John Muir Elementary Schooll

2526 Sixth St. • Santa Monica, CA 90405-3811 • (310) 399-7721 • Grades P-5
Paula Lytz, Principal
plytz@smmusd.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District
1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

District Governing Board

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Richard Tahvildaran-Jesswein

Ralph Mechur, Vice President

Jon Kean

Laurie Lieberman, President

District Administration

Ben Drati, Ed.D.
Superintendent

Dr. Terry Deloria
Asst. Superintendent, Educational Services

Dr. Mark Kelly
Asst. Superintendent, Human Resources

Janece Maez
Associate Superintendent, Business & Fiscal Services/CFO

School Description

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

John Muir Elementary School Mission Statement

Our mission is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, and diverse relationships.

Principal's Message

Our mission at John Muir Elementary is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, perseverance, and diverse relationships. We are a small and diverse community with no more than two classes per grade level.

We focus on student learning—what students need to know, what they already know, how we know that they know it, and how we respond when they meet standards, exceed standards, and approach standards—and the community in which this learning occurs. We use innovative teaching methods to help each student meet our mission and reach grade-level standards such as Cognitively Guided Instruction in mathematics and Readers and Writers Workshop models in literacy. Social and emotional growth is supported by the Responsive Classroom philosophy that recognizes that each student must feel a sense of belonging, significance, and fun while providing structure for that connection to happen. In addition to our regular program, we offer Specialized Academic Instruction (SAI) for students with special needs and Reading Intervention and support, both with a reading instructor and our partnership with the nonprofit organization Reading Partners and Speech and Language Instruction. Students with emotional needs are supported by a part-time social worker/therapist provided our partnership with Family Service of Santa Monica and the City of Santa Monica. High-achieving students are served within the regular classroom with differentiated curriculum. High-achieving students also have the option of specialized offerings during and after the school day (Junior Great Books and Math Olympiad). John Muir partners with PSArts and offers a weekly visual arts program. All students have an opportunity to participate in music on a weekly basis, work with technology at every grade level, and visit our newly renovated Media Center. John Muir Elementary also encompasses a state Head Start Preschool; two preschool classrooms for students with special needs; before and after-school child care for grades K-3; and with the City of Santa Monica, CREST, a structured after-school program for fourth and fifth graders; as well numerous after-school enrichment classes for all grades.

At John Muir, we are extremely fortunate, through the collective efforts of our wider community, to have additional staff and enrichment opportunities for our students through funding provided by the Santa Monica-Malibu Education Foundation (SMMEF). Our literacy coach; many instructional assistants; art teacher; primary music teacher; and our new Science, Technology, Engineering and Math (STEM) facilitators are all funded through SMMEF. Our Parent Teacher Association (PTA) is focusing on providing the "stuff" that makes classrooms and schools run smoothly—providing supplies and copies for teachers, computers for students, upgrades to our staff lounge, subscriptions for student computer programs, and a portion of our Reading Partners collaboration.

The original John Muir School was built in 1923, and in December 1996 moved to its new location and building at 2526 Sixth Street in Santa Monica, and it is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the fathers of our National Park Service. We are a public elementary school serving the small student body of around 300 students that reflects the cultural diversity of the surrounding community.

The School Plan includes three goals in the areas of: reading, mathematics, and school climate. Our progress indicators include, but are not limited to: a yearly increase in math and English language arts proficiency, and decrease in bullying behaviors as indicated by the Olweus student survey. The School Site Council reviews progress regularly and makes recommendations.

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	49
Grade 1	40
Grade 2	46
Grade 3	50
Grade 4	51
Grade 5	29
Total Enrollment	265

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	0.4
Asian	1.9
Filipino	0.4
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.4
White	39.2
Two or More Races	6
Socioeconomically Disadvantaged	48.3
English Learners	17
Students with Disabilities	10.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
John Muir Elementary Schooll	14-15	15-16	16-17
With Full Credential	16	16.6	14
Without Full Credential	1	2	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Muir Elementary Schooll	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	92.3	7.7
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at John Muir have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased in 2008-09. In the Spring of 2014, the district adopted a new Middle School Common Core Mathematics textbook as well as a new Algebra textbook. New English Language arts materials were adopted and implemented for the 2009-10 school year. All students, including English learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Reading 2003,adopted 6/27/2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science, Harcourt 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high-caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop or laptop computer with Internet capability and email access. All classrooms have technology access. There is computer access available in or adjacent to each classroom and mini- lab in the library/media center. The library/media center is maintained by the dedicated efforts of children's book illustrator and elementary library coordinator. Our School Site Council receives reports from the joint Muir/SMASH Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility is well-maintained and is in well-functioning condition. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. The facility is adequately maintained by our site's full-time day custodian, one night custodian, and by our district maintenance and operations department. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti. There are no emergency needs as defined by the Office of Public School Construction.

