

# John Muir Elementary School

2955 Claremont Ave. ♦ Berkeley, CA 94705 ♦ (510) 644-6410 ♦ Grades K-5  
Javier Mendieta, Principal

## 2009-10 School Accountability Report Card

Published During 2010-11



### Berkeley Unified School District

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### Principal's Message

John Muir School, the smallest of eleven elementary schools in the Berkeley Unified School District, is the "second home" to an ethnically rich and diverse population of 240 kindergarten through fifth grade students. Spanish, Korean, Lao, Mandarin, Italian, Arabic, Bosnian and American Sign Language are among the numerous languages spoken by our families. A walk through our campus takes you to the natural creek and redwood grove restored by the John Muir community, past edible gardens managed by students, and through the landmark 1916 Tudor building symbolic of long-term positive values and the dignity of education.

The vision of John Muir School is to "achieve academic excellence, promote personal growth, and celebrate the joy and beauty of nature, community, diversity, and learning". At John Muir, students are the core of our work; therefore, every decision is made with their needs in mind and every action we take is based on our commitment to their success. We continually ask ourselves both formally and informally, "How can we help our students achieve their personal best?" Answering this question sharpens our focus, directs our priorities, and helps us establish a clear vision.

Javier Mendieta  
Principal

### District Profile

We serve a city founded on the ideal of quality public education. Since 1868 the proud home to a great public university, Berkeley established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. Its eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

### District Mission Statement

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

### Berkeley Unified School District's Vision

**Our Students** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

**Our Educators** believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

**Our Families and Community** are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

**Our Schools** are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

## Our Community

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources. Our schools feature:

- a respected Early Literacy Program,
- a comprehensive arts and music education,
- enriched programs in science, English as a Second Language, and other disciplines,
- a Universal Learning Support System (ULSS) at each K-5 and 6-8 school designed to offer immediate support services to students and families in need,
- a nationally recognized healthy lunch program coupled with nutrition education for our students through hands-on science, gardening and cooking programs, and
- an extensive athletic program. Berkeley High School boasts more team sports than any public school west of the Mississippi.

*There is something for everyone here!*

## Our Schools

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. It's eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

The Berkeley Community believes in well-maintained and safe schools and generously supports the maintenance and safety of our facilities. In 2010, a dedicated maintenance parcel tax, approved by 80% of the voters, and a new construction bond measure, approved by 77% of the voters, ensures that our district can adequately respond to growing enrollment and continue to offer safe and modernized places of learning for our students.

Over 98 percent of Berkeley teachers are qualified with full state-certified teaching credentials, and many have earned post-graduate degrees in their areas of expertise. There are ten national board certified teachers in our district, including the first special education teacher to receive a national board certification.

Enrollment by Student Group	
2009-10 Enrollment: 231	
Black or African American	32
American Indian or Alaska Native	
Asian	7.79
Filipino	1
Hispanic or Latino	14
Native Hawaiian/Pacific Islander	
White	26
Two or More Races	
Socioeconomically Disadvantaged	54
English Learners	16
Students with Disabilities	12

## Opportunities for Parent Involvement

Students thrive when there is an active and aligned partnership among parents, teachers, and the school. Parents recognize that ours is a school where they are welcomed and where their participation is constantly supported and encouraged. With this essential triangle in mind, we create multiple means by which parents can involve themselves in not only the success of their own children, but also in the success of the school as a whole. Our policy has three parts:

### Home-School Connection

Our school communicates with parents through multiple channels – phone, internet, newsletters, conferences, and community forums. It is our policy to assure positive two-way communication by relaying messages in multiple languages and using voice and print media so that parents can receive and understand important information.

### Parents as Teaching Partners

John Muir staff and faculty understand that parents are our students' first teachers. Their informed participation in their children's learning is crucial to our students' success. With the support of our Parent Teacher Association, the school works closely with parents so that parents can understand how students are being taught to read, write, and compute. The school's policy is to support parents in becoming allies and tutors both at home and at school.

### Parents as Voting Members of the School Community

Our policy, aligned with State guidelines, is to involve parents as members of the School Site Council and other governance bodies as voting members. We actively recruit under-represented members of the school community to participate in governance processes and we share student performance data with all parents through regular community forums.

## Professional Development

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2010, 80% of all Berkeley K-5 teachers and site administrators participated in a four-day intensive literacy training to support Readers' Workshop in K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

### Class Size and Distribution

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

Average Class Size & Class Size Distribution (Primary)				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
<b>2007-08</b>				
K	20.5	1	1	0
1	20.0	2	0	0
2	17.5	2	0	0
3	19.5	2	0	0
4	19.0	1	0	0
5	29.0	0	1	0
<b>2008-09</b>				
K	19.0	3	0	0
1	19.0	1	0	0
2	19.0	2	0	0
3	17.5	2	0	0
4	17.5	1	1	0
5	17.0	1	1	0
<b>2009-10</b>				
K	21	0	2	0
1	20	2	0	0
2	19.5	2	0	0
3	18.5	2	0	0
4	23.5	0	2	0
5	24	0	2	0

