



# Glendale Unified School District

"Excellence is Worth the Effort"

## John C. Fremont Elementary School

### 2001-2002 Annual School Report Card

3320 Las Palmas Ave., Glendale, CA 91208-1525

(818) 249-3241

Kindergarten through Sixth Grade

Dr. Cynthia Livingston, Principal

www.glendale.k12.ca.us

#### Principal's Message

I'd like to welcome you to the John C. Fremont Elementary Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with state legislature. More specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality of the educational program we offer.

It is the belief of John C. Fremont Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

John C. Fremont Elementary School, a nurturing learning environment that values the special talents of each student, will empower students to realize their personal potential, build character, develop independence, and become responsible decision makers, through varied experiences and active learning, utilizing the combined efforts of family, school, and community.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in the light of this fact, that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting John C. Fremont Elementary School in making our students' experience here not only a memorable one, but an enjoyable one.

-- Dr. Cynthia Livingston  
Principal

#### Mission Statement

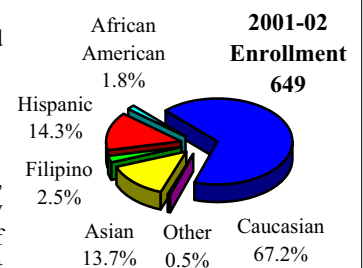
John C. Fremont Elementary School, a nurturing, learning environment that values the special talents of each student, will empower students to realize their personal potential, build character, develop independence, and become responsible decision makers, through varied experiences and active learning, utilizing the combined efforts of family, school and community.

We are dedicated to achieving the following objectives:

- All students will apply concepts and skills to solve real life problems.
- All students will experience personal success.
- All students will display a positive attitude toward learning.

#### 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 downtown Los Angeles. Embracing cultural diversity, 50 percent



#### 2001-02 Board of Education

- Chakib Sambar, President
- Pam Ellis, Vice-President
- Greg Krikorian, Clerk
- Lina Harper, Member
- Mary Boger, Member

#### District Administration

James R. Brown  
Superintendent

Dr. Mary M<sup>c</sup>Kee  
Assistant Superintendent,  
Crescenta Valley Cluster

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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 picturesque 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 Nestlé 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 environment, beautiful landscaping, and dramatic towering 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. 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.

The John C. Fremont Elementary School community is located in the northern part of the city of Glendale, serving over 600 kindergarten through sixth grade students. The student population includes 22 percent English Language Learners and 15 percent who are eligible for free or reduced-price meals. Operating on a traditional calendar system, the school offers educational programs that 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 John C. Fremont Elementary School 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 John C. Fremont Elementary School'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.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by John C. Fremont Elementary School. 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.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and

the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Citizenship of the Month
- Perfect Attendance
- Principal Exemplary Recognition Time (PERT)
- PAW Power
- Academic Awards
- Presidential Fitness Awards
- Gold Slips

John C. Fremont Elementary School 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						
	John C. Fremont			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	25	22	22	4,444	3,647	3,425
Suspensions (%)	3.82	3.29	3.39	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

### Enrichment 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:

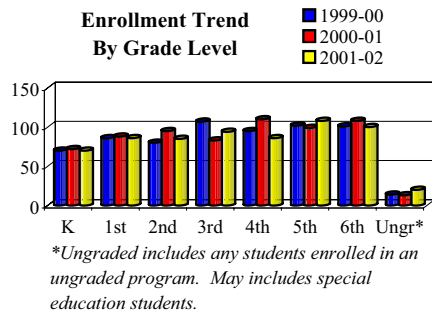
- After-School Enrichment Programs
- Poetry Class
- Chess Club
- Computer Skills
- Armenian Club
- Spanish Class
- Science Adventures

### Homework

John C. Fremont Elementary School 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 in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

### School Enrollment & Attendance

Student enrollment over the past three years at John C. Fremont Elementary School has decreased by 0.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 649 students. John C. Fremont Elementary School 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.

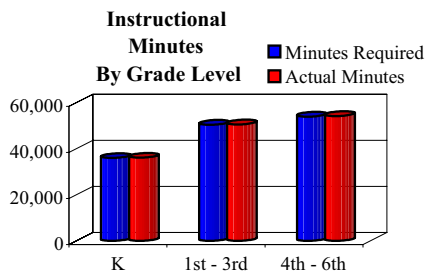


Regular attendance at John C. Fremont Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for John C. Fremont Elementary School was 96.62%.

