



Glendale Unified School District

"Excellence is Worth the Effort"

Muir Elementary School

A California Distinguished School

2002-2003 Annual School Report Card

912 South Chevy Chase Drive, Glendale, CA 91205

(818) 241-4848

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Amaly Avakian, Principal
Hoori Chalian, Assistant Principal

2002-03 Board of Education

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

District Administration

James R. Brown
Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

Alice Petrossian
Assistant Superintendent
Educational Services

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Principal's Message

John Muir Elementary School staff and students proudly celebrate the beginning of our sixth year as a California Distinguished School and our eleventh 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 1,200 students is comprised of approximately 63% limited English proficient, 14% redesignated fluent English Proficient and 22% 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 72-point schoolwide gain on the Academic Performance Index 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 2002-03 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 Avakian
Principal

Mission Statement

Our mission is to create a student-focused school which is acknowledged for the caliber of its thinking, the quality of its staff, and the competence of its students.

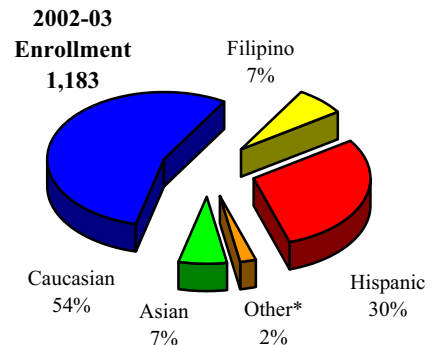
John Muir School:

- creates enthusiasm for learning
- nurtures intelligent risk-taking
- develops an appreciation for life-long learning
- helps student assume responsibility
- includes parents and community members as partners in the learning process

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 eight 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.



*Includes African American, American Indian, Pacific Islander, and Multiple or No Response.

Muir Elementary School, which opened in 1926, is located in the heart of the city of Glendale and serves 1,183 students in kindergarten through sixth grade. Students from Muir will move on to either Roosevelt Middle School or Wilson Middle School and Glendale High School. Operating on a year-round calendar system, the educational programs at Muir are tailored to meet the needs of a changing school population.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Muir are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Muir's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Homework Club
- Tutoring
- Recreational After School Program (RAP)
- Intersession Classes
- Child Care
- GATE Classes

To build self-esteem and recognize student achievement, 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:

- Muir Money (for student store and events)
- Block M
- Student of the Month
- Student Store
- Classroom Incentives (developed by teachers)
- BUGS (Being Unusually Good Students)
- Special Events

Homework

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 on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Muir is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, and administrators, meets bi-monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

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

Community Involvement

Parents and the community are very supportive of the educational program at Muir. Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association.

Contact Information

Parents who wish to participate in Muir's leadership teams, school committees, school activities, or become volunteers may contact Principal Amaly Avakian or Assistant Principal Hoori Chalian at (818) 241-4848.

Curriculum Development

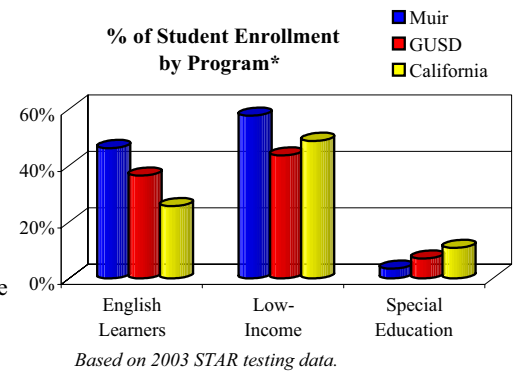
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Muir meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Muir uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Muir's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Muir Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

| Language Arts | | | Math | | |
|---------------|----|----|------|----|----|
| 01 | 02 | 03 | 01 | 02 | 03 |
| 49 | 66 | 61 | 61 | 70 | 66 |

