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Grades
Kindergarten
through Five

Gregory John,
Principal

Berkeley Unified
School District

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This report covers school policies and activities that took place during the 2006-07 school year. Statistical data in this School Accountability Report Card are based on October 2006 CBEDS data provided by the California Department of Education. Statistical data for suspensions, expulsions, attendance, instructional minutes, and local assessments are provided by the district.

Berkeley Unified School District

John Muir Elementary School

2006-2007 School Accountability Report Card

Principal's Message

Our school is lucky to have an ethnically rich and diverse student population. Through the collaborative efforts of our staff, students, and families, we have achieved outstanding academic results. We focus on using effective teaching methods and holding high expectations for every student. The California Distinguished School Program awarded us an honorable mention; we are a Title I Academic Achievement School; and we have been nominated for the National Blue Ribbon Award.

We recognize students for demonstrating self-management skills that reflect responsible choices and respect for themselves and others. In 2002 the Character Education Partnership gave John Muir national recognition for our outstanding LifeSkills program that focuses on character development. Our vision to achieve academic excellence, promote personal growth, and celebrate the joy and beauty of nature, community, diversity, and learning is becoming a reality.

Major Achievements

Major achievements at this school during the 2006-07 school year include:

- Our Academic Performance Index (API) has risen by over 200 points since 1999.
- Our economically disadvantaged children have kept pace with the schoolwide rise in API scores.

Focus for Improvement

Some of the recent focus areas for improvement at this school include:

- Continue our literacy and math coach training program for staff, using research-based teaching strategies.
- Take advantage of training opportunities that prepare staff to effectively teach African American students, thus closing the achievement gap.
- Continue using tutors to assist English learners.

School Leadership

Leadership at John Muir Elementary School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, schoolwide testing, and daily operations are only a few of the many responsibilities undertaken by our principal. Mr. Gregory John is the principal of John Muir Elementary School.

Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Staff members may participate in the following leadership organizations:

- School Governance Council
- Parent Teacher Association
- School Climate Committee
- Diversity Committee
- Events Committee

Community & School Profile

Welcome to the Berkeley Unified School District! We serve a city founded on the ideal of quality public education. The proud home to a great public university since 1868, Berkeley also 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.

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.

The district includes 11 elementary schools, three middle schools, a comprehensive high school, an alternative education program, and an adult education program. In the 2006-07 school year, 284 students were enrolled in grades kindergarten through five at John Muir Elementary School.

Student body demographics and language information for the 2006-07 year are listed in the table below.

Language Skills 2006-07			
	John Muir	BUSD	California
English Learners	13.0%	12.3%	25.0%
Non English Learners	87.0%	87.7%	75.0%
Languages Spoken by English Learners			
Spanish	50.0%	62.1%	85.3%
Arabic	9.4%	4.4%	0.5%
Urdu	0.0%	3.2%	0.2%
Cantonese	0.0%	2.7%	1.4%
Vietnamese	0.0%	1.7%	2.2%
Thai	0.0%	1.2%	0.1%
Portuguese	0.0%	1.2%	0.1%
Japanese	0.0%	1.1%	0.3%
Filipino/Tagalog	0.0%	1.1%	1.4%
All Other	40.6%	21.3%	8.5%
Ethnicity			
African American or Black	36.2%	29.1%	7.6%
American Indian/Alaska Native	0.0%	0.2%	0.8%
Asian	9.8%	7.3%	8.1%
Filipino	0.8%	0.6%	2.6%
Hispanic or Latino	11.8%	16.9%	48.1%
Pacific Islander	0.0%	0.3%	0.6%
White	24.4%	29.6%	29.4%
Multiple or No Response	17.1%	16.0%	2.7%
Family Factor			
Low Income Indicator (Free or Reduced Price Meals)	50.6%	40.1%	50.7%

Discipline & Climate for Learning

Students at John Muir Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our discipline philosophy promotes positive rewards for good behavior and character traits such as respect, kindness, and effort, and places an emphasis on conflict resolution.

Students and parents are informed of school rules and policies through newsletters, weekly parent meetings, the school bulletin board, and the automated phone message system.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

	Suspensions & Expulsions					
	John Muir			BUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	15	3	27	1944	1290	951
Suspension Rate	6.1%	1.2%	11.0%	21.8%	14.2%	10.5%
Expulsions	0	0	0	4	39	35
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%

Homework

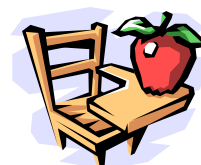
Homework is an integral part of the educational process. It should promote lifelong learning habits, be supplemental to the classroom experience, and provide opportunities for reinforcement and enrichment. Homework is given at all grade levels through Thursday of each week.

