

# School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# John Muir Middle

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San José, CA 95118

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## Grades 6-8



*Principal*

Gloria Marchant  
Gloria\_Marchant@sjusd.org



1998-1999  
2002-2003

## San José Unified School District

855 Lenzen Avenue  
San José, CA 95126  
(408) 535-6000

### Superintendent

Don Iglesias

### Assistant Superintendents

Dr. William J. Erlendson  
Chris D. Funk

### Board of Education

|                 |                |
|-----------------|----------------|
| Jorge González  | Trustee Area 1 |
| Richard Garcia  | Trustee Area 2 |
| Pamela Foley    | Trustee Area 3 |
| Veronica Lewis  | Trustee Area 4 |
| Leslie Reynolds | Trustee Area 5 |

**This school is in Trustee Area 4.**



## Principal's Comments

John Muir Middle School's Mission is to ... "EDUCATE. INSPIRE. EMPOWER." We will educate, inspire, and empower citizens who are prepared for entry into higher education and the global workplace of the 21st Century. The John Muir staff incorporates educational innovations in order to provide students with experiences that will prepare them for a rapidly changing world. The staff is dedicated to providing powerful and meaningful learning experiences that foster self-esteem and enhance success for all students.

John Muir continues to be a strong leader in the infusion of technology through curriculum. We continue to dedicate our resources to maintain and enhance our technology programs at Muir. There is a strong correlation in the use of technology to enhance learning and students' success. Apple Trainers, The Superintendent of Education of Hawaii and their delegation and the Legislative Education Project have visited John Muir Middle School from Sacramento to observe our highly successful implementation of technology into the curriculum. Our teachers use technology to enhance students' learning experiences by naturally differentiating the curriculum, differentiating assessments and keeping students motivated in their own learning.

John Muir has received numerous awards and recognitions throughout the years. These include recognition as a California Distinguished School, 1999-2000 and 2003-2004.

John Muir's staff believes in educating the "whole child". John Muir's leadership classes are involved in rewarding students for their positive behavior and citizenship. We enforce the six pillars of characters through our activities and school rules. John Muir is currently implementing PBIS (Positive Behavior and Intervention Support), which concentrates on positive student behavior and interactions. In addition, student recognition is an essential part of promoting success. Students are recognized through out the year by receiving "SOAR" tickets for random acts of kindness and for doing the right thing, as well as during the fall and Spring Honors Ceremonies. John Muir strives to meet students' social and emotional needs while exposing them to a challenging and rigorous curriculum.

At John Muir, students have numerous opportunities to become connected in school wide and extracurricular activities. We offer numerous activities during lunchtime. These include Football, Basketball, Soccer and Friday Music in the Quad. Our after school activities include the All-Stars program, which provides students with an hour of enrichment, an hour of physical activity and an hour of homework for a total of three hours a day, five days a week. Among the activities offered after school is an array of "Clubs" which exposes students to new experiences. We strive to keep students connected and engaged in different programs with the ultimate goal that they will be successful socially and academically.

In an effort to maintain clear and consistent communication with parents and community members, John Muir gives each students a "Homework Helper" to keep track of assignments, activities and events, a Weekly Bulletin is posted on the John Muir Website, a Parent Link phone call is made every Friday, and the school website is kept updated with the most current school information. Please visit our website at [www.sjUSD.org/school/john\\_muir](http://www.sjUSD.org/school/john_muir). There you will find links to many other resources, such as PTSA, Pacing Guides, CDE, among others.

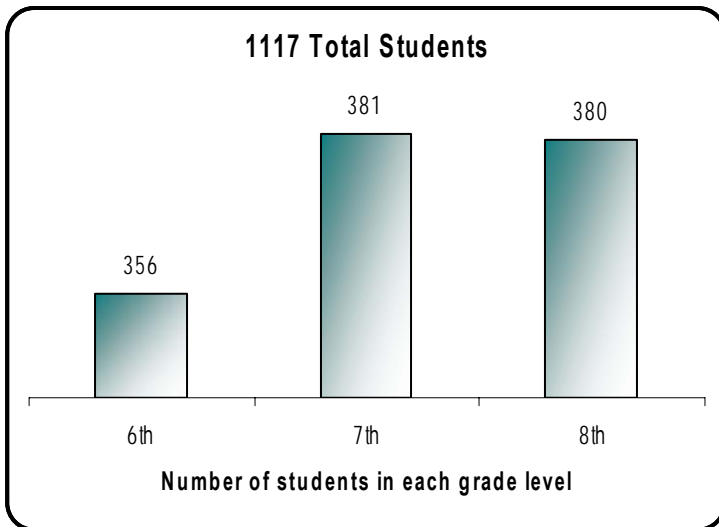
Our staff is one of the best, if not the best! They work hard to provide an academic experience that will "Educate. Inspire. Empower" our students to become globalized citizens of the world. John Muir also prides itself in the diversity that makes Muir special and the connections students make with friends and classmates that open their eyes to the world. The John Muir Staff has also been having fun by coordinating and participating in softball games with the staffs from Willow Glen Middle and Hoover Middle School. Students have come out to cheer their teachers, administrators, classroom aids, and custodians. John Muir rocks!