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 agencies. 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

### Instructional Time

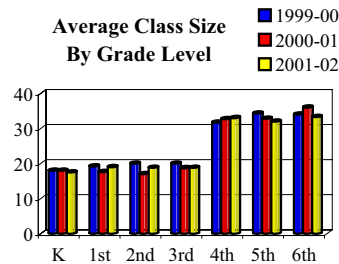
During the 2001-02 school year, all instructional time offered at John C. Fremont Elementary School either met or exceeded state requirements. All students in grades kindergarten through sixth grade receive instruction in computer science in addition to the core subjects. John C. Fremont Elementary School provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.



For the 2001-02 school year, John C. Fremont Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back-to-School Night, Open House, the Last Day of School, and parent conferences. Each Wednesday is a "Banking Day." Students in grades one through six are dismissed from school one hour earlier in the afternoon. Each month the "Banking Days" allow teachers additional time to meet once by grade level, and once for a full faculty meeting, and once for staff development. The fourth "Banking Day" each month is used for classroom planning.

### Class Size

John C. Fremont Elementary School maintained a schoolwide average class size of 22 students and a student/teacher ratio of 22:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



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 2001-02 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+		
	00	01	02	00	01	02	00	01	02
<b>K</b>	4	4	4	0	0	0	0	0	0
<b>1st</b>	4	5	4	0	0	0	0	0	0
<b>2nd</b>	3	5	4	0	0	0	0	0	0
<b>3rd</b>	5	3	5	0	0	0	0	0	0
<b>4th</b>	0	0	0	0	0	0	3	3	2
<b>5th</b>	0	0	0	0	0	3	3	4	0
<b>6th</b>	0	0	0	0	0	1	3	3	2
<b>K-3</b>	3	1	2	0	0	0	0	0	0
<b>3rd-4th</b>	0	1	0	0	0	0	0	0	0
<b>4th-8th</b>	1	0	1	0	0	1	0	0	0

### Counseling & Other Support Services

It is the goal of John C. Fremont Elementary School 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.

**Counseling and Support Services Staff**

	Number of Staff		Availability Days Per Week
	FTE*	FTE*	Week
Psychologist	1	0.4	2
Teachers Specialist	1	0.5	2.5
Counselor	1	0.2	2
Health Aide	1	1	5
Nurse	1	0.2	1
Special Day Class Teacher	2	2	5
Resource Specialist	1	1	5
Speech/Language Specialist	1	1	5

\*FTE = Full-Time Equivalent

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at John C. Fremont Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergarteners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

### Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

	Math		Writing	
	01	02	01	02
K	98	100	85	57
1st	96	93	68	75
2nd	91	75	66	73
3rd	73	87	70	87
4th	67	68	70	63
5th	52	48	63	74
6th	51	51	86	82

### Meeting Grade Level Standards % of Students At or Above Proficiency Level

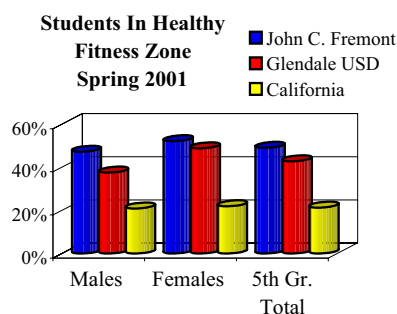
Language Arts			Math		
00	01	02	00	01	02
78	76	83	75	77	81

## Standardized State Testing

John C. Fremont Elementary School 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, John C. Fremont Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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).



## 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.

### SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade Year Ending	Reading														
	2			3			4			5			6		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
John C. Fremont	64	71	67	65	71	68	67	69	69	73	72	69	74	80	69
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
	Math														
John C. Fremont	68	69	70	69	71	70	74	76	85	82	80	76	88	88	77
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
	Language														
John C. Fremont	73	78	74	63	72	74	79	78	85	83	77	81	77	84	78
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
	Spelling														
John C. Fremont	67	72	62	58	77	70	66	70	67	70	74	68	64	79	68
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