All students should read to, or be read to by an older person for 20 minutes a day. Homework is given primarily in the areas of reading, language, spelling, and mathematics. Additional work in other areas may also be assigned, such as arts, science, creative writing, and other long-term projects.

Instructional Minutes

During the 2006-07 school year, all instructional minute requirements at John Muir Elementary School exceeded state requirements. During the 2006-07 school year there were 180 days of instruction comprised of 176 regular days and four minimum days. Minimum days were utilized for parent conferences. Additionally, every Wednesday is a shortened day used for teacher planning and collaboration.

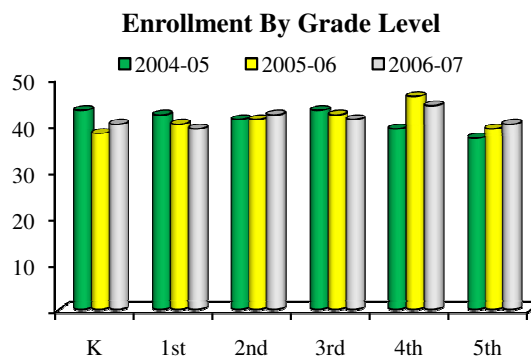
	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	46,800
1st-3rd	50,400	51,300
4th-5th	54,000	54,900



School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school makes phone calls home to verify student absences, and may send letters home in the event of truancy or excessive absences. Students are referred to the Berkeley Unified School District's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

The following graph indicates the trend in enrollment for the past three years.



Class Size

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades. The average class size at John Muir Elementary varies across grade levels from a low of 19 students to a high of 24. In 2006-07, the schoolwide average class size was 21.4 students and the pupil-to-teacher ratio was 15.3 to 1.

The table below shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	19	20	2	3	2						
1st	20	19	20	2	2	2						
2nd	19	20	19	2	2	2						
3rd	20	19	20	1	1	2						
4th	n/a	24	24				1	1				
3rd-4th	30	n/a	n/a				1					
4th-5th	31	28	27				2	2	2			

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. The adjacent chart displays the percentage of classrooms at John Muir Elementary School that met CSR requirements for the past three years.

	CSR Participation		
	04-05	05-06	06-07
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%

Curriculum Improvement

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE). At the school level, teachers and administrators evaluate the curriculum by evaluating state and local assessments and planning instruction based upon areas of student need.

Teacher Assignment

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. During the 2006-07 year, John Muir Elementary School had 17 fully credentialed teachers.

	Teacher Credential Status			
	John Muir			BUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	16	16	17	515
Without Full Credentials*	0	0	0	25
Teaching Outside Subject Area	0	0	0	—

*Data is reflective of teachers with emergency credentials, waivers, and university interns, as reported by the California Department of Education.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

For the 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	—	—	—
Teacher Misassignments (other)	—	—	—
Total Teacher Misassignments	—	—	—
Vacant Teacher Positions	—	—	—

The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

	NCLB Compliant Teachers	
	% of Core Academic Courses:	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
John Muir	87.5%	12.5%
All Schools in District	82.5%	17.5%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

Substitute Teachers

Berkeley Unified School District does not generally experience difficulty in obtaining qualified substitute teachers. On occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators are reassigned to fill the vacancy, or the students are split up between several teachers.

Contact Information

Parents who wish to volunteer or participate in John Muir Elementary School's leadership teams and school activities may contact the school office at (510) 644-6410.

Student Achievement & Testing

To obtain accurate and valid measures of educational progress, the district provides students with multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In Berkeley Unified School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. These include districtwide Diagnostic Reading Assessments (DRA), the Qualitative Reading Inventory (QRI), district writing and math assessments, and unit tests in core subject areas.