## Principal's Experience

Gloria Marchant is on her eighth year at John Muir Middle School. Ms. Marchant spent the first year dealing with activities and discipline followed by 4 years as the Vice Principal of Instruction. This is Ms. Marchant's third year as the John Muir Principal. Prior to Muir, Ms. Marchant spent five years in the classroom at Hoover Middle School.

## Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



| Student Enrollment by group      |         |
|----------------------------------|---------|
| African American                 | 6.45 %  |
| American Indian or Alaska Native | 1.16 %  |
| Asian                            | 14.06 % |
| Filipino                         | 4.21 %  |
| Hispanic or Latino               | 45.57 % |
| Pacific Islander                 | 1.79 %  |
| White (Not Hispanic)             | 25.16 % |
| Multiple or No Response          | 1.61 %  |
| Socioeconomically disadvantaged  | 45.00 % |
| English Learners                 | 16.00 % |
| Students with disabilities       | 11.00 % |



## Class Size

### Average Class Size and Class Size Distribution

| Subject        | 2006-2007       |                      |       |     | 2007-2008       |                      |       |     | 2008-2009       |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| English        | 23.1            | 27                   | 44    | 4   | 22.4            | 28                   | 30    | 8   | 17.1            | 39                   | 36    | 2   |
| Mathematics    | 27.2            | 8                    | 22    | 9   | 26.2            | 8                    | 26    | 6   | 18.9            | 28                   | 23    | 7   |
| Science        | 27.4            | 5                    | 29    | 5   | 26.9            | 7                    | 25    | 7   | 19.0            | 23                   | 22    | 4   |
| Social Science | 24.5            | 14                   | 29    | 5   | 24.7            | 12                   | 26    | 6   | 17.5            | 32                   | 31    | 3   |

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

## Major Achievements

John Muir Middle School grew 28 points in the API (Academic Performance Index) in 2008-2009. John Muir's API is currently at 781. We are quite proud of the growth students in all subgroups demonstrated in Math and English Language Arts. John Muir Middle School is the only middle school in SJUSD to meet all API targets. John Muir rank 6<sup>th</sup> in the State of California

John Muir has met and exceeded the Title III Annual Measurable Achievement Objective (AMAO) 1 for four consecutive years 2005-2009.

John Muir continues to offer a variety of High School Equivalency Course, in Geometry, Algebra, and Spanish. We had over 80 Eighth grade students leave John Muir with over 10 High School Equivalent Credits.

John Muir prides itself in recognizing student achievement. Last year, we recognized over 550 students at Honors Nights for having a GPA of a 3.0 or higher.

Since the expansion of the visual performing arts program and the direction of a highly qualified art teacher, John Muir had several students honored by the County Office of Education Young Artist Showcase for outstanding artwork. Their work can still be admired on the walls of the SCCOE. Muir was also honored as a Santa Clara County Outstanding School in the area of Science/Science Faire.

## Parental Involvement

John Muir's PTSA sponsors a variety of activities involving parents, which include Falcon Night Dances, the Summer Bridge Program, field trips, spring fundraisers, dance and drama programs, as well as a series of teacher appreciation events. PTSA brings in over \$25, 000 of additional funds per year to the school. Open meetings for parents are held monthly on the second Wednesday of the month.

John Muir has a Site English Language Advisory Council (SELAC), which holds open, monthly meetings, to discuss school programs and student opportunities. John Muir parents represent the school at the District level meetings (DELAC) on a monthly basis.

The Muir Weekly Bulletin describes all the activities and events taking place that week. Teachers post the Weekly Bulletin in their classrooms and it is posted on the John Muir Website on a weekly basis.

Parents, students and community members are welcome to navigate our John Muir Website. It is full of useful and updated information. It includes a link to our PTSA with information on how parent can become involved at school.

Also, we encourage Parent Volunteers in the classrooms and during events and civilities. Parents must go through the district to get their fingerprints taken and must have a TB test on file.

John Muir Middle School offers Parent Empowerment Workshops, twice a year in the fall and spring, to support parents and families with their middle school child' s education and development.

For further information on our parent volunteer program, please contact John Muir Middle School or visit our website.

## Climate for Learning

### Safety

**Date safety plan updated: September 2009**

**Date safety plan last reviewed with staff: October 2009**

At John Muir Middle School, the assistant principal of discipline, Giovanni Bui works with the school staff in updating and monitoring the School Safety Plan. The safety plan includes specific procedures for school wide emergencies. In September 2008, the entire school community participated in a yearly Code Red Training.

At John Muir Middle School, our goal is to help all students discover, develop, and enjoy their unique talents; to encourage them to reach their goals; to create an intellectual curiosity and a love of learning, and most of all, to teach them to be kind, considerate human beings. We believe in the "whole child". We offer a balanced academic program with outstanding electives and after-school programs customized to student's interests. Through a proactive administration and staff that provides a quick response to all students needs, John Muir Middle School offers a safe and caring environment that enriches students' education.

