



Glendale Unified School District

John Muir Elementary

2000-2001 Annual School Report Card



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2000-01 Board of Education

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Principal's Message

John Muir staff and students proudly celebrate the beginning of our fifth year as a California Distinguished School and our tenth year of year-round education. We strive to excel in all academic areas to meet and exceed State and District curriculum standards. Our diverse population of over 1300 students is comprised of approximately 72% limited English Proficient, 14% redesignated fluent English Proficient and 14% with English being their primary language. Teachers and support staff continue to provide students with a variety of learning opportunities to meet the needs of all students. Our students have made an outstanding 40 point school-wide gain on the Academic Performance Index (API) since 1999. John Muir is a place for learning where high expectations exist for achievement, safety, positive interpersonal relationships and respect for self and others. Our community, comprised of students, parents, teachers and support staff, is committed to developing life long learners who are well prepared for the challenges of an ever-changing world.

We are pleased to submit our School Accountability Report for the 2000-2001 school year. In this report, we highlight our school's progress and strengths, and identify the areas we strive to enhance and improve in the coming year. We at John Muir Elementary School dedicate our continuing efforts toward academic excellence.

Mission Statement

The mission of John Muir Elementary School; a caring, secure, technologically advanced, multi-cultural learning environment, guarantees each student and equal opportunity to excel in academics and develop strong character, nurtured by a supportive community and a motivated, professional staff that utilizes state of the art resources and diverse teaching strategies.

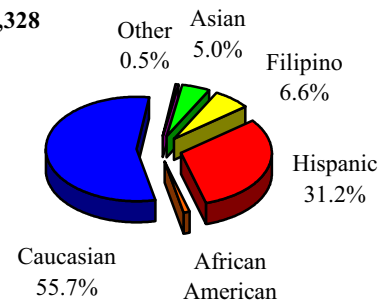
Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

**2000-01
Enrollment
1,328**



The John Muir Elementary community is located in the heart of the city of Glendale, serving kindergarten through sixth grade. As a California Distinguished School, John Muir Elementary teachers and staff are committed to providing a safe and productive learning experience. Operating on a year-round calendar system, the educational programs at Muir Elementary are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Discipline & Climate for Learning

Students at Muir Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Muir Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. Staff and principal worked closely to avoid serious behavioral problems and to encourage success at school.

Other schoolwide programs, which recognize and promote high expectations for student behavior and rewards include:

- Green Slips
- Student of the Month
- Student Store
- Classroom Incentives
- Special Events

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Muir Elementary. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Attendance

Regular attendance at Muir Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities. Punctuality and promptness are desirable traits to develop. The students of Muir Elementary are expected to be in their seats and ready for instruction at the designated time.

Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to 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 members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Muir (John) Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Muir			Glendale USD		
	99	00	01	99	00	01
Suspensions (#)	74	60	44	5100	4444	3647
Suspensions (%)	5.34	4.41	3.31	16.83	14.63	12.03
Expulsions (#)	0	0	0	59	40	47
Expulsions (%)	0.00	0.00	0.00	0.19	0.13	0.16

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

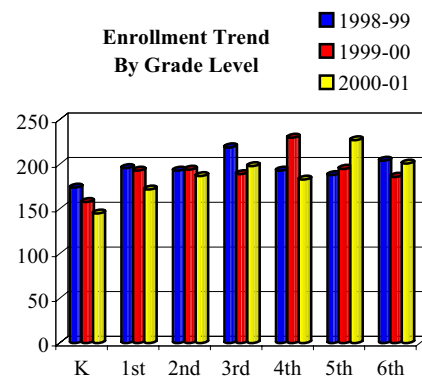
- Gifted and Talented Education (GATE)
- Homework club
- Tutoring
- Recreational After School Program (RAP)
- Primary Enrichment
- Armenian Language School
- Girl Scouts
- Child Care

Homework

Muir Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

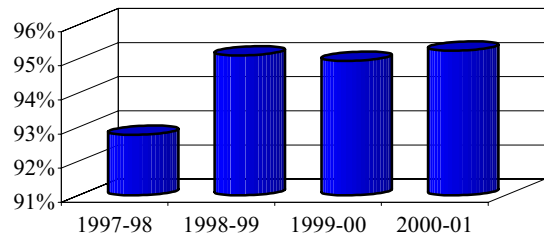
School Attendance

Student enrollment over the past three years at Muir Elementary has decreased by 4.2%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1328 students. Muir (John) Elementary is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



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 and regular daily attendance is a priority at Muir Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Muir (John) Elementary was 95.24%.