California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the most recent three-year period, is shown below.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2nd			3rd			4th			5th			2nd			3rd			4th			5th			5th		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
John Muir	76	68	59	51	42	48	74	59	69	54	61	58	88	77	85	88	66	48	41	59	61	58	60	50	48	45	40
BUSD	47	47	51	44	42	40	36	57	57	49	50	52	61	59	64	59	60	58	64	58	58	47	56	52	37	40	41
California	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Females																											
John Muir	68	67	65	58	48	43	80	64	76	62	62	62	84	75	74	88	70	48	35	57	62	46	62	57	38	33	52
BUSD	47	50	54	47	46	47	61	64	62	53	54	57	60	60	61	61	58	59	54	60	58	48	57	54	36	39	41
California	45	51	53	35	39	41	52	54	55	46	47	48	55	58	58	54	56	58	51	55	58	45	48	48	26	30	35
Males																											
John Muir	87	68	53	41	37	53	67	50	61	50	59	53	93	79	100	88	63	47	47	61	61	64	59	41	55	59	24
BUSD	47	42	49	40	36	34	52	49	52	46	46	45	63	59	66	57	60	57	54	56	60	45	55	50	38	42	40
California	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Socioeconomically Disadvantaged																											
John Muir	74	55	43	42	14	26	67	48	43	31	44	48	79	64	76	88	50	26	25	60	57	38	50	43	23	33	30
BUSD	29	27	29	23	20	19	37	36	37	28	27	32	43	42	47	45	44	39	40	37	42	30	34	32	17	17	19
California	28	33	35	17	22	23	32	35	36	27	28	29	45	48	48	43	46	47	38	42	45	32	35	36	14	18	22
Black/African American																											
John Muir	63	42	62	25	27	0	59	25	47	38	42	28	74	67	92	91	*	82	*	*	*	*	*	*	*	*	*
BUSD	26	25	23	19	19	13	33	30	38	23	22	22	42	35	35	37	38	32	26	31	34	25	28	23	12	11	14
California	34	38	39	22	27	27	35	37	39	30	30	32	42	44	44	39	41	42	34	38	41	28	31	32	16	18	22
White																											
John Muir	*	*	*	82	*	82	*	*	*	*	*	*	*	*	*	91	*	82	*	*	*	*	*	*	*	*	*
BUSD	78	76	84	83	78	74	91	87	88	84	87	88	87	84	92	86	86	81	86	88	87	74	91	89	75	84	85
California	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Achievement Test Survey (CAT/6)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics for grade three.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

	CAT/6 Norm Referenced Test								
	% At or Above 50th Percentile								
	Reading			Math					
	3rd			3rd					
	05	06	07	05	06	07			
John Muir	48	50	53	78	57	53			
BUSD	23	47	48	41	55	59			
California	36	37	38	54	55	56			
Subgroups									
Females	52	52	52	78	70	52			
Males	41	47	53	76	42	53			
Socioeconomically Disadvantaged	46	14	33	77	43	33			
African American/Black	31	40	0	50	40	0			
White	*	*	91	*	*	82			

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Results of school and district performance are displayed below. *John Muir Elementary school met all the 2007 AYP criteria.*

Adequate Yearly Progress (AYP) 2007					
John Muir			BUSD		
Made AYP Overall	Yes			No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	
Participation Rate	Yes	Yes	No	No	
Percent Proficient	Yes	Yes	Yes	Yes	
API	Yes			Yes	
Graduation Rate	n/a			Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *John Muir Elementary School is not in PI.*

The stages of Program Improvement: Program Improvement (PI) is a five-stage process for monitoring, improving, and, if need be, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve. When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school, and the former school would be required to provide transportation to the new site. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

Federal Intervention Programs		
Program Improvement (PI)		
	John Muir	BUSD
Program Improvement Status	Not in PI	In PI
First Year of PI	n/a	2004-05
Year in PI (in 2007-08)	n/a	Year 3
Number of Schools Currently in PI	n/a	8
Percent of Schools Identified for PI	n/a	50.0%

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

John Muir Elementary School earned a schoolwide growth score of 818 in the 2006-07 school year.

API School Results 2007				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	9	8	
Similar Schools Rank	10	10	10	
All Students				
Actual API Growth	29	-13	-20	818
Black/African American				
Actual API Growth	26	-33	-48	707
Socioeconomically Disadvantaged				
Actual API Growth	40	-41	-25	750

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Physical Fitness

In the spring of each year, John Muir Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2006-07 year, 46.2% of fifth grade students at John Muir Elementary School met the HFZ.

Parent and Community Involvement

Parents and the community are very supportive of the educational program at John Muir Elementary School. Parents contribute time in a variety of ways on the John Muir Elementary School campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time.

Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, which donates dictionaries to fifth grade students every year, as well as various the following local businesses and organizations.

Counseling & Other Support Services

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see in the chart below may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) web site. For more information on our specialized programs and staff, please contact our principal.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor*	—	—
Psychologist	—	—
Speech & Language Specialist	—	—
Library Technician	—	—
Resource Teacher(s)	—	—
Resource Aide(s)	—	—
Technology Aide	—	—
Nurse or Health Aide	—	—
Occupational Therapist	—	—
Bilingual Teacher(s)	—	—
Bilingual Aide(s)	—	—
Special Day Class (SDC)	—	—
SDC Aide(s)	—	—
Instructional Aides	—	—
Other: _____	—	—

*Counselor to Pupil Ratio: 1:___

Students with special educational needs are included in the regular classroom setting whenever possible and are provided assistance on an as-needed basis by the members of the support staff. Tutoring is available for students who require additional help. Students may receive tutoring through the after-school program or in small group tutoring after school offered by classroom teachers.