This year John Muir has begun the implementation of PBIS (Positive Behavior Intervention System), which focuses on rewarding positive behavior. John Muir's slogan is "Falcon SOAR to 800 or More". SOAR stands for S for Safety; O for Organization; A for Academics; and R for Respect.

Through PBIS, John Muir has a consistent set of school wide classrooms rules, which focus on the "SOAR" concept. Students are rewarded daily for doing the "right thing" in their classrooms, in the hallways, and at lunchtime. Students receive SOAR tickets, which they enter in a bi-weekly raffle for an array of incentives. Also, there is a monthly school wide "SOAR Focus, that is every student, every teacher participates in. The monthly "SOAR Focus" range from the appropriate use of the Homework Helper, the grade level with the least amount of tardies and absences and other items that support the success of all students academically and socially.

Lunchtime intramural offers four sports throughout the year including volleyball, flag football, basketball, and soccer. The program is open to all students and provides enrichment opportunities for students during lunch.

## Homework

Homework, which may take an average of 20-30 minutes per class per night to complete, will be assigned as needed. Most teachers assign homework Monday-Thursday. Usually weekend homework is related to long-term assignments or preparation for exams. Students are issued a Homework Helper, in the beginning of the year, which is used for recording homework and classroom assignments. It is expected that homework will be turned in on time for full credit. It is the student's responsibility to make sure that homework is completed and turned in as assigned.

Under these tough economic times, John Muir has continued to maintain a well-staffed HOMEWORK CENTER, which is open to students on Mondays, Wednesdays and Fridays from 2-4. Students may drop in as needed. They sign in and out when they attend. Parents are welcome to drop in at any time. The Homework Center services an average of 60-70 students per hour three times a week. Students have all the materials they need to complete homework assignments at their disposal. These include, access to computers, printers, Internet, textbook and support materials. This is a separate program from "All-Stars".

## Discipline

In accordance with District guidelines, the John Muir staff has developed a Disaster/Emergency Plan. Students and staff participate in monthly emergency evacuation drills. Many staff members have received CPR certification. Students receive safety instruction in their Science classes on how to use the science equipment appropriately.

Two-way communication in all classrooms, hand-held walkie-talkies, and our campus assistants and officers help keep our school safe. Supervision is of great importance to administrators, security staff, and the faculty. Students are always supervised before and after school, as well as during passing periods and lunchtime. Parent volunteers who have gone through the district background check are welcomed to volunteer their time to supervise activities and events at John Muir. We welcome parent involvement.

In addition, we are implementing a tiered discipline system, which is a component of PBIS. Through PBIS, John Muir has a consistent set of school wide classrooms rules, which focus on the "SOAR" concept. Students are rewarded daily for doing the "right thing" in their classrooms, in the hallways, and at lunchtime. Students receive SOAR tickets, which they enter in a bi-weekly raffle for an array of incentives. Also, there is a monthly school wide "SOAR Focus, that is every student, every teacher participates in. The monthly "SOAR Focus" range from the appropriate use of the Homework Helper, the grade level with the least amount of tardies and absences and other items that support the success of all students academically and socially.

The main goal is to teach students appropriate social behavior while still enforcing District guidelines.

### Suspensions and Expulsions—3 year comparison

|                                                                                                                                                                                                 | School  |         |         | District |         |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|----------|---------|---------|
|                                                                                                                                                                                                 | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 |
| <b>Rate of Suspensions</b>                                                                                                                                                                      | 18.6%   | 26.8%   | 25.4%   | 12.6%    | 13.6%   | 11.8%   |
| <b>Rate of Expulsions</b>                                                                                                                                                                       | 0.3%    | 0.6%    | 0.8%    | 0.2%     | 0.2%    | 0.2%    |
| This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period. |         |         |         |          |         |         |

## Facilities

John Muir Middle School prides itself on the cleanliness of its campus. Maintenance of the grounds and campus buildings is a high priority. The John Muir locker rooms were completely renovated during the summer of 2005 for ADA compliance. The student and staff restrooms were renovated as well.

John Muir has a state of the art Technology Wing, which includes a Video Editing Room, Multimedia Conference Room, and Technology Support Center.

During the summer of 2008, John Muir's science classrooms were remodeled and upgraded. In addition, John Muir received a face lift by getting new windows. Both this projects were finished on time before school started on August 28th, 2008. During the summer of 2009, John Muir continued to receive another face-lift by having all the asphalt in all the parking lots, basketball fields, and fire lanes resurfaced.