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

| | Math | | | Writing | | |
|-----|------|----|----|---------|----|----|
| | 01 | 02 | 03 | 01 | 02 | 03 |
| K | 97 | 98 | 91 | 75 | 89 | |
| 1st | 85 | 72 | | 45 | 68 | |
| 2nd | 86 | 76 | 84 | 54 | 63 | 63 |
| 3rd | 65 | 80 | | 42 | 77 | |
| 4th | 38 | 55 | 38 | 58 | 79 | 70 |
| 5th | 28 | 39 | | 67 | 67 | |
| 6th | 30 | 50 | 43 | 65 | 72 | 69 |

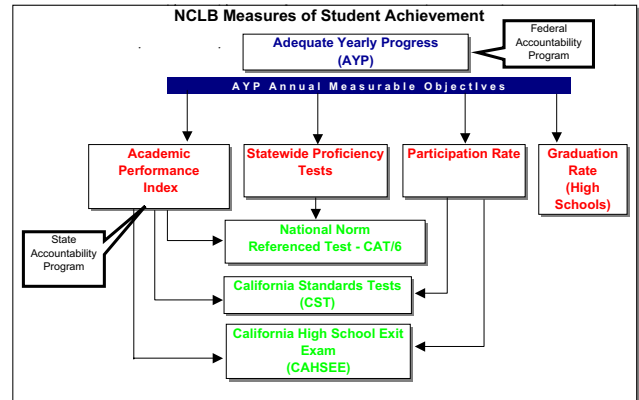
Not tested in 2003.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. In 2002-03, Muir was named a Title I Achieving School, recognizing students' ongoing improvement in meeting state and federal standards.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Muir achieved Adequate Yearly Progress for 2003.



| | 01 | 02 |
|--|-----|-----|
| Recognition for Achievement (Title I) | No | Yes |
| Identified for Program Improvement | No | No |
| Exited Title I Program Improvement | N/A | N/A |
| Number of Years in Program Improvement | 0 | 0 |

| | California Standards Test (CST) | | | |
|--------------------------------------|---------------------------------|---------------------------|-------------|-------|
| | Participation Rate | % Proficient or Advanced | | |
| | | English/ Language Arts | Mathematics | |
| Target | 95% | 13.6% | 16% | |
| Met Target? Yes (Y) or No (N) | | | | |
| | Met | Rate | Met | % |
| All Students | Y | 99.2% | Y | 35.3% |
| Subgroups: | | | | |
| Hispanic or Latino | Y | 97.9% | Y | 25.8% |
| Caucasian | Y | 99.6% | Y | 34.2% |
| SED | Y | 99.5% | Y | 32.3% |
| English Learners | Y | 99.3% | Y | 32.7% |

SED = Socioeconomically Disadvantaged

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Muir qualified to participate in the 2000, 2001, and 2002 Governor's Performance Award.

| API School Results | | | | | | | |
|---------------------------------|------|------|------|------------------|--------|-------|-------|
| All Students | | | | | | | |
| | Base | | | | Growth | | |
| | 2000 | 2001 | 2002 | | 00-01 | 01-02 | 02-03 |
| Students Tested | 885 | 894 | 931 | Percent Tested | 100 | 99 | 99 |
| API Score | 638 | 651 | 680 | API Growth Score | 648 | 681 | 727 |
| Growth Target | 8 | 7 | 6 | Actual Growth | 10 | 30 | 47 |
| Statewide Rank | 5 | 4 | 5 | | | | |
| Similar Schools Rank | 7 | 4 | 5 | | | | |
| Subgroups | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | |
| Base API Score | 606 | 629 | 663 | API Growth Score | 625 | 662 | 714 |
| Growth Target | 6 | 6 | 5 | Actual Growth | 19 | 33 | 51 |
| Caucasian | | | | | | | |
| Base API Score | 647 | 662 | 690 | API Growth Score | 656 | 692 | 731 |
| Growth Target | 6 | 6 | 5 | Actual Growth | 9 | 30 | 41 |
| Hispanic | | | | | | | |
| Base API Score | 563 | 577 | 615 | API Growth Score | 578 | 612 | 669 |
| Growth Target | 6 | 6 | 5 | Actual Growth | 15 | 35 | 54 |

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.