### SAT-9 Disaggregated Results 2001 & 2002 % At or Above National Average

	Reading						Math													
	2		3		4		2		3		4		5		6					
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02				
<b>Gender</b>																				
Male	68	73	80	64	72	69	69	72	79	65	76	79	78	69	81	90	78	79	85	75
Female	74	62	64	74	66	68	74	67	80	73	61	62	66	72	71	81	82	74	89	79
<b>Ethnicity</b>																				
Asian	79	99	76	77	85	87	92	82	86	85										
Hispanic	70	*	60	41	64	60	*	79	41	71										
Caucasian	69	67	71	81	82	68	68	77	88	91										
<b>Language Fluency</b>																				
English Learners (EL)	38	24	57	41	24	27	18	14	27	25	46	38	53	53	43	73	28	38	64	54
Non EL	77	82	74	75	80	77	84	82	86	83	73	80	75	74	85	87	92	85	90	84
<b>Socioeconomic Status</b>																				
SED	*	27	*	*	59	*	69	53	57	50	*	33	*	*	65	*	81	53	79	58
Non SED	72	73	73	71	71	70	72	72	83	72	71	76	74	70	79	86	79	81	89	80
<b>Migrant Education</b>	No data reported																			

SED = Socioeconomically Disadvantaged

\*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Ethnic data for 2001-02 currently unavailable.

**California Standards Test Results**  
**% of Students Scoring at Advanced and Proficient Levels**  
**2001 & 2002**

	English/Language Arts					Math									
	2	3	4	5	6	2	3	4	5	6					
<b>All Students</b>	01	02	01	02	01	02	01	02	01	02	02	02	02	02	
John C. Fremont	51	55	49	50	58	62	55	49	65	56	60	50	59	53	60
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32
<b>Gender</b>	<i>Data unavailable</i>														
Male	49	65	50	45	58	64	54	46	56	54	67	48	66	57	58
Female	55	44	48	57	57	60	56	54	74	58	53	54	53	51	61
<b>Ethnicity</b>	<i>Data unavailable</i>														
<b>Language Fluency</b>	<i>Data unavailable</i>														
English Learners (EL)	25	15	27	18	14	26	0	5	8	8	24	41	40	20	21
Non EL	56	68	53	58	68	69	67	60	72	71	71	53	63	62	72
<b>Socioeconomic Status</b>	<i>Data unavailable</i>														
SED	*	27	*	*	47	*	51	25	33	50	25	*	*	31	50
Non SED	55	58	52	53	60	66	56	54	71	56	65	52	60	58	61
<b>Migrant Education</b>	<i>Data unavailable</i>														

*\*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

**SED = Socioeconomically Disadvantaged**

**API School Results**

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	100	Percent Tested	100	100
API Score	769	804	821	API Growth Score	804	830
Growth Target	2	*	*	Actual Growth	35	26
Statewide Rank	9	9	9	Eligible for Awards	Yes	Yes
Similar Schools Rank	3	5	5	Eligible for II/USP	No	No

**API Subgroup Results**

<b>Caucasian</b>						
Base API Score	779	812	831	API Growth Score	812	840
Growth Target	2	*	*	Actual Growth	33	28
<b>Socioeconomically Disadvantaged</b>						
Base API Score	699			API Growth Score		
Growth Target	1			Actual Growth		

*\*The school scored at or above the interim Statewide Performance Target of 800.*

*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.*

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 Schools 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, John C. Fremont Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award program receiving a combined total of \$62,281 for schoolwide use.



**Textbooks & Instructional Materials**

John C. Fremont Elementary School 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. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

**District Adopted Textbooks**

Subject/ Year Adopted Series	Grades
<b>Language Arts</b>	
1998 Harcourt Brace: <i>Signatures</i>	K-6
<b>Mathematics</b>	
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
<b>History/Social Studies</b>	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
<b>Science</b>	
2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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.

The school's library is stocked with thousands of books that are available for students to check out. The school's library contains a large collection of videos 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.

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. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

John C. Fremont Elementary School's website provides a variety of resources and information for parents, staff, students and community members.

**Computer Resources**

	1999-00	2000-01	2001-02
Computers	70	107	110
Students per computer	9.4	6.2	5.9
Classrooms connected to Internet	1	1	30

## School Facilities & Safety

John C. Fremont Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 30 classrooms, an auditorium, a library, computer lab, a cafeteria and outdoor lunch area, grassy fields and blacktop playgrounds. Buildings encompass more than 42,000 square feet on the 3.62-acre site. School facilities are up-to-date and provide adequate space for students and staff. A team of three custodians, split into a day and evening shift, ensures 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.