Through a special grant through Chevron and Bank of America, John Muir was updated with solar panels in three of the wings and parking lot in the form of carports. John Muir's solar project was completed on December 2008. John Muir is working on implementing the educational component of the Solar Energy program.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

| System Inspected                                                             | Exemplary | Good | Fair | Poor | Repair needed and action taken or planned                                                                                                 |
|------------------------------------------------------------------------------|-----------|------|------|------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems</b><br>Gas leaks, Mechanical/HVAC, Sewer                          |           | ✓    |      |      | There were 16 deficiencies in this area. They all involved the need to clean heating/AC vents.                                            |
| <b>Interior</b><br>Interior surfaces                                         |           | ✓    |      |      | There was 1 deficiency in this area. There is a cracked light switch cover in Room 101.                                                   |
| <b>Cleanliness</b><br>Overall cleanliness, Pest/Vermin Infestation           |           | ✓    |      |      | There were 5 deficiencies in this area. Carpets/floors need to be cleaned in Room 501, 502, 504, 506 and 507.                             |
| <b>Electrical</b>                                                            |           |      | ✓    |      | There were 15 deficiencies in this area. They were all for the need to clean AC/heating vents.                                            |
| <b>Restrooms/Fountains</b><br>Restrooms, Sinks/Fountains                     |           | ✓    |      |      | There were 2 deficiencies in this area. Drinking fountain needs to be cleaned in boys locker room. Sink needs to be cleaned in pool area. |
| <b>Safety</b><br>Fire safety, Hazardous Materials                            | ✓         |      |      |      |                                                                                                                                           |
| <b>Structural</b><br>Structural Damage, Roofs                                | ✓         |      |      |      |                                                                                                                                           |
| <b>External</b><br>Playground/School grounds, Windows/Doors/<br>Gates/Fences | ✓         |      |      |      |                                                                                                                                           |

### Overall Summary of School Facility Good Repair Status as of September 4, 2009

| Facility Condition | Exemplary | Good | Fair | Poor |
|--------------------|-----------|------|------|------|
|                    |           |      |      |      |

# Teacher and Staff Information

## Teacher Credentials

| Teachers                                    | School  |         |         | District |
|---------------------------------------------|---------|---------|---------|----------|
|                                             | 2006-07 | 2007-08 | 2008-09 | 2008-09  |
| With Full Credential                        | 55      | 49      | 45      | 1503     |
| Without Full Credential                     | 4       | 2       | 3       | 77       |
| Teaching Outside Subject Area of Competence | 15      | 0       | 0       | 0        |

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.



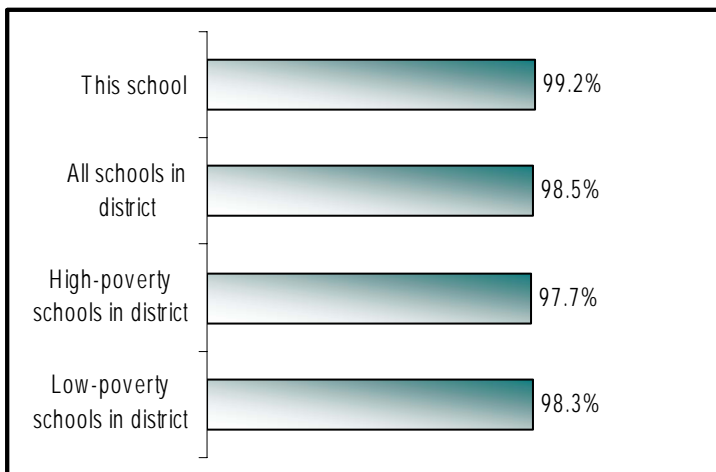
## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------------------------------------|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0         | 0         | 0         |
| Total Teacher Misassignments                   | 0         | 0         | 0         |
| Vacant Teacher Positions                       | 0         | 0         | 0         |

- Teacher misassignments (teachers assigned without proper legal authorization)
- **Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- 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).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

## Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

## Evaluating/Improving Teachers

The John Muir administrative team works with San Jose Unified School District Human Resources to ensure that all teachers are highly qualified in their subject matter. All of our teachers have been placed in positions according to their subject matter credential and over 92% are NCLB compliant. The percent that are not in compliance will be complaint by the end of the 2009-2010 school year. Recruitment, hiring, and evaluation focuses on meeting NCLB criteria.

The John Muir administrative team uses the San Jose Unified School District's teacher evaluation system, to evaluate classroom teachers on a regular basis. The evaluation system is designed to support teachers and guide ongoing professional growth. It is grounded in research-based teaching practices that optimize student learning, and focuses on the knowledge, skills and attitudes that our professional teaching staff must demonstrate. The evaluation system is carefully aligned with the focused work of our District. It supports a standards- based learning community for all stakeholders. In addition, administrators and academic coaches perform regular walkthroughs to ensure quality teaching and provide support to staff members.

Our staff is one of the best, if not the best! They work hard to provide an academic experience that will "Educate. Inspire. Empower" our students to become globalized citizens in a competitive and ever changing world. John Muir also prides itself in the diversity that makes Muir special and the connections students make with friends and classmates that open their eyes to the world. The John Muir Staff has also been having fun by coordinating and participating in softball games with the staff from Willow Glen Middle and Hoover Middle School. Students have come out to cheer their teachers, administrators, classroom aids, and custodians. John Muir rocks!

