



Glendale Unified School District

John Muir Elementary School

A California Distinguished School

2001-2002 Annual School Report Card

912 South Chevy Chase Drive, Glendale, CA 91205
 (818) 241-4848
 Kindergarten through Sixth Grade
 www.gusd.net

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 Hoori Chalian, Assistant Principal

2001-02 Board of Education

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 Lina Harper, Member
 Mary Boger, Member

District Administration

James R. Brown
 Superintendent

Dr. Joann Merrick
 Deputy Superintendent
 Glendale Cluster

Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Enrollment & Attendance
- Class Size
- Instructional Time
- Counseling & Other Support Services
- Student Achievement & Testing
- Academic Performance Index
- Textbooks & Instructional Materials
- Substitute Teachers
- School Facilities & Safety
- Teacher Assignment
- Teacher Evaluation
- Training & Curriculum Development
- Specialized Instruction
- School Leadership
- Expenditures & Services Funded
- Salary & Budget Comparison
- Contact Information

Principal's Message

John Muir Elementary School 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 almost 1,300 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 Elementary School 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 2001-2002 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.

-- Amaly A. Avakian
 Principal

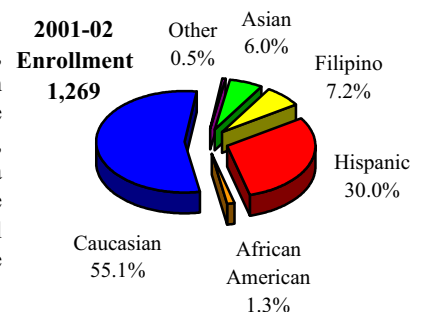
Mission Statement

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, 50 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 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 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, 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 Muir Elementary School community is located in the heart of the city of Glendale, serving kindergarten through sixth grade students. As a California Distinguished School, John Muir Elementary School teachers and staff are committed to providing a safe and productive learning experience. Operating on a year-round calendar system, the educational programs at John Muir Elementary School 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 Muir 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 Muir 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 parent handbooks. Staff and principal work 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:

- Muir Money (for student store and events)
- Student of the Month
- Student Store
- Classroom Incentives (developed by teachers)
- 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 John Muir 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.

John Muir 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						
	Muir Elem.			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	60	44	71	4,444	3,647	3,425
Suspensions (%)	4.41	3.31	5.59	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 & 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. Activities, clubs, and programs include:

- Homework club
- Tutoring
- Recreational After School Program (RAP)
- Armenian Language School
- Child Care

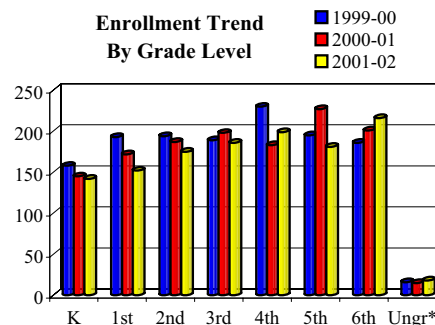
Homework

John Muir 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 Muir Elementary School has decreased by 6.8%. Schoolwide enrollment at the beginning of the 2001-02 school year was 1,269 students. John Muir 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 Muir Elementary School is a necessary



*Ungraded includes any students enrolled in an ungraded program. May include special education students.

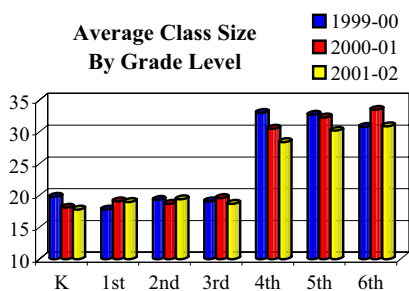
part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised

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. To further promote attendance, the school allows students to earn Muir Money for each week of perfect attendance. 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 Muir Elementary School was 95.69%.

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.

Class Size

John Muir Elementary School maintained a schoolwide average class size of 22 students and a student/teacher ratio of 20:1 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.

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	8	8	8	0	0	0	0	0	0
1st	11	9	9	0	0	0	0	0	0
2nd	9	10	9	0	0	0	0	0	0
3rd	9	11	11	0	0	0	0	0	0
4th	0	0	0	2	4	6	7	4	1
5th	0	0	0	0	6	6	6	6	0
6th	0	0	0	0	6	7	3	6	0
K-3	2	0	1	0	0	0	0	0	0
3rd-4th	1	1	0	0	0	0	0	0	0
4th-8th	1	1	1	0	0	0	0	0	0

Instructional Time

During the 2001-02 school year, all instructional time offered at John Muir Elementary School 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. John Muir Elementary School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

	Required Minutes	Actual Minutes
Kindergarten		
AM	36,000	36,288
PM	36,000	36,312
1st-3rd		
Track A	50,400	50,630
Track B	50,400	50,600
Track C	50,400	50,550
Track D	50,400	50,620
4th-6th		
Track A	54,000	54,231
Track B	54,000	54,170
Track C	54,000	54,130
Track D	54,000	54,211

For the 2001-02 school year, John Muir Elementary School 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. Minimum days are used for Back to School Night, track changes, and report card preparation. Each Wednesday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for professional development. The fourth "Banking Day" each month can be used for ad hoc meetings or classroom planning.