English Learner (EL) students are integrated in the regular classroom and provided with differentiated instruction on an as-needed basis. Many teachers possess CLAD (Crosscultural Language and Academic Development) or BCLAD (Bilingual, Crosscultural Language and Academic Development) credentials which qualify them to provide primary language instruction for both English and Spanish-speakers. Teachers have also received Guided Language Acquisition by Design (GLAD) training which assists with instruction for English learners.

Teachers offer differentiated instruction in-class for high achieving students. The staff strives to meet the needs of all students in the regular classroom.

Textbooks & Instructional Materials

Berkeley Unified School District held a Public Hearing on October 24, 2007, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the Berkeley Unified School District.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of June 2008) in core curriculum areas for John Muir Elementary School are indicated below.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton Mifflin	K-5	2003	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Scott Foresman	K-5	2001		0%
Social Science	Harcourt Brace	K-2, 4	2006		0%
	McGraw-Hill	3			0%
	Oxford University	5	0%		
Science	FOSS	K-5	2007		0%
Visual & Performing Arts	Davis Publications, Inc.	K-5		0%	

Library

The school's library is stocked with a wide variety of books that are available for students to check out, and also contains a large collection of reference materials, videos and audiotapes for classroom use that tie into curricular areas of study. There are also several computer workstations available for student use. Students visit the library weekly with their classes.

Computer Resources

We have 25 computers available for student use, which means that, on average, there is one computer for every 10 students. All classrooms are connected to the Internet. *For additional research materials and Internet availability, students are encouraged to visit Berkeley's public libraries which contain numerous computer workstations.*

Computer Resources			
	2004-05	2005-06	2006-07
Computers	55	55	25
Students per computer	4.5	4.5	9.8
Classrooms connected to Internet	14	14	15

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principal; both have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. Every year, the district offers five buy-back staff development days.

School Facilities & Safety

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 and playground space.

Safety

The safety of students and staff is a primary concern at John Muir Elementary School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, staff members, noon supervisors and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are held once a month, and intruder drills are held at least once a year.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in spring 2007.



Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district administers a scheduled maintenance program, including regular inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A team of two full-time and one part-time custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

The chart below shows the results of the most recent school facilities inspection, as of June 2008.

School Facility Conditions				
Date of Last Inspection: 12/4/07				
Overall Summary of School Facility Conditions: Exemplary				
Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms		X		General cleaning & painting
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Deferred Maintenance Budget

The district participates in the state School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the 2007-08 school year, the district budgeted \$800,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget. The district's complete deferred maintenance plan is available at the district office.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 to 9,999 Average Daily Attendance (ADA) throughout the state.

The following information is based upon data from the 2005-2006 school year, which is the most current data at the time of publication.

The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries 2005-06		
School & District	John Muir	
	BUSD	\$57,786
	Percentage of Variation: ____%	
School & State	John Muir	
	All Unified School Districts	\$58,776
	Percentage of Variation: ____%	

The following table illustrates the average salaries of teachers and administrators at the district and state levels.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	BUSD	California
Beginning Teachers	\$34,200	\$38,479
Mid-Range Teachers	\$57,292	\$60,306
Highest Teachers	\$71,090	\$74,193
Elementary Principals	\$97,981	\$92,985
Middle School Principals	\$102,960	\$98,305
High School Principals	\$110,766	\$107,384
Superintendent	\$196,959	\$155,314
Salaries as a Percentage of Total Budget		
Teachers Salaries	35.1%	40.8%
Administrative Salaries	6.5%	5.7%

Expenditures & Services Funded

Berkeley Unified School District spent an average of \$7,584 to educate each student (based on 2005-06 audited financial statements). The table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil 2005-06		
John Muir	Total	\$8,577
	From Restricted Sources	\$3,143
	From Unrestricted Sources	\$5,434
BUSD	From Unrestricted Sources	\$4,978
	Percentage of Variation between School & District: 9.2%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation between School & State: 9.9%	

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site, <http://www.cde.ca.gov/>.

In addition to general state funding, Berkeley Unified School District receives state and federal funding for the following categorical, special education, and support programs:

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Data Sources

Data within the SARC was provided by Berkeley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.