Teachers have an integral part in decision-making process that affects curriculum, instruction, staff development, and other programs.

## Professional Development

John Muir's staff members participate in ongoing staff development throughout the school year, both on campus and off campus. They receive staff development in diversity, differentiating curriculum, technology, and site-specific data analysis. All staff development incorporates school wide issues and specific classroom strategies that can be implemented to support student achievement. The staff is recognized for curriculum innovations, strategies, and programs that address students' diverse learning styles and special talents.

New teachers have regular meetings with mentor teachers, BTSA and PAR coaches, who provide information and training as needed. John Muir has onsite mentor teachers who also assist beginning teachers. New teachers are also provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers. The John Muir staff is encouraged to attend workshops and conferences that promote professional development. Our on-campus professional development is created by our site-based team to meet the needs, as indicated, by our staff to promote student achievement.

New teachers have regular meetings with mentor teachers, BTSA and PAR coaches, who provide information and training as needed. John Muir has onsite mentor teachers who also assist beginning teachers. New teachers are also provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers.

Professional development is provided in a variety of methods, depending on the nature of the activity. All staff development and inservice days are aligned with the professional development plan for the school. The training's take place on campus, for those days, with outside trainers coming to campus. Teachers who attend other professional development workshops, conferences, and/or training's may be gone after-school, during the school day (in which the site provides substitute teachers) or on the weekends. The funding for these conferences, workshops and training's varies depending on the specific areas.

Even when funding is scarce, we have made a commitment to offering Professional Development opportunities to teachers. We believe it is an investment in the education of our students. We encourage teachers to seek workshops in their subject areas or in areas of need. The SCCOE and other agencies provide a wealth of workshops that teachers continue to attend.

At John Muir, we pride on the experience and expertise we have among our teaching staff. Therefore, we also focus on the concept of "teachers Teaching Teachers". During Professional Development days, our own staff trains teachers in high interest areas and expertise. These may include, Writing Workshops, How to Use Data to Improve Student Progress, Technology Lessons and many other areas teachers feel would support their teaching in the classroom.

## Substitute Teachers

Substitute teachers are able to receive information regarding their assignments prior to substituting, per an automated phone system. If a substitute arrives on campus, without prior knowledge of the assignment, lessons plans are left by the teacher and available at the front office. Substitute teachers receive a packet of information regarding school policies and procedures. We have a well-qualified group of substitute teachers who enjoy coming to John Muir. Therefore, Muir has not experienced difficulties in securing qualified substitute teachers.

Long-term substitutes are integrated into the school staff, asked to join staff meetings and department meetings, to become better informed of school issues.

## Curriculum

John Muir Middle School offers a comprehensive, rigorous curriculum that is aligned with the California State Content Standards. Benchmark assessments are given in core subjects at regular intervals to measure growth and level of student mastery. Student achievement data is examined to make curricular decisions. In addition to a strong academic program, Muir also offers a wide variety of elective courses in the areas of Computers, Digital Music, Industrial Arts, Leadership, Spanish, and Art. The Physical Education Department has developed an outstanding curriculum that focuses on sports, teamwork, and physical fitness.

### Reading and Writing

John Muir provides numerous opportunities for reading and writing across the curriculum. All departments participate in staff development that supports Language Arts, reading, and writing. The school wide unification is evident in the teacher focus in the classroom and is reflected by student work. A wide variety of instructional strategies, differentiated curriculum, writing rubrics and project-based assessments are widely used in all classrooms. For the last three years, John Muir has been using a web-based writing program called "Vantage". This program provides students immediate feedback on their writing skills. It has been a great motivator in promoting students writing.

John Muir Middle School has twelve sections of Language! for identified students, who need to develop their literacy skills. Students were placed in Language! based on CST ELA scores as well as a diagnostic reading placement exam. The goal of John Muir Middle School is to send all students to high school reading at grade level. Incoming sixth grade students who do not qualify for Language! program but are still below grade level in Reading are placed into a yearlong Reading program, to work on basic reading fluency, comprehension and understanding.

A creative writing class has been designed for ELD students that qualify for reclassification and need to improve their writing skills to meet all the criteria to enter general education classes.

### Math

The focus of the core mathematics curriculum at John Muir Middle School is the development of essential mathematical understanding through all strands. Muir offers a well-balanced approach in the area of mathematics. Students are assessed at the beginning of the school year to ensure appropriate placement in math courses. Throughout the year, teachers assess student products and performance formally and informally via portfolios. All students have access to accelerated math courses, both Algebra HE and Geometry are offered at John Muir Middle School.

### Science

All students have a full year of Science with a focus on Earth Science in sixth grade, Life Science in seventh grade, and Physical Science in eighth grade. John Muir Middle School students focus on an understanding of earth, life, and physical science and make scientific tools and technologies in our natural world. Students make sense of new science information by connecting it to what they know or have experienced. They use technology/multimedia to enhance projects and make presentations to peers and the community.