Measure K funds paid for the following improvements at John C. Fremont Elementary School:

- Ceiling, lighting, and electrical upgrades
- Heating and air conditioning upgrades
- Computer networking and wiring for Internet access

John C. Fremont Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch a combination of staff members, noon aides and parent volunteers supervise the campus and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, John C. Fremont Elementary School had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

John C. Fremont Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal

	Teacher Credential Status		
	1999-00	2000-01	2001-02
Fully Credentialed	28	27	28
Emergency Permits	1	2	2
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	1	1	0
Working Outside Subject	0	0	0
Total Teachers	30	30	30
Average Years Teaching	12.3	12.5	13.7
Average Years in District	9.8	10.2	11.4

growth, as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 31 employees: 64.5 percent with 30+ additional units beyond their bachelor's degree and 25.8 percent holding advanced graduate degrees, such as a masters or doctorate degree.

## Teacher Evaluation

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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

## Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool of over 300 qualified substitutes is available for Glendale's schools.

## Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and 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. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, 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 adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

John C. Fremont Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. John C. Fremont Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on developing methods for improving student achievement in reading comprehension and writing.

John C. Fremont Elementary School participates in district and school inservices that are based on research and established learning theories. 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. John C. Fremont Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that 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 teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

### Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. In addition to district-sponsored GATE activities, students in the GATE program receive differentiated instruction in their classrooms.

John C. Fremont Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Students in grades kindergarten through six may participate in Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems 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 available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

### School Leadership

Leadership at John C. Fremont Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The school's Leadership Team, comprised of representatives from special education, classified staff, and teachers from each grade level, meets regularly to address school policies and programs. Teachers also meet by grade level to ensure uniform implementation of programs at each grade and work together on specific issues.

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
- Leadership Team
- Parent Teacher Association
- Parents and Community for Fremont
- Sixth Grade Committee

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

John C. Fremont Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

## Expenditures & Services Funded

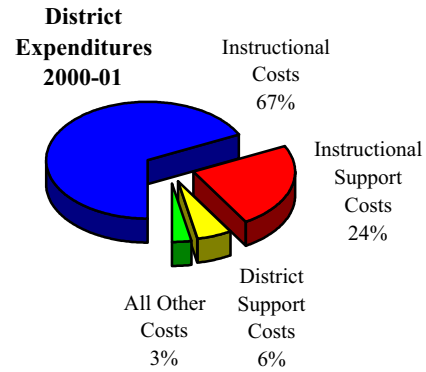
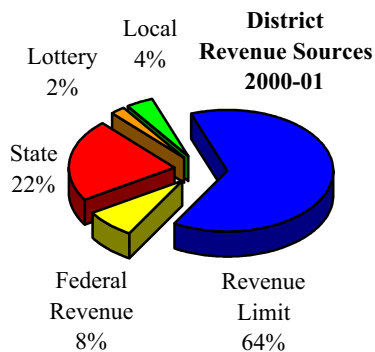
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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* 2000-01		
Statewide Average		
Glendale USD	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

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

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

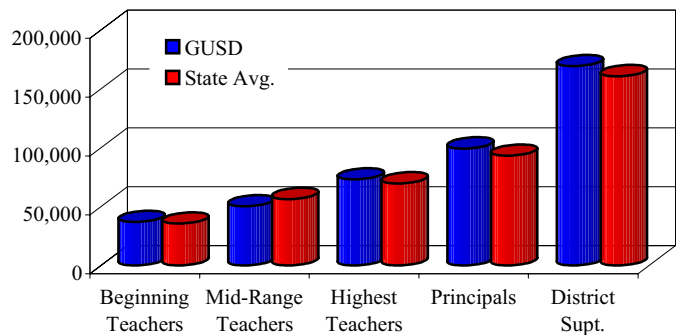
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



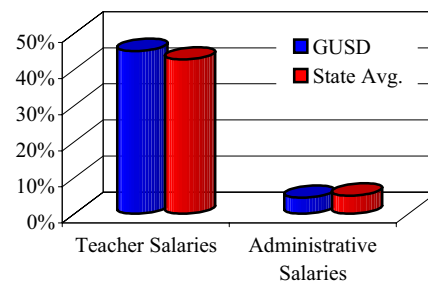
## Salary & Budget Comparison

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  
2000-01



Average Salary Information  
Teachers & Administrative Salary Percentages  
2000-01



## Contact Information

Parents who wish to participate in John C. Fremont Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Dr. Cynthia Livingston, Principal, at (818) 249-3241.