Actual Attendance Rates

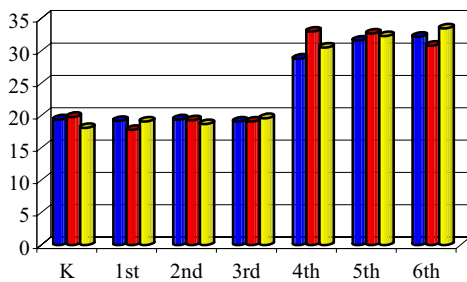


Class Size

Muir Elementary maintained a schoolwide average class size of 23 students and a student/teacher ratio of 21:4 for the 2000-01 school year. The ratio of students per teacher varies by grade level taught.

Average Class Size By Grade Level

Legend: 1998-99 (Blue), 1999-00 (Red), 2000-01 (Yellow)



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year, 100% of all K-3 classrooms participated in this program.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	9	8	8	0	0	0	0	0	0
1st	9	11	9	0	0	0	0	0	0
2nd	8	9	10	0	0	0	0	0	0
3rd	11	9	11	0	0	0	0	0	0
4th	0	0	0	5	2	4	1	7	4
5th	0	0	0	0	0	6	5	6	6
6th	0	0	0	0	0	6	5	3	6
K-3	3	2	0	0	0	0	0	0	0
3rd-4th	1	1	1	0	0	0	0	0	0
4th-8th	1	1	1	1	0	0	2	0	0

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Muir Elementary either met or exceeded state requirements. All students in grades kindergarten through six receive instruction in computer science, music, and art in addition to the core subjects. Muir Elementary provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Instructional Minutes by Grade Level & Track		
	Required Minutes	Actual Minutes
Kindergarten		
Am	36,000	36,584
Pm	36,000	36,490
1st-3rd		
Track A	50,400	50,842
Track B	50,400	52,470
Track C	50,400	50,660
Track D	50,400	50,741
4th-6th		
Track A	54,000	54,402
Track B	54,000	54,280
Track C	54,000	54,240
Track D	54,000	57,342

Minimum Days

For the 2000-01 school year, Muir Elementary offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

Special Education

The district's special education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. They all work together to ensure that the needs of special students are being met.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Muir Elementary. Multiple measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides other assessments to determine the progress of each individual student:

Benchmark test

Every year, the district evaluates the results on these assessments to determine whether each student is meeting the district's grade level standards. The Benchmark test includes a math test (K-6) and writing test (K-8).

Multiple Measures

The teacher administers these assessments three times a year to grades K-11. The math and language art assessments are evaluated to determine whether each student is meeting the Muir Elementary's grade level standard goals.

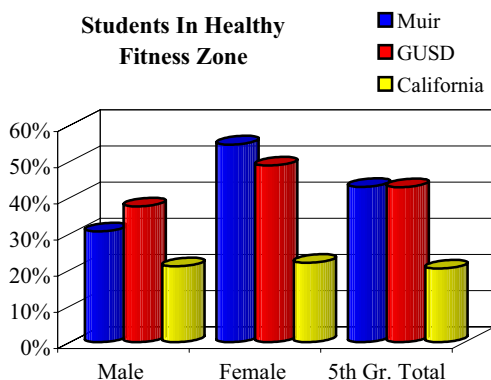
Standardized State Testing

Muir Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Muir Elementary 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 tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



Math & Writing Benchmark % of Students At or Above Proficiency Level 2000-2001				
	Math		Writing	
	00	01	00	01
K	88	94	54	75
1st	89	77	57	45
2nd	75	78	63	54
3rd	54	39	51	42
4th	37	27	76	58
5th	18	17	63	67
6th	16	13	72	65

Meeting Grade Level Standards % of Students At or Above Proficiency Level				
	Language Arts		Math	
	00	01	00	01
K	64	71	85	94
1st	51	39	83	77
2nd	46	50	69	74
3rd	44	42	50	43
4th	57	51	49	51
5th	43	48	35	49
6th	54	46	52	53

SAT-9 Disaggregated Results 2001 % At or Above National Average										
Gender	Reading					Math				
	2	3	4	5	6	2	3	4	5	6
Male	36	29	27	25	32	60	45	49	44	64
Female	41	35	43	43	41	62	45	51	54	59
<i>data currently unavailable</i>										
Ethnicity										
Language Fluency										
Limited English Proficient	35	29	10	8	9	59	41	28	25	40
Non Limited English Proficient	67	50	70	67	72	76	66	80	79	89
Socioeconomic Status										
Economically Disadvantaged	35	32	32	29	29	58	44	49	48	58
Non Economically Disadvantaged	56	31	45	47	56	75	47	54	52	73
<i>data currently unavailable</i>										
Migrant Education										

SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average															
Grade Year Ending	Reading														
	2			3			4			5			6		
	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Muir Elementary	34	35	39	28	35	32	39	34	35	24	32	34	38	31	36
Glendale Unified	47	54	58	46	50	51	47	50	53	48	46	51	52	55	53
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47
Math															
Muir Elementary	58	58	61	39	52	45	44	43	50	40	46	49	57	61	61
Glendale Unified	60	68	68	57	64	63	51	63	65	57	61	64	67	70	71
California	49	57	58	48	56	59	44	51	54	45	50	55	50	55	58
Language															
Muir Elementary	49	52	54	35	52	37	50	50	53	43	51	50	50	59	52
Glendale Unified	55	62	67	52	58	58	58	62	65	61	61	63	66	67	67
California	47	52	53	43	48	51	47	51	54	47	50	53	49	52	54
Spelling															
Muir Elementary	37	44	50	34	48	37	40	35	46	32	38	45	36	33	40
Glendale Unified	50	58	62	47	54	57	42	51	55	50	50	55	49	54	52
California	43	50	52	40	46	51	38	43	46	42	45	49	41	44	46

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Muir Elementary qualified to participate in the Governor's Performance Award program which allocates up to \$63 per student for school-wide use in 2001.

Textbooks & Instructional Materials

Muir Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Muir Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. This school year, Glendale Unified School District adopted new texts in the area of social studies.

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 Education for final adoption. During the 2000-01 school year, the district received state instructional materials funding of \$157 per student for the purchase of textbooks and supplemental materials.

The school's library is stocked with approximately 15,000 books that are available for students to check out. In addition, there are four available computers and it use for research and other related areas of study. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources

	1998-99	1999-00	2000-01
Computers	180	180	180
Students per computer	7.7	7.6	7.4
Classrooms connected to Internet	0	0	0

California Standards Test Results

All Students

2001

English/Language Arts

	2		3		4		5		6	
	A	P	A	P	A	P	A	P	A	P
Muir (John) Elementary	5	15	5	16	6	19	2	19	6	20
Glendale Unified School District	12	26	12	24	13	26	9	26	11	28
California	10	22	9	21	11	22	7	21	8	23

California Standards Test Results

Disaggregated

2001

English/Language Arts

	2		3		4		5		6	
	A	P	A	P	A	P	A	P	A	P
% of Students Scoring at:										
Gender										
Male	5	13	4	15	7	17	0	10	4	20
Female	5	17	6	17	5	22	5	27	8	21
Ethnicity										
data currently unavailable										
Language Fluency										
Limited English Proficient	1	14	1	15	0	6	0	5	0	2
Non Limited English Proficient	33	24	25	25	14	38	5	37	13	45
Migrant Education										
data currently unavailable										
Socioeconomic Status										
Economically Disadvantaged	3	13	4	16	5	18	2	16	3	17
Non Economically Disadvantaged	15	27	6	16	8	22	3	26	12	31

A = Advanced P = Proficient

API School Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	100	Percent Tested	100	100
API Score	608	638	API Growth Score	638	648
Growth Target	10	8	Actual Growth	30	10
Statewide Rank	5	5	Eligible for Awards	Yes	Yes
Similar Schools Rank	7	7	Eligible for II/USP	No	No

API Subgroup Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Hispanic or Latino					
Base API Score	538	563	API Growth Score	563	578
Growth Target	8	6	Actual Growth	25	15
Caucasian					
Base API Score	609	647	API Growth Score	647	656
Growth Target	8	6	Actual Growth	38	9
Socioeconomically Disadvantaged					
Base API Score	585	606	API Growth Score	606	625
Growth Target	8	6	Actual Growth	21	19

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.

School Facilities & Safety

Muir Elementary provides a safe, clean environment for students, staff, and volunteers. In the evenings, a team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

This school year, the Measure K project is making it possible for Muir Elementary to change the following items to better improve the facilities of the school:

- Reroof Cafeteria & Library
- Electric service in Kitchen

Safety of students and staff is a primary concern of Muir Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan is updated and amended during the month of October to ensure that it is properly implemented. The School Safety Plan is designed to help the staff in preparing for any emergency situations and managing emergency response efforts. The components of the plan include strategies and programs that will provide and maintain a high level of safety, assess current school crime occurring within and around the school campus and at school functions, and address procedures related to the compliance of existing laws as they affect school safety. A copy of the plan is available to the public at the district office.