Counseling & Other Support Services

It is the goal of John Muir 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.

Muir Elem. Support Staff	Number of Staff	FTE	Availability Days Per Week
Speech Therapist	1	0.8	4.5
Nurse	1	0.8	4
Psychologist	1	0.8	4

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 Muir 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. Kindergartners 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	97	98	75	89
1st	85	72	45	68
2nd	86	76	54	63
3rd	65	80	42	77
4th	38	55	58	79
5th	28	39	67	67
6th	30	50	65	72

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

Language Arts			Math		
00	01	02	00	01	02
52	49	66	61	61	70

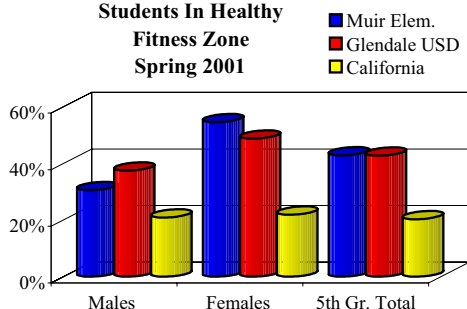
Standardized State Testing

John Muir 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 Muir 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).

Students In Healthy
Fitness Zone
Spring 2001



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

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
Muir Elem.	35	39	43	35	32	38	34	35	34	32	34	41	31	36	42
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															
Muir Elem.	58	61	68	52	45	63	43	50	59	46	49	59	61	61	64
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															
Muir Elem.	52	54	55	52	37	47	50	53	59	51	50	54	59	52	55
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															
Muir Elem.	44	50	49	48	37	53	35	46	42	38	45	46	33	40	46
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				
Gender																				
Male	36	39	29	45	27	33	25	29	32	36	60	69	45	70	49	55	44	49	64	60
Female	41	49	35	32	43	35	43	53	41	48	62	67	45	56	51	63	54	68	59	67
Ethnicity																				
Asian	50				44			45	80				56							73
Filipino		71			64		53				79		45		75					
Hispanic	26		25		25		32		28		43		23		44		39			42
Caucasian	47		27		35		30		35		71		50		51		48			67
Language Fluency																				
English Learners (EL)	35	37	29	33	10	19	8	9	9	13	59	65	41	62	28	48	25	36	40	41
Non EL	67	66	50	63	70	63	67	71	72	73	76	79	66	69	80	78	79	81	89	88
Socioeconomic Status																				
SED	35	41	32	36	32	35	29	37	29	38	58	66	44	63	49	59	48	56	58	64
Non SED	56	48	31	46	45	31	47	53	56	53	75	73	47	63	54	56	52	66	73	63
Migrant Education																				
	<i>data currently unavailable</i>																			

SED = Socioeconomically Disadvantaged

Only numerically significant subgroups are required to be presented in this report card. In some instances, not students who met specific subgroup criteria were tested.

Ethnicity data is currently unavailable

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math								
	2	3	4	5	6	6	2	3	4	5	6				
All Students:	01	02	01	02	01	02	01	02	02	02	02	02			
Muir Elem.	20	26	21	24	25	28	21	25	26	25	43	36	39	37	38
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
Gender	<i>data currently unavailable</i>														
Male	18	26	19	25	24	27	10	16	24	19	43	42	38	34	33
Female	22	26	23	22	27	29	32	34	29	33	43	29	40	40	41
Ethnicity	<i>data currently unavailable</i>														
Language Fluency	<i>data currently unavailable</i>														
English Learners (EL)	15	21	16	19	6	10	5	5	2	2	36	33	27	14	14
Non EL	57	43	50	52	52	63	42	45	58	50	68	49	61	59	62
Migrant Education	<i>data currently unavailable</i>														
Socioeconomic Status	<i>data currently unavailable</i>														
SED	16	23	20	21	23	27	18	22	20	25	38	35	39	33	36
Non SED	42	33	22	33	30	31	29	37	43	28	56	40	38	46	41

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	608	638	651	API Growth Score	638	648
Growth Target	10	8	7	Actual Growth	30	10
Statewide Rank	5	5	4	Eligible for Awards	Yes	Yes
Similar Schools Rank	7	7	4	Eligible for II/USP	No	No
API Subgroup Results						
<i>Hispanic or Latino</i>						
Base API Score	538	563	577	API Growth Score	563	578
Growth Target	8	6	6	Actual Growth	25	15
<i>Caucasian</i>						
Base API Score	609	647	662	API Growth Score	647	656
Growth Target	8	6	6	Actual Growth	38	9
<i>Socioeconomically Disadvantaged</i>						
Base API Score	585	606	629	API Growth Score	606	625
Growth Target	8	6	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.