Standardized State Testing

Muir participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

| State Awards and Intervention Programs | | |
|---|-----|-----|
| | 01 | 02 |
| Eligible for Governor's Performance Award | Yes | Yes |
| Eligible for II/USP | No | No |
| Applied for II/USP \$ | No | No |
| Received II/USP \$ | No | No |



| Norm Referenced Test (SAT-9 & CAT/6) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---------|----|----|----|----|----|----|----|----|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| % At or Above 50th Percentile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading | | | | | | | | | Math | | | | | | | | | | | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | |
| | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 |
| All Students | 39 | 43 | 49 | 32 | 38 | 22 | 35 | 34 | 27 | 34 | 41 | 32 | 36 | 42 | 45 | 61 | 68 | 64 | 45 | 63 | 53 | 50 | 59 | 45 | 49 | 59 | 49 | 61 | 64 | 61 |
| Muir Elementary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GUSD | 58 | 58 | 52 | 51 | 56 | 39 | 53 | 54 | 44 | 51 | 52 | 45 | 53 | 57 | 57 | 68 | 70 | 62 | 63 | 73 | 64 | 65 | 69 | 62 | 64 | 68 | 62 | 71 | 73 | 72 |
| California | 51 | 53 | 46 | 46 | 47 | 34 | 47 | 49 | 35 | 45 | 46 | 41 | 47 | 48 | 45 | 58 | 62 | 57 | 59 | 62 | 52 | 54 | 58 | 48 | 54 | 57 | 49 | 57 | 60 | 51 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 36 | 39 | 42 | 29 | 45 | 22 | 27 | 33 | 24 | 25 | 29 | 31 | 32 | 36 | 33 | 60 | 69 | 62 | 45 | 70 | 57 | 49 | 55 | 51 | 44 | 49 | 47 | 64 | 60 | 55 |
| Female | 41 | 49 | 55 | 35 | 32 | 21 | 43 | 35 | 30 | 43 | 53 | 33 | 41 | 48 | 57 | 62 | 67 | 65 | 45 | 56 | 49 | 51 | 63 | 40 | 54 | 68 | 52 | 59 | 67 | 67 |
| Language Fluency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners (EL) | 35 | 37 | 46 | 29 | 33 | 15 | 10 | 19 | 10 | 8 | 9 | 9 | 9 | 13 | 14 | 59 | 65 | 63 | 41 | 62 | 47 | 28 | 48 | 28 | 25 | 36 | 32 | 40 | 41 | 29 |
| Non EL | 67 | 66 | 65 | 50 | 63 | 44 | 70 | 63 | 53 | 67 | 71 | 61 | 72 | 73 | 64 | 76 | 79 | 69 | 66 | 69 | 78 | 80 | 78 | 69 | 79 | 81 | 71 | 89 | 88 | 80 |
| Socioeconomic Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | 35 | 41 | 47 | 32 | 36 | 19 | 32 | 35 | 20 | 29 | 37 | 32 | 29 | 38 | 43 | 58 | 66 | 63 | 44 | 63 | 50 | 49 | 59 | 42 | 48 | 56 | 48 | 58 | 64 | 61 |
| Non SED | 56 | 48 | 59 | 31 | 46 | 33 | 45 | 31 | 50 | 47 | 53 | 33 | 56 | 53 | 56 | 75 | 73 | 69 | 47 | 63 | 70 | 54 | 56 | 55 | 52 | 66 | 54 | 73 | 63 | 64 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 50 | | | 50 | | | 44 | | 38 | | 44 | | 45 | | 57 | 80 | | | 75 | | | 56 | | 62 | | 69 | | 73 | 60 | 57 |
| Caucasian | 47 | 43 | 48 | 27 | 42 | 18 | 35 | 33 | 26 | 30 | 38 | 26 | 35 | 37 | 46 | 71 | 75 | 63 | 50 | 74 | 56 | 51 | 64 | 49 | 48 | 61 | 55 | 67 | 67 | 67 |
| Filipino | | 60 | 69 | 71 | 45 | | 64 | 50 | 55 | 53 | 75 | 83 | | 67 | 73 | | 81 | 79 | 91 | | | 45 | 75 | 55 | 75 | 67 | 58 | | 87 | 64 |
| Hispanic | 26 | 37 | 39 | 25 | 28 | 21 | 25 | 28 | 22 | 32 | 37 | 26 | 28 | 39 | 34 | 43 | 56 | 53 | 23 | 40 | 42 | 44 | 44 | 31 | 39 | 48 | 29 | 42 | 50 | 47 |