Counseling & Other Support Services

It is the goal of Muir Elementary to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis.

Counseling and Support Services Staff			
Muir Support Staff	Number of Staff		Availability
	Staff	FTE	Days Per Week
Speech Therapist	1	0.8	4
Nurse	1	0.8	4
Psychologist	1	0.6	3

*FTE = Full-Time Equivalent

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Muir Elementary had 54 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

	Teacher Credential Status		
	1998-99	1999-00	2000-01
Fully Credentialed	49	49	54
Emergency Permits	15	17	8
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	64	66	62
Average Years Teaching	8.3	8.8	8.5
Average Years in District	6.8	7.0	7.1

Muir Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 62 employees: 51.6 percent with 30+ additional units beyond their bachelor's degree and 38.7 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Teacher Specialist
- Teacher on Special Assignment
- Resource Specialist

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 principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation Criteria include:

- 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
- Developing as a Professional Educator

Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Training & Curriculum Improvement

All training and curriculum development at Muir Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Muir

Elementary's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

For the 2001-02 school year, staff at Muir Elementary will continue to make a strong commitment to provide guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Quality of Instruction & Leadership

Leadership at Muir Elementary is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Assessment Advisory Committee
- Administrative Expulsion Panel
- Crisis Intervention
- Career Academies Committee
- District Review Committee - School Board Management
- Emergency Preparedness Committee
- PAR Panel Assistance Review
- Continuation Placement Committee
- Title VI Advisory Committee
- Social Studies Steering Committee
- Science Steering Committee
- Consumer Science Curriculum Committee
- Science Curriculum Committee
- Glendale School Management Association

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Parent Teacher Association
- Muir Leadership Team
- Literacy Team
- Math Committee
- Science Committee
- Social Studies Committee
- Technology Committee

Expenditures & Services Funded

For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

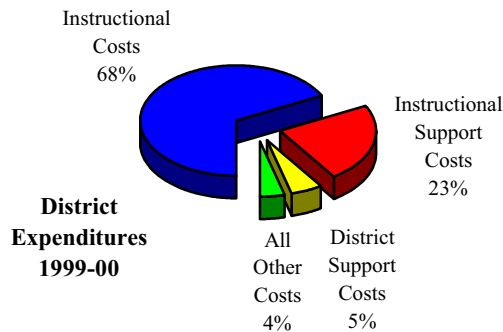
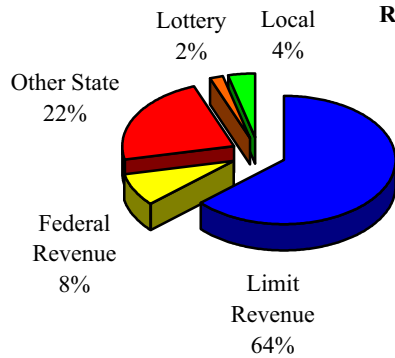
Current Expense of Education Per Student*		
1999-00		
Glendale Unified	Statewide Average	
	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start

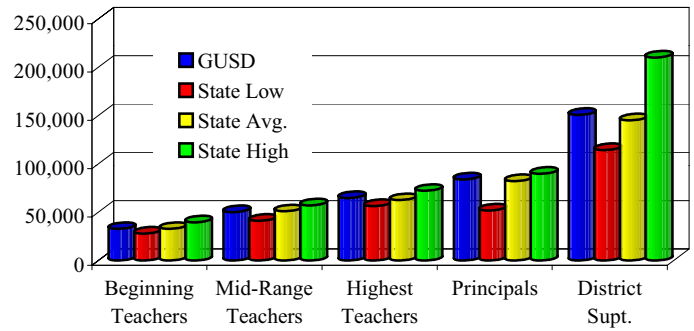
District Revenue Sources 1999-00



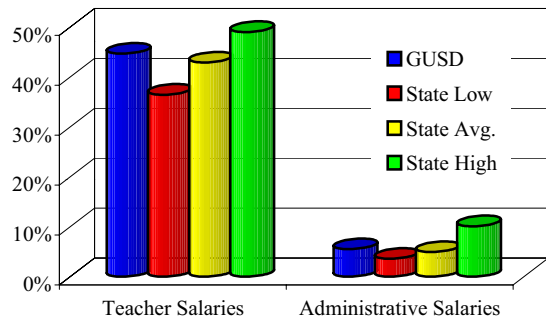
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 1999-00



Average Salary Information Teachers & Administrative Salary Percentages 1999-00



Contact Information

Parents who wish to participate in John Muir Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Amaly Avakian or either of the Assistant Principals at (818) 241-4848.