In January 2011, a new pedestrian gate was installed. In fall of 2011, a remoteaccess keypad was installed at the new pedestrian entry gate. This allows school staff to control access to the campus from the main office. The system includes two-way voice communication and a video camera that enables staff to recognize visitors at the gate. Resurfacing of the upper walkways will continue with a completion date of August 2015. Infrastructure to allow multiple wireless points accessible from anywhere on campus are underway. That infrastructure, as well as designated teacher, classroom, and site technology upgrades are expected to be competed in August 2015. We are also working with our district to begin upgrading the window coverings on campus.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/7/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			256: blocked roof access, hvac unit blocked
Interior: Interior Surfaces			X	250:00:00 440:00:00 105 Nurse: counter at sink delaminating 2: blinds missing 200 library: unsecure shelves, lights out 200 office: unsecure shelves lights out 205: paint pealing minor, roaches 400: floor tiles damaged, HVAC closet dirty, roaches termites unsecure shelf 405: light bulbs out, floor plugs trip hazard unsecure shelf 410: light bulbs out HVAC closet dirty, unsecure cabinet, door fabric ripped 415 office: pealing paint, termites 415: minor wall damage, ripped partitions, no fire extinguisher Termite damage water intrusion 423 boys: ceiling damage 425: wall damage by sink 455: paint pealing 460: wall damage , counter delaminated 485: lights out wall damage 510: pealing paint on trusses, 515: paint pealing on trust joists, mice 520: pealing paint, leak from deck above, closet clutter, mice 565: electrical cover plate missing sink delaminating, paint pealing 571 boys restroom: rusty door vent 600: paint pealing on trust joists, overhead storage, unsecure shelve 605: overhead storage, wall damage, truss paint pealing, Laminate peeling on counter 615: light bulbs out, paint pealing 665: ants, paint pealing C: counter top is missing front edge overhead storage surf shack: pealing paint from tape, light bulbs
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		100 office: mice, termites 130 principal: mice 205: paint pealing minor, roaches 254 lounge: ants 400: floor tiles damaged, HVAC closet dirty, roaches termites unsecure shelf 415 office: pealing paint, termites 415: minor wall damage, ripped partitions, no fire extinguisher Termite damage water intrusion 515: paint pealing on trust joists, mice 520: pealing paint, leak from deck above, closet clutter, mice 665: ants, paint pealing

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			400 workroom: cluttered, light bulbs out 565: electrical cover plate missing sink delaminating, paint pealing B: surf shack: pealing paint from tape, light bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			565: electrical cover plate missing sink delaminating, paint pealing Cafeteria: HVAC vent dirty hand pull blocked stage lift blocked
Safety: Fire Safety, Hazardous Materials	X			415: minor wall damage, ripped partitions, no fire extinguisher Termite damage water intrusion Cafeteria: HVAC vent dirty hand pull blocked stage lift blocked surf shack: pealing paint from tape, light bulbs
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			571 boys restroom: rusty door vent 605: window leak playground: gate at north entrance needs repair

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/7/2016

Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	46	43	68	71	44	48
Math	31	40	57	60	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	72	63	48	77	78	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	**2015-16 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	16.7	10	66.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	29	25	86.2	48.0
Male	16	13	81.3	38.5
Female	13	12	92.3	58.3
White	17	15	88.2	66.7
Socioeconomically Disadvantaged	12	11	91.7	18.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	51	49	96.1	30.6
	4	51	51	100.0	51.0
	5	29	26	89.7	50.0
Male	3	34	32	94.1	25.0
	4	24	24	100.0	62.5
	5	16	14	87.5	35.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	17	17	100.0	41.2
	4	27	27	100.0	40.7
	5	13	12	92.3	66.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	22	21	95.5	19.1
	4	19	19	100.0	31.6
	5	--	--	--	--
White	3	18	18	100.0	38.9
	4	25	25	100.0	64.0
	5	17	15	88.2	66.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	23	22	95.7	18.2
	4	27	27	100.0	29.6
	5	12	11	91.7	27.3
English Learners	3	--	--	--	--
	4	12	12	100.0	50.0
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	51	49	96.1	34.7
	4	51	51	100.0	45.1
	5	29	25	86.2	40.0
Male	3	34	32	94.1	31.3
	4	24	24	100.0	58.3
	5	16	13	81.3	38.5
Female	3	17	17	100.0	41.2
	4	27	27	100.0	33.3
	5	13	12	92.3	41.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	22	21	95.5	19.1
	4	19	19	100.0	31.6
	5	--	--	--	--
White	3	18	18	100.0	44.4
	4	25	25	100.0	52.0
	5	17	15	88.2	60.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	23	22	95.7	22.7
	4	27	27	100.0	25.9
	5	12	11	91.7	18.2
English Learners	3	--	--	--	--
	4	12	12	100.0	41.7
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Table title: School Year 2015-16 CAASPP Assessment Results - Mathematics; Disaggregated by Student Groups, Grades Three through Eight and Eleven