SED - Socioeconomically Disadvantaged
 Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

**California Standards Test (CST)
Major Content Areas
Combined % of Students Scoring at Advanced & Proficient Levels**

| | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | |
|------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 |
| All Students | | | | | | | | | | | | | | | |
| English/Language Arts | | | | | | | | | | | | | | | |
| Muir Elementary | 20 | 26 | 38 | 21 | 24 | 27 | 25 | 28 | 37 | 21 | 25 | 35 | 26 | 25 | 36 |
| GUSD | 38 | 38 | 41 | 36 | 42 | 43 | 39 | 44 | 52 | 35 | 37 | 47 | 39 | 42 | 47 |
| California | 32 | 32 | 36 | 30 | 34 | 33 | 33 | 36 | 39 | 28 | 31 | 36 | 31 | 30 | 36 |
| Mathematics | | | | | | | | | | | | | | | |
| Muir Elementary | | 43 | 58 | | 36 | 47 | | 39 | 50 | | 37 | 40 | | 38 | 49 |
| GUSD | | 51 | 61 | | 50 | 58 | | 50 | 63 | | 48 | 56 | | 53 | 57 |
| California | | 43 | 53 | | 38 | 46 | | 37 | 45 | | 29 | 35 | | 32 | 34 |

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

Data unavailable through the California Department of Education.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Muir students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

**California Standards Test (CST) - Major Subgroups
English/Language Arts
Combined % of Students Scoring at Advanced & Proficient Levels**

| | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | |
|------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 |
| Muir Elementary | | | | | | | | | | | | | | | |
| Male | 18 | 26 | 36 | 19 | 25 | 29 | 24 | 27 | 36 | 10 | 16 | 30 | 24 | 19 | 26 |
| Female | 22 | 26 | 39 | 23 | 22 | 24 | 27 | 29 | 38 | 32 | 34 | 39 | 29 | 33 | 46 |
| English Learners | 15 | 21 | 35 | 16 | 19 | 18 | 6 | 10 | 17 | 5 | 5 | 10 | 2 | 2 | 8 |
| Non English Learners | 57 | 43 | 43 | 50 | 52 | 42 | 52 | 63 | 57 | 42 | 45 | 48 | 58 | 50 | 53 |
| SED | 16 | 23 | 35 | 20 | 21 | 24 | 23 | 27 | 33 | 18 | 22 | 34 | 20 | 25 | 34 |
| Non SED | 42 | 33 | 52 | 22 | 33 | 39 | 30 | 31 | 50 | 29 | 37 | 35 | 43 | 28 | 44 |
| Special Ed. | | | | | | | | | | | | 17 | | | |
| Asian | | | | | 42 | | | 54 | | | 31 | | | 64 | |
| Caucasian | | 23 | 35 | | 27 | 23 | | 22 | 35 | | 24 | 34 | | 21 | 38 |
| Filipino | | | 63 | | | 45 | | 58 | 55 | | 50 | 75 | | 47 | 45 |
| Hispanic | | 22 | 29 | | 14 | 27 | | 25 | 32 | | 21 | 19 | | 21 | 18 |

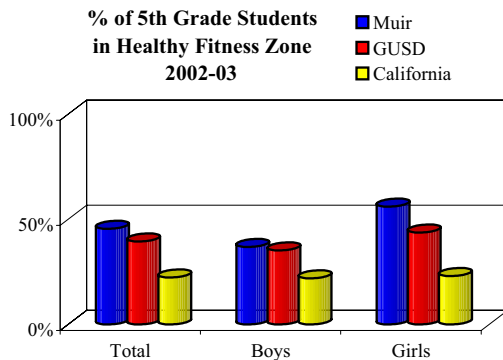
SED - Socioeconomically Disadvantaged

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

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Muir 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 are provided several 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).