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 Muir Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs receiving a combined total of \$129,774 for schoolwide use.



Textbooks & Instructional Materials

John Muir 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. 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
Language Arts	
1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics	
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science	
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. In addition, there are four available computers for student research and other related areas of study. The school's library contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study. Computers in 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. The school's computer lab is equipped with 20 work stations. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources

	1999-00	2000-01	2001-02
Computers	180	180	180
Students per computer	7.6	7.4	7.0
Classrooms connected to Internet	0	0	0

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 to Glendale's schools.

School Facilities & Safety

John Muir Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 46 classrooms, a library, a cafeteria/auditorium, administrative offices, grassy areas and blacktop playgrounds. Facilities encompass more than 78,000 square feet on the 3.98-acre site. 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.

The Measure K project has made it possible for John Muir Elementary School to upgrade the technology in all its classrooms. Further improvements are in the planning stages.

John Muir 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. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before school, during lunch, and at recess, teachers and aides supervise campus activity 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 Muir Elementary School had 56 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	49	54	56
Emergency Permits	17	8	7
Without Credentials	0	0	0
Intern Credentials	0	0	1
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	66	62	64
Average Years Teaching	8.8	8.5	8.3
Average Years in District	7.0	7.1	7.0

John Muir 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 growth, as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 68 employees: 42.6 percent with 30+ additional units beyond their bachelor's degree and 39.7 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Teacher Specialists (2)
- Teacher on Special Assignment
- Resource Specialist

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

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 and assistant principal. These administrators have 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

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 Muir 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 Muir 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 methods of enhancing student writing skills and strategies to develop reading comprehension. John Muir Elementary School utilizes the Write from the Beginning program. Write from the Beginning allows teachers to develop schoolwide targets and goals for student writing skills.

John Muir 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 Muir 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. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, John Muir Elementary School provides after school activities for GATE students.

John Muir 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. John Muir Elementary School offers intersession intervention programs to enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory 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 also 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 Muir Elementary School is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The school's Leadership Team, comprised of elected teacher representatives, a representative from classified staff, teacher specialists, and administrators, meets twice monthly to set school policy, solve problems, implement programs, and advise other committees.

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

- Assessment Advisory Committee
- Administrative Expulsion Panel
- Crisis Intervention
- District Review Committee - School Board Management
- Emergency Preparedness Committee
- PAR Panel Assistance Review
- Title VI Advisory Committee
- Curriculum Committees

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

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 Muir 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

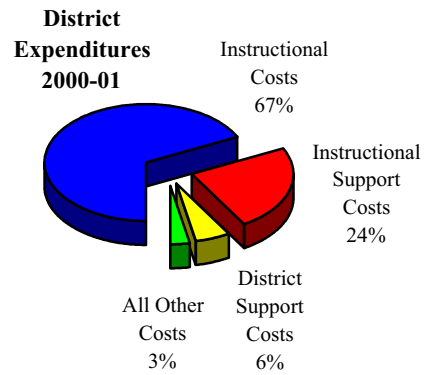
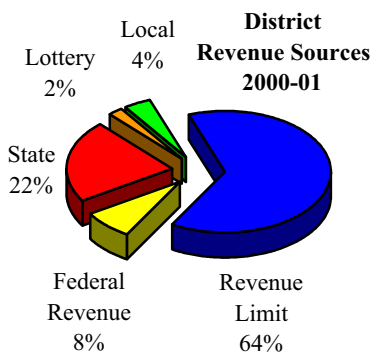
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition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

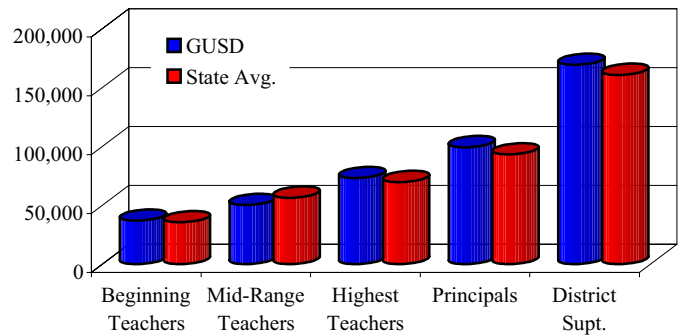
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



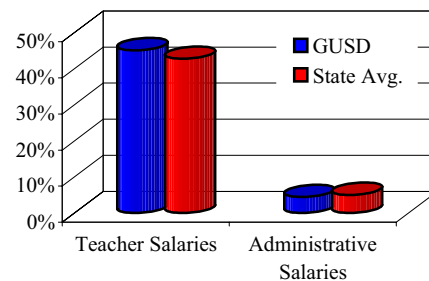
Salary & Budget Comparison

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 Muir Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Amaly Avakian or Assistant Principal Hoori Chalian at (818) 241-4848.