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 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
John Muir Elementary families are an energetic group who look for ways to make our school a more equitable and enriched experience for each of our students. The most visible organizations include our SSC (School Site Council), PTA (Parent Teacher Association), our ELAC (English Learners Advisory Council, who conduct all meetings in Spanish), and our AAU (African American Union). Equally important, and assuredly less visible, are all of the supportive volunteers who work in the classrooms, chaperone field trips, share their expertise or their language and culture with our students, find outside sources of revenue and goods to further academic enrichment and support, or simply create a consistent expectation and space where students can do homework and daily reading.

The John Muir PTA and parent groups actively support our school by planning community-wide celebrations, organizing fund (and fun) raising activities, and providing hours of volunteer support in our classrooms. Meetings are generally held in the Media Center on the second Wednesday of the month, alternating between mornings (8:30 a.m.) and evenings (6 p.m.). Child care is provided in the evenings. The English Learners Advisory Council meets monthly on the second Thursday at 8:30 a.m. Everyone is welcome, and English translation is provided. The African American Union meets on the last Monday of each month at 6 p.m. Check local calendar for specifics. Parent and community volunteers are welcome and encouraged in our classrooms. Once trained and cleared by the school office, teachers coordinate classroom volunteers.

For more information on how to become involved at the school, please contact the PTA President at president.jmpta@gmail.com.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
John Muir Elementary's faculty and staff are committed to providing all students with a safe learning environment. Teachers and students regularly participate in Responsive Classroom, Cool Tools, and Olweus Bullying Prevention Program training, and deliver lessons designed to help students better manage their own behavior, mediate conflicts, and develop social problem-solving skills. Teachers incorporate the principles of all three across the curriculum. The common vocabulary of respect, patience, and good choices provides for a cohesive system of social development. Responsive Classroom and Cool Tools provides students with the ability to reflect on their decision-making, creating a sense of self-advocacy and resiliency.

In compliance with California Education Code, the John Muir staff and parents annually review and assess safety at our school through the update and revision of our school safety plan. John Muir Elementary School was determined to be a safe school. Our safety plan encompasses all mandated sections including:
• Child-abuse reporting procedures
• Disaster procedures and regular drills for earthquake, fire, bomb threat, civil disobedience, and intruders on campus
• Policies related to suspension or expulsion
• Schoolwide standards for dress
• Procedures for student arrival at and dismissal from school
• A safe and orderly environment that is conducive to learning
• Schoolwide discipline plan
• Procedures for reporting hate crimes
• Sexual harassment policy
• Procedures for notifying teachers of dangerous students.

School grounds are open at 7 a.m. for Morning CREST, and close at 6 p.m., when After School CREST ends its program. Breakfast is served at 8:05 a.m. in the cafeteria, and supervision is also provided for all students at the lunch benches starting at that time. Playground supervision is present during all recess periods as well as after school. During the school day there is limited access to the school campus. Only one entrance is available during school hours and is monitored by the office staff through an electronic entrance and video system. Visitors are required to sign in at the office and receive a visitor's badge. Adequate space exists for all school operations, activities and programs. Classroom space is allocated per the needs of each classroom teacher or support provider.

The School Safety Plan was last reviewed and discussed with the school faculty in October 2016. John Muir's Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.0	1.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.4
Social Worker	0.8
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	19	24	1	2		1		2			
1	25	17	20		2		2		3			
2	23	17	23		1		1	2	2			
3	27	27	24				2	2	2			
4	25	28	24				2	1	2			
5	18	29	29	1			2	2	1			
Other	6	4	5	1	1	1						

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

• Developing Professional Learning Communities

- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,115	$44,958
Mid-Range Teacher Salary	$68,853	$70,581
Highest Teacher Salary	$92,701	$91,469
Average Principal Salary (ES)	$116,790	$113,994
Average Principal Salary (MS)	$127,261	$120,075
Average Principal Salary (HS)	$136,956	$130,249
Superintendent Salary	$239,200	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,135	$617	$5,518	$73,326
District	♦	♦		$75,968
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district 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).

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.