Students have to do a science fair project every year they are at Muir. We have had many students representing us at the County Science Fair.

### Social Studies

Social studies are part of the Core Program for sixth and seventh grade. In eighth grade, the class may not be part of a core but will have strong ties to Language Arts through thematic literature. We have expanded and integrated the historical contributions of cultural and ethnic groups with hands-on activities to enhance the program and include simulations, debates, and special projects. Members of the social studies department meet and plan in order to address the standards and student needs.

## Textbooks

John Muir Middle School used San Jose Unified School District's approved textbooks, for all curriculum areas. Students are provided with a classroom set as well as a home set of textbooks, in Math, Science, and Social Studies. Many staff members maintain personal libraries in their classrooms, allowing for access to literature for all students.

John Muir students have access to textbooks and instructional materials in all core subject areas that are in good condition. In some of our subject areas, students have two textbooks one that stays in the classroom and one that is for home, avoiding the overloaded backpack.

## Specialized Programs

### GATE

Per San Jose Unified School District guidelines for middle schools, all students are grouped into heterogeneous classes. GATE students' academic achievement is part of the responsibility of the classroom teacher in core subjects. Students are tested at the beginning of the school year to determine Math ability, and scheduled accordingly. Rigor and high expectations for reaching academic standards are the basis of core class construction. Projects and project-based learning offer vehicles that promote differentiated instruction for all students. Muir prefers to approach the gifted learner in a whole-school manner, by offering a variety of classes, particularly in our after-school program, we may better reach the needs of a much broader group of gifted students.

### Special Ed

John Muir Middle School provides 3 full-time Resource Specialists, 2 full-time Special Day Class teachers and 6 full-time Instructional Associates to service its Special Education students. An IEP (Individualized Education Plan) is developed for Special Education students to address their academic and behavioral needs to be successful. Speech therapy services are provided for students with language, fluency, and articulation needs. Adaptive physical education is available for students for special therapy with physical handicaps. Psychological services are available for formal assessment, informal observation, and consultation and Student Study Team collaborations. John Muir is also implementing Full Inclusion with RSP students. All RSP students are fully mainstreamed in all core subject areas and are scheduled in a Guided Studies class where they receive support in all subjects, as well as support on organization, time management and social behavior.

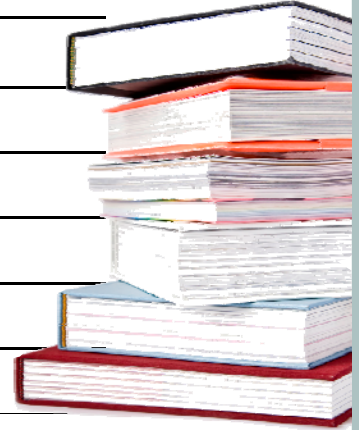
### At-risk students

John Muir Middle School offers a Student Assistance Program (SAP) that identifies students who are "at risk" academically and/or social emotionally based on school wide criteria. The SAP team meets on a regular basis and collaborates with the Attendance Improvement Team to discuss "at risk" students and problem solve. Students are referred to the Student Study Team process, where student, parent and teachers come together to develop an action plan to ensure student success. John Muir has a new AB825 coordinator position is funded through a competitive grant that serves schools with a large "at risk" population. Our coordinator identifies "at risk" students, completes the SAP and SST process for them, and works with our attendance committee as it relates to the identified students. The coordinator also communicates with the staff, parents and the administration regarding the status of the identified "at risk" students.

In addition, each administrator is in charge of meeting with each "at risk student" in a specific grade discuss grades, obstacles students may be facing, and set goals for student to be successful. The administrator continues to monitor student's progress and may make referrals to any specific agency if student is in need of specific help.

### PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

|                                           |    |
|-------------------------------------------|----|
| Reading/Language Arts                     | 0% |
| Mathematics                               | 0% |
| Foreign Language                          | 0% |
| Science                                   | 0% |
| History-Social Science                    | 0% |
| Health                                    | 0% |
| Science Laboratory Equipment (grade 9-12) | 0% |



A list of textbooks and adoption dates is available at:

[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

## English language learners

John Muir Middle School provides ESL and SDAIE classes at every grade level and CORE subject areas. All students who have a home language other than English are assessed and those identified as Limited English Proficient are placed at the appropriate educational level and receive instruction and support from classroom teachers, resource teachers, and paraprofessionals trained in second language acquisition methodology. Native Spanish speakers have the opportunity to take the district challenge exam, in Spanish, for high school credits. Students may earn between 10-20 high school credits based on their language abilities. John Muir has one of the highest reclassification rates for English Learners. In other words, English Learners move into English fluency at a faster rate thanks to our intensive and rigorous academic curriculum.

Administrators meet with all ELD students who may not be succeeding academically to develop awareness and a plan of action. The goal is to ensure that students are receiving the support and the services they need to be successful in Middle School and later in High School.