**California Standards Test (CST) - Major Subgroups
Math
Combined % of Students Scoring at Advanced & Proficient Levels**

| | 2 | | 3 | | 4 | | 5 | | 6 | |
|------------------------|----|----|----|----|----|----|----|----|----|----|
| | 02 | 03 | 02 | 03 | 02 | 03 | 02 | 03 | 02 | 03 |
| Muir Elementary | | | | | | | | | | |
| Male | 43 | 64 | 42 | 49 | 38 | 53 | 34 | 37 | 33 | 38 |
| Female | 43 | 52 | 29 | 43 | 40 | 48 | 40 | 44 | 41 | 58 |
| English Learners | 36 | 54 | 33 | 42 | 27 | 34 | 14 | 21 | 14 | 18 |
| Non English Learners | 68 | 67 | 49 | 54 | 61 | 57 | 59 | 48 | 62 | 58 |
| SED | 38 | 56 | 35 | 43 | 39 | 50 | 33 | 39 | 36 | 47 |
| Non SED | 56 | 62 | 40 | 64 | 38 | 52 | 46 | 43 | 41 | 53 |
| Special Ed. | | | | | | | | 23 | | |
| Asian | | | | 58 | | 62 | | 38 | | 57 |
| Caucasian | 43 | 55 | 43 | 49 | 44 | 58 | 37 | 44 | 38 | 54 |
| Filipino | | 63 | | 73 | | 67 | | 82 | | 53 |
| Hispanic | 35 | 53 | 19 | 33 | 17 | 31 | 33 | 19 | 25 | 26 |

SED - Socioeconomically Disadvantaged

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

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Muir is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Muir provides additional after school activities for GATE students.

Muir offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

Because Muir has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. English Language acquisition is taught in the regular classroom setting, but a pull-out program is available to student recently arrived in the United States, and primary language support is available in-class through instructional assistants.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Spanish and Armenian in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students

| District Adopted Textbooks | | |
|-------------------------------|--|--------|
| Subject/ Year Adopted | Series | Grades |
| Language Arts | | |
| 2002 | Houghton Mifflin | K-5 |
| | McDougal Littell | 6 |
| Mathematics | | |
| 2001 | Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i> | K-6 |
| History/Social Studies | | |
| 2000 | McGraw Hills: <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 |

are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The teacher resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Muir contains an average of five computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction in the classroom and the school's 20-workstation computer lab on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Muir Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

| Counseling & Support Services Staff | | | |
|-------------------------------------|-----------------------|----------------------------|-------------------------|
| | Number of Staff | Days Available Per Week | Full Time Equivalent |
| Muir Support Staff | | | |
| Psychologist | 1 | 3 | 0.8 |
| Nurse | 1 | 4 | 0.8 |
| Speech Therapist | 1 | 4.5 | 0.8 |

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Muir had 53 fully credentialed teachers.

| Teacher Credential Status | | | |
|---------------------------|-----------|-----------|-----------|
| | 01 | 02 | 03 |
| Fully Credentialed | 54 | 56 | 53 |
| Working Outside Subject | 0 | 0 | 0 |
| Emergency Credentials | 8 | 7 | 0 |
| Interns | 0 | 1 | 1 |
| Waivers | 0 | 0 | 0 |
| Total Teachers | 62 | 64 | 54 |
| Average Years Teaching | 8.6 | 8.3 | 9.6 |
| Average Years in District | 7.1 | 7.0 | 8.4 |

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Muir 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 procedures for student referrals and "Strategies That Work." "Strategies That Work" is a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding.