### Suspensions & 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.

Suspension Rates						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>Suspensions</b>	22.5	16.7	0.4	18.3	23.8	22.1
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.5	0.2

### Types of Services Funded

John Muir Elementary School students receive targeted instruction within the classroom and teachers have received GLAD training to improve their capacity to differentiate instruction. GATE students also receive mini-courses designed to provide enrichment and challenge at specified times throughout the school year. Special Education students with an Individual Education Plan can receive services in two programs currently at John Muir. The Resource Specialist Program (RSP) is for those students who have identified learning disabilities. The program emphasis for these students is to provide push-in services with some pull-out services. The school's program for the Deaf and Hard of Hearing provides specially trained teachers and interpreters that not only teach the core subjects, but also teach a full communication program in sign language. These students are mainstreamed into regular education classes, but their special needs require a smaller setting with on-going specialized attention and support.

Title I/Compensatory Education students also receive extra support. One full time and two part time intervention teachers work closely with students who need skill support in reading, writing, and mathematics. The full time teacher also works as a coach for regular classroom teachers and especially supports their efforts in Guided Reading. English Language Learners (ELL) are placed with teachers who have completed coursework that enables them to support language development. School Improvement (SIP) funds are also used to support under-performing students.

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms.

Our PTA fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after school enrichment scholarships, teachers' classroom requests, classroom library books, and more

### Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	\$9,857	\$3,194	\$6,663	\$62,595
District	--	--	\$5,852	0.00
State	--	--	5,681.00	65,399.00
<b>Percent Difference (School/District)</b>			14	0
<b>Percent Difference (School/State)</b>			21	-3

### Teacher and Administrative Salaries (FY 08-09)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	0.00	41,209.00
Mid-Range Teacher Salary	0.00	65,228.00
Highest Teacher Salary	0.00	83,339.00
Superintendent Salary	0.00	179,589.00
Average Principal Salary (Elementary)	0.00	103,189.00
Average Principal Salary (Middle)	0.00	108,789.00
Average Principal Salary (High)	0.00	119,247.00
% of Budget (Teacher Salaries)		
% of Budget (Administrative Salaries)		

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	100	0
All Schools in District	99.1	0.9
High-Poverty Schools	98.7	1.3
Low-Poverty Schools	99.3	0.7

### Academic Counselors and Other Support Staff

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.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	
Average # of Students per Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	0.8
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

### 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credentials				
Teachers	School			District
	07-08	08-09	09-10	09-10
With Full Credential	15	15	15	548
Without Full Credential	0	1	0	5
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.

Misassignments/Vacancies			
	08-09	09-10	10-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## School Site Safety Plan

John Muir Elementary School was constructed in 1952 and is comprised of three buildings. The main building is an interconnected, partial two-story reinforced concrete building with a partial basement. There is one single portable building. The facility strongly supports teaching and learning through its ample classroom, field, creek and playground space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated in Spring 2010.

## Facilities Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: September 21, 2010

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

Facility Conditions					
Item Inspected	Repair Status				Repair Needed / Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Cleanliness:</b> Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Safety:</b> Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Structural:</b> Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>External:</b> Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## Curriculum and Instructional Materials

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials. 0% of Berkeley Unified School District's students lack their own assigned textbooks and/or instructional materials. All textbooks listed are the textbooks and instructional materials most recently approved by Berkeley Unified School District's and the State Boards of Education.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Adopted Textbooks
<b>Reading/Language Arts</b>
Reading: A Legacy of Literacy (Houghton Mifflin) Adopted in 2002
<b>Mathematics</b>
Everyday Mathematics, CA Edition (The Wright Group) Adopted in 2008
<b>History / Social Science</b>
History Social Science for California (Scott Foresman) Adopted in 2006
<b>Foreign Language</b>
<b>Science</b>
Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
<b>Health</b>
<b>Visual &amp; Performing Arts</b>

## California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	5 of 6	6 of 6
<b>Grade 5</b>	8.0	24.0	62.0
<b>Grade 7</b>			
<b>Grade 9</b>			

## DataQuest and Access to Data

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 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.

## California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST 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).

Percent of Students Scoring At Proficient or Advanced									
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	60	57	57	52	59	59	46	50	52
Mathematics	62	61	61	47	52	52	43	46	48
Science	62	45	45	55	56	56	46	50	54
History-Social Science	0	0	0	42	50	50	36	41	44

### CST 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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	49	56	46	
Female	62	65	45	
Black or African American	40	40	27	
American Indian or Alaska Native				
Asian	77	86	*	
Filipino	*	*	*	
Hispanic or Latino	45	66	*	
Native Hawaiian/Pacific Islander				
White	86	86	*	
Two or More Races	56	53	*	
Socioeconomically Disadvantaged	41	52	6	
English Learners	28	46	*	
Students with Disabilities	26	53	*	
Students Receiving Migrant Education Services				