History Alive! US Through Industrialism TCI Adopted 2020	Yes	0%
<b>Foreign Language</b>	Senderos Vista Higher Learning Adopted 2020	Yes	0%

### School Facility Conditions and Planned Improvements

#### 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. The library was renovated in the 2017-18 school year. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access. In the 2020-21 school year, the courtyard and patio was updated as improved eating spaces. In the 2022-23 school year, the new E Hall building was completed and the old portables were demolished. Next planned improvements include paving the space outside the cafeteria and building a shade structure for students to eat lunch.

#### 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.

#### Year and month of the most recent FIT report

10/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			



### School Facility Conditions and Planned Improvements

<b>Electrical</b>	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			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	25	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	961	906	94.28	5.72	40.13
<b>Female</b>	459	435	94.77	5.23	46.53
<b>Male</b>	502	471	93.82	6.18	34.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	227	222	97.80	2.20	58.11
<b>Black or African American</b>	88	76	86.36	13.64	9.59
<b>Filipino</b>	87	82	94.25	5.75	53.66
<b>Hispanic or Latino</b>	447	420	93.96	6.04	32.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	44	89.80	10.20	50.00
<b>White</b>	52	51	98.08	1.92	39.22
<b>English Learners</b>	195	186	95.38	4.62	5.91
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	737	698	94.71	5.29	35.40
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	152	130	85.53	14.47	11.54

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	961	899	93.55	6.45	23.14
<b>Female</b>	459	433	94.34	5.66	22.40
<b>Male</b>	502	466	92.83	7.17	23.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	227	223	98.24	1.76	39.91
<b>Black or African American</b>	88	75	85.23	14.77	6.67
<b>Filipino</b>	87	81	93.10	6.90	34.57
<b>Hispanic or Latino</b>	447	417	93.29	6.71	13.91
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	44	89.80	10.20	25.00
<b>White</b>	52	49	94.23	5.77	28.57
<b>English Learners</b>	195	187	95.90	4.10	3.21
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	737	692	93.89	6.11	19.22
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	152	128	84.21	15.79	8.59

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	29.8	NT	24.07	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	321	302	94.08	5.92	29.8
<b>Female</b>	155	143	92.26	7.74	30.77
<b>Male</b>	166	159	95.78	4.22	28.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	78	76	97.44	2.56	51.32
<b>Black or African American</b>	28	22	78.57	21.43	18.18
<b>Filipino</b>	29	29	100	0	31.03
<b>Hispanic or Latino</b>	148	141	95.27	4.73	17.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	19	86.36	13.64	42.11
<b>White</b>	13	12	92.31	7.69	33.33
<b>English Learners</b>	59	59	100	0	3.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	241	228	94.61	5.39	23.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	43	89.58	10.42	11.63

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	67.65%	58.82%	57.84%	59.15%	60.13%

## 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 regarding the school district and at each school site.

#### 2022-23 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 (SSC), monthly Principal Chats, and the English Language Advisory Committee (ELAC). For the 2022-23 school year, volunteer opportunities have opened up. Parents who wish to participate in John Muir Middle School's leadership teams, school committees, field trips, and school activities may contact the main office at (510) 618-4400.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1003	990	408	41.2
Female	483	478	201	42.1
Male	520	512	207	40.4
American Indian or Alaska Native	4	4	3	75.0
Asian	231	231	38	16.5
Black or African American	93	90	59	65.6
Filipino	89	89	26	29.2
Hispanic or Latino	468	462	224	48.5
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	45	45	17	37.8
White	56	55	34	61.8
English Learners	235	231	99	42.9
Foster Youth	5	5	2	40.0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	784	774	340	43.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	164	160	82	51.3

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.21	3.85	2.45
<b>Expulsions</b>	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	12.16	0.03	4.32	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	12.16	0.00
<b>Female</b>	8.90	0.00
<b>Male</b>	15.19	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	6.06	0.00
<b>Black or African American</b>	24.73	0.00
<b>Filipino</b>	4.49	0.00
<b>Hispanic or Latino</b>	14.10	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	6.67	0.00
<b>White</b>	19.64	0.00
<b>English Learners</b>	13.19	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	13.78	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	20.12	0.00

## 2022-23 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 Safety Committee. The plan was last updated on 10/25/22. 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. The presence of visitors on campus is limited due to SLUSD's COVID-19 safety guidance. Any visitors on campus are required to have a scheduled appointment with a staff member, check-in and check out at the school's office, show proof of full vaccination, and wear the proper identification badge at all times.

SLUSD follows all health and safety guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), the Alameda County Public Health Department, and the Alameda County Office of Education. Safety measures include daily self-screening for students and staff and mask wearing indoors and outdoors. Any individual who does not pass the self-screening is required to stay home and is encouraged to get a COVID-19 test. Students with confirmed positive cases and any on-campus contacts must follow quarantine guidance from the Alameda County Public Health Department. Teachers are required to maintain and update seating charts to facilitate COVID-19 close contact tracing procedures.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	18	3
Mathematics	26	5	15	5
Science	27		24	
Social Science	30	2	13	7

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	8	10
Mathematics	25	8	7	11
Science	28	1	22	
Social Science	28	3	13	7

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	18	12	5
Mathematics	19	13	20	
Science	21	8	22	
Social Science	22	9	19	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	477.5

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,695.	\$2,224,	\$6,471.	\$114,575.26
District	N/A	N/A	\$6,001.	\$102,465.90
Percent Difference - School Site and District	N/A	N/A	7.5	11.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-1.9	31.8

## 2021-22 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)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$65,522	\$52,478
<b>Mid-Range Teacher Salary</b>	\$87,439	\$80,810
<b>Highest Teacher Salary</b>	\$119,620	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$141,739	\$127,080
<b>Average Principal Salary (Middle)</b>	\$150,497	\$134,264
<b>Average Principal Salary (High)</b>	\$174,409	\$147,200
<b>Superintendent Salary</b>	\$371,764	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	39%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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. Since we are an AVID site, the John Muir staff receives ongoing professional development in AVID WICOR strategies. John Muir teachers have received training in Project Based Learning. Project Based Learning (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. 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 the Center for Teacher Innovation (CTI). All teachers have access to and may receive support from our district Instructional Coaches. San Leandro Unified School District supports staff development through three Staff Development days each year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3