Muir 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. Muir further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Muir provides a safe, clean environment for students, staff, and volunteers. School facilities, first built 80 years ago, and remodeled and renovated many times in the school's history, sit on 3.98 acres and include 46 classrooms, a library, a cafeteria/auditorium, administrative offices, grassy areas and blacktop playgrounds.

This school year, the Measure K project is making it possible for Muir to improve the facilities of the school. Projects scheduled for the 2002-03 year include the modernization of all classrooms and the school office.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included replacing some of the school's heat and air-conditioning units for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Muir has four full-time custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Muir. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Teachers and aides monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Muir reviews the plan annually; the plan was last updated and shared with school staff in October 2002. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed daily by an office clerk. Parents are advised of absences through telephone calls and written communication. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance

Review Board. During the 2002-03 school year, the actual attendance rate for all grade levels for Muir was 95.42%.

Muir 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.

| | Muir | | | GUSD | | |
|-----------------|-----------------|------|------|-------|-------|-------|
| | 01 | 02 | 03 | 01 | 02 | 03 |
| | Suspensions (#) | 44 | 71 | 30 | 3647 | 3425 |
| Suspensions (%) | 3.31 | 5.59 | 2.54 | 12.02 | 11.30 | 18.45 |
| Expulsions (#) | 0 | 0 | 0 | 47 | 40 | 46 |
| Expulsions (%) | 0.00 | 0.00 | 0.00 | 0.15 | 0.13 | 0.15 |

Class Size

Muir maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 21:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

| | Class Size Distribution | | | | | | | | |
|---------|------------------------------|----|----|----------------|----|----|--------------|----|----|
| | Number of Classrooms by Size | | | | | | | | |
| | 1-20 Students | | | 21-30 Students | | | 31+ Students | | |
| | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 |
| K | 8 | 8 | | 0 | 0 | | 0 | 0 | |
| 1st | 9 | 9 | | 0 | 0 | | 0 | 0 | |
| 2nd | 10 | 9 | | 0 | 0 | | 0 | 0 | |
| 3rd | 11 | 11 | | 0 | 0 | | 0 | 0 | |
| 4th | 0 | 0 | | 4 | 6 | | 4 | 1 | |
| 5th | 0 | 0 | | 6 | 6 | | 6 | 0 | |
| 6th | 0 | 0 | | 6 | 7 | | 6 | 0 | |
| K-3rd | 0 | 1 | | 0 | 0 | | 0 | 0 | |
| 3rd-4th | 1 | 0 | | 0 | 0 | | 0 | 0 | |
| 4th-6th | 1 | 1 | | 0 | 0 | | 0 | 0 | |

Data unavailable at time of publication.

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Muir has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Muir exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Muir 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 an hour later in the morning. Each month "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.

| | | Instructional Minutes by Grade Level | |
|-----------|---------|--------------------------------------|----------------|
| | | Minutes Required | Actual Minutes |
| K | 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 |

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

| GUSD | Current Expense of Education Per Student* | |
|---------|---|---------------|
| | 2001-02 | |
| | Statewide Average | |
| | All Unified School Districts | All Districts |
| \$6,315 | \$6,767 | \$6,719 |

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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 | |
| | 2001-02 | |
| | GUSD | State Average |
| Beginning Teachers | \$37,236 | \$35,490 |
| Mid-Range Teachers | \$57,164 | \$56,244 |
| Highest Teachers | \$73,765 | \$69,568 |
| Elementary Principals | \$95,958 | \$93,094 |
| Middle School Principals | \$99,731 | \$93,094 |
| High School Principals | \$103,973 | \$93,094 |
| Superintendent | \$177,526 | \$160,607 |
| Percentage of Total Budget | | |
| Teacher Salaries | 44.3% | 42.7% |
| Administrative Salaries | 5.5% | 5.0% |