## Students with disabilities

Students with disabilities are supported with the assistance of a case manager who monitors the students Individualized Educational Plan (IEP). All students with disabilities are mainstreamed as appropriate into regular education classes per the student IEP.

## After-school programs

John Muir Middle School offers a variety of after-school programs for students. Under these tough economic times, John Muir has continued to maintain a well-staffed HOMEWORK CENTER, which is open to students on Mondays, Wednesdays and Fridays from 2-4. Students may drop in as needed. They sign in and out when they attend. Parents are welcome to drop in at any time. The Homework Center services an average of 60-70 students per hour three times a week. Students have all the materials they need to complete homework assignments at their disposal. These include, access to computers, printers, Internet, textbook and support materials. This is a separate program from "All-Stars".

A comprehensive "After School All Stars" program integrates academics and sports, has joined John Muir in order to provide three hours of structured support for student development. Parents must sign their students up to enroll in this program and must attend an orientation meeting at the beginning of the school year. It is a great program for students to develop academically and socially. The program also focuses on the concept of "the student athlete".

Muir also offers 7th period intensive instruction classes in the areas of creative writing, pre-algebra and algebra. The creative writing class is designed for ELD students that qualify for reclassification but need to improve their writing skills to meet all the criteria to enter general education classes. The pre-algebra class is for 8th grade target students performing at the basic level on state tests. This class is designed to help these students achieve proficiency in math (achieve grade level). The algebra class serves as an enrichment class to increase the passing rate for the Algebra HE exit exam. A series of clubs are offered to all students after school.

## Tutoring

We are in our third year of promoting student awareness of college and career opportunities. Our growing program includes workshops, higher education day, career fair, college visits, and partnerships with the Central County Occupational Center (CCOC), University Women, and IBM Mentoring.

Every teacher has scheduled "open lab hours" for students to receive specific help on any are of challenge. Through the Homework Center, many students receive support from certified teachers, who help students do their homework. There are also after school classes or workshops in math and writing. Students who struggle with math may enroll in an after school tutoring math class to fill in gaps in the areas of challenge. The same applies for students struggling with writing.

We also encourage parent volunteers who have gone through the district background check to tutor students. We have many returning students who participate in community service projects tutoring students or helping with coaching.

## College and Career

We are in our fourth year of promoting student awareness of college and career opportunities. Our growing program includes workshops, higher education day, career fair, college visits, and partnerships with the Central County Occupational Center (CCOC), University Women, and IBM Mentoring. Our efforts to expose all students to higher education start with goal setting in 6<sup>th</sup> grade and field trips to high schools. IN 7<sup>th</sup> grade, students learn more about programs that are offered at the community college levels and at the vocational level. All 7<sup>th</sup> graders visit a community college or CCOC. In 8<sup>th</sup> grade, students are more aware about colleges and universities. The college and career committee takes students to four-year universities such as Stanford, Santa Clara, UC Santa Cruz, UC Berkeley, and San Jose State. In May, we hold a career fair where about 50 professionals volunteer their time to showcase their career.

## School Finances (Fiscal Year 2007-2008)

### Expenditures Per Pupil and School Site Teacher Salaries

| Level                                         | Total Expenditures per Pupil | Restricted (supplemental) expenditures per pupil | Unrestricted (basic) expenditures per pupil | Average Teacher Salary |
|-----------------------------------------------|------------------------------|--------------------------------------------------|---------------------------------------------|------------------------|
| School Site                                   | \$8,913                      | \$3,802                                          | \$5,111                                     | \$66,520               |
| District                                      | \$9,503                      | \$4,045                                          | \$5,458                                     | \$69,741               |
| Percent Difference - School Site and District | -6.21%                       | -6.01%                                           | -6.36%                                      | -4.62%                 |
| State                                         |                              |                                                  | \$5,512                                     | \$65,905               |
| Percent Different - School Site and State     |                              |                                                  | -7.28%                                      | 0.93%                  |

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. 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).

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$45,165        | \$42,065                                     |
| Mid-Range Teacher Salary                      | \$74,634        | \$67,109                                     |
| Highest Teacher Salary                        | \$90,708        | \$86,293                                     |
| Average Principal Salary (Elementary)         | \$110,863       | \$107,115                                    |
| Average Principal Salary (Middle)             | \$114,513       | \$112,279                                    |
| Average Principal Salary (High)               | \$123,169       | \$122,532                                    |
| Superintendent Salary                         | \$251,999       | \$216,356                                    |
| Percent of Budget for Teacher Salaries        | 37.80 %         | 39.40 %                                      |
| Percent of Budget for Administrative Salaries | 5.40 %          | 5.50 %                                       |

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen.

Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

**Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.**

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

| Subject and Grade Level   | Average Scale Score |          | State Percent at Achievement Level |            |          |
|---------------------------|---------------------|----------|------------------------------------|------------|----------|
|                           | State               | National | Basic                              | Proficient | Advanced |
| Reading 2007, Grade 4     | 209                 | 220      | 30                                 | 18         | 5        |
| Reading 2007, Grade 8     | 251                 | 261      | 41                                 | 20         | 2        |
| Mathematics 2009, Grade 4 | 232                 | 239      | 41                                 | 25         | 5        |
| Mathematics 2009, Grade 8 | 270                 | 282      | 36                                 | 18         | 5        |

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

| Subject and Grade Level   | State Participation Rate   |                           | National Participation Rate |                           |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
|                           | Students with Disabilities | English Language Learners | Students with Disabilities  | English Language Learners |
| Reading 2007, Grade 4     | 74                         | 93                        | 65                          | 80                        |
| Reading 2007, Grade 8     | 78                         | 92                        | 66                          | 77                        |
| Mathematics 2009, Grade 4 | 79                         | 96                        | 84                          | 94                        |
| Mathematics 2009, Grade 8 | 85                         | 96                        | 78                          | 92                        |

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

**The California Standards Tests (CST)** show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

**The CAPA and CMA** are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [ <http://star.cde.ca.gov> ]<http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [ <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf> ]<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

*NOTE: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts  | 44      | 45      | 54      | 48       | 51      | 54      | 43      | 46      | 50      |
| Mathematics            | 34      | 42      | 44      | 46       | 48      | 50      | 40      | 43      | 46      |
| Science                | 42      | 52      | 56      | 42       | 50      | 52      | 38      | 46      | 50      |
| History-Social Science | 35      | 35      | 45      | 39       | 43      | 49      | 33      | 36      | 41      |

### California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

| Group                                         | English-Language Arts | Mathematics | Science | History-Social Science |
|-----------------------------------------------|-----------------------|-------------|---------|------------------------|
| African American                              | 42                    | 33          | 41      | 32                     |
| American Indian or Alaska Native              | 62                    | 54          | *       | *                      |
| Asian                                         | 68                    | 68          | 80      | 64                     |
| Filipino                                      | 75                    | 67          | 75      | 69                     |
| Hispanic or Latino                            | 40                    | 28          | 42      | 32                     |
| Pacific Islander                              | 43                    | 43          | *       | *                      |
| White (not Hispanic)                          | 68                    | 58          | 66      | 56                     |
| Male                                          | 49                    | 44          | 61      | 48                     |
| Female                                        | 58                    | 44          | 51      | 41                     |
| Economically Disadvantaged                    | 39                    | 31          | 42      | 32                     |
| English Learners                              | 10                    | 15          | 18      | 10                     |
| Students with Disabilities                    | 25                    | 22          | 32      | 21                     |
| Students Receiving Migrant Education Services | 24                    | 24          | *       | *                      |

## Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

### API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide       | 5    | 6    | 6    |
| Similar Schools | 3    | 4    | 2    |

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

|                                 | Actual API Change |         |         | Growth API Score |
|---------------------------------|-------------------|---------|---------|------------------|
|                                 | 2006-07           | 2007-08 | 2008-09 | 2009             |
| All students at this school     | 26                | 12      | 29      | 781              |
| Asian                           | 15                | 6       | 21      | 867              |
| Hispanic or Latino              | 27                | 16      | 25      | 716              |
| White (Not Hispanic)            | 16                | 3       | 32      | 848              |
| Socioeconomically disadvantaged | 35                | 17      | 27      | 710              |
| English Learners                | 37                | 8       | 23      | 670              |
| Students with Disabilities      | 34                | 16      | 40      | 555              |

### Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| AYP Criteria                                                                                                                                                           | School | District |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|
| Overall                                                                                                                                                                | No     | No       |
| Participation Rate - English-Language Arts                                                                                                                             | Yes    | Yes      |
| Participation Rate - Mathematics                                                                                                                                       | Yes    | Yes      |
| Percent Proficient - English-Language Arts                                                                                                                             | Yes    | No       |
| Percent Proficient - Mathematics                                                                                                                                       | No     | No       |
| API                                                                                                                                                                    | Yes    | Yes      |
| Graduation Rate                                                                                                                                                        | N/A    | Yes      |
| <p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p> |        |          |

## Federal Intervention Program (School Year 2009-10)

| Indicator                                                                                                                                                            | School    | District  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Program Improvement Status                                                                                                                                           | Not in PI | In PI     |
| First Year of Program Improvement Implementation                                                                                                                     |           | 2009-2010 |
| Year in Program Improvement                                                                                                                                          |           | Year 1    |
| Number of Schools Currently in Program Improvement                                                                                                                   | N/A       | 11        |
| Percent of Schools Currently in Program Improvement                                                                                                                  | N/A       | 21.2      |
| Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> . |           |           |

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.

## California Physical Fitness Test

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|-----------------------------------------------|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | 22.1                                          | 24.0                  | 21.8                 |

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

*Note: 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. In no case shall any group score be reported that*

## San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(408) 535-6650** ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

## Data and Access

### DataQuest

*DataQuest* is an online data tool located 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

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.