



Glendale Unified School District

"Excellence is Worth the Effort"

Glenoaks Elementary School

2001-2002 Annual School Report Card

2015 E. Glenoaks Blvd., Glendale, CA 91206-2911

(818) 242-3747

Kindergarten through Sixth Grade

www.glendale.k12.ca.us

School Administration

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Angela Schultz, Assistant Principal

2001-02 Board of Education

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Pam Ellis, Vice-President
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Mary Boger, Member

District Administration

James R. Brown
Superintendent

Dr. Joann Merrick
Deputy Superintendent
Glendale Cluster

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Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Glenoaks Elementary School. Whether student, parent, staff or community member, the data contained within these pages will prove useful informing you about our school and community, including, but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determine the effectiveness of next year's programs and activities.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments or questions you may have. It is the opinion of the district, and myself, in particular that a well-informed public is vital in continuing to advance in an every-evolving world. Thank you for helping Glenoaks Elementary School change with the times and maintain flexibility in this and future generations.

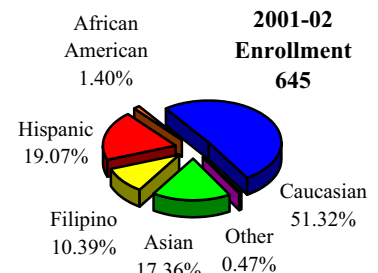
Mission Statement

Glenoaks Elementary School, a multicultural neighborhood school in partnership with families and community members, stimulates all students to be life-long learners, respectful of themselves and others, through maintaining a strong academic and creative environment while providing opportunities for students to demonstrate cooperative and discovery 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 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 specialized 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 Glenoaks Elementary School community is located in the eastern part of the city of Glendale, serving over 600 kindergarten through sixth grade students. 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 Glenoaks 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 Glenoaks 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 Glenoaks 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:

- Golden Oak Assembly
- Citizenship Award
- High Five Certificates
- Perfect Attendance

Glenoaks 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						
	Glenoaks			GUSD		
	00	01	02	00	01	02
Suspensions (#)	4	7	2	4,444	3,647	3,425
Suspensions (%)	0.61	1.07	0.31	14.63	12.03	11.3
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Extracurricular & 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. Enrichment activities, clubs, and programs include:

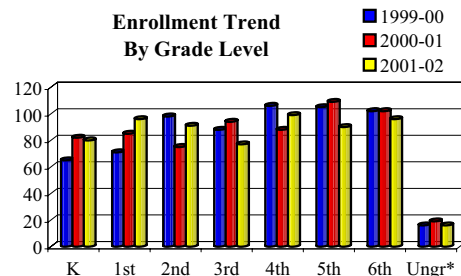
- Chorus
- Instrumental Music
- Science Adventures
- Early Bird Reading Program
- Glenoaks Plus Classes

Homework

Glenoaks 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 Glenoaks Elementary School has decreased by 0.9%. Schoolwide enrollment at the beginning of the 2001-02 school year was 645 students. Glenoaks 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.



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

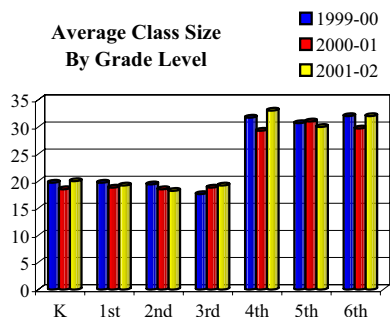
Regular attendance at Glenoaks Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including 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 Glenoaks Elementary School was 96.37%.

Glendale Unified School'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

Glenoaks Elementary School maintained a schoolwide average class size of 22 students and a pupil/teacher ratio of 20:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



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. 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	3	4	4	0	0	0	0	0	0
1st	3	4	5	0	0	0	0	0	0
2nd	5	4	5	0	0	0	0	0	0
3rd	5	5	4	0	0	0	0	0	0
4th	0	0	0	1	3	0	2	0	3
5th	0	0	0	1	0	3	2	3	0
6th	0	0	0	0	3	2	3	0	1
K-3	3	2	2	0	0	0	0	0	0
4th-8th	0	0	0	1	2	1	0	0	0

Instructional Time

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

	Minutes Required	Actual Minutes
K - AM	36,000	36,300
K - PM	36,000	36,180
1st - 3rd	50,400	50,589
4th - 6th	54,000	54,338

For the 2001-02 school year, Glenoaks Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days were used for Open House, Back-to-School Night, the last day of school, 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 for staff development, teacher planning, and Learning Community Activities.

Textbooks & Instructional Materials

Glenoaks 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.

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 approximately 10,000 books that are available for students to check out. There are six available computers inside the library and it is used for 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. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Classroom teachers use the computer and other forms of technology in the classroom, in the library, and in the computer lab to enhance the standards-based instructional program. Students use technology for word processing, multimedia presentations, and Internet-based research.

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

	1999-00	2000-01	2001-02
Computers	82	114	100
Students per computer	7.9	5.7	6.0
Classrooms connected to Internet	0	0	33

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Glenoaks 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.

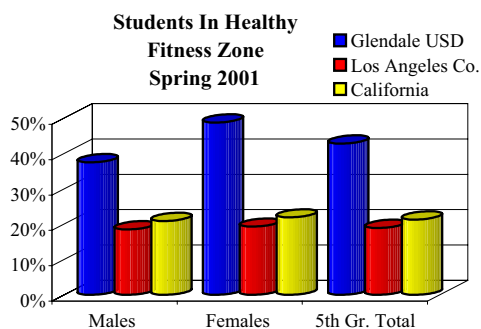
Meeting Grade Level Standards % of Students At or Above Proficiency Level						
Language Arts			Math			
00	01	02	00	01	02	
79	74	85	76	78	86	

Standardized State Testing

Glenoaks 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, Glenoaks 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). Test results for the 2000-01 school year indicate that although there were no Glenoaks students in the HFZ for all six fitness tasks, 60.8% of female students tested and 40.7% of males successfully completed five of six tasks.



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.

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

	Math		Writing	
	01	02	01	02
K	94	97	65	85
1st	83	80	65	62
2nd	87	84	68	65
3rd	92	88	88	93
4th	70	67	74	82
5th	64	68	69	79
6th	54	74	63	88

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			
Glenoaks Elem.	74	76	70	73	69	75	74	67	64	62	75	66	74	71	80
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														
Glenoaks Elem.	80	70	71	79	84	83	74	77	79	82	74	82	80	82	92
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														
Glenoaks Elem.	79	79	76	72	78	82	81	73	76	73	76	80	82	82	86
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														
Glenoaks Elem.	77	71	73	73	86	73	68	72	69	66	69	63	74	67	80
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

Gender	Reading										Math									
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Male	64	71	56	71	63	58	76	57	73	86	68	67	81	79	74	77	78	81	80	96
Female	87	69	80	79	71	68	74	73	68	73	72	79	85	87	80	81	69	83	83	87
Ethnicity																				
Asian	91		79		93		84		88		82		96		99		89		99	
Filipino			69		67		69		67				77		92		77		80	
Hispanic	67		54		57		80		44		64		75		71		57		52	
Caucasian	76		74		60		74		81		67		85		66		74		92	
Language Fluency																				
English Learners (EL)	48	46	45	63	16	6	28	10	27	17	50	54	76	75	26	56	44	45	57	58
Non EL	91	85	81	84	81	77	85	81	83	89	81	82	88	89	91	84	80	93	89	96
Socioeconomic Status																				
SED	59	45	68	67	38	41	63	28	55	56	61	50	72	89	63	67	65	56	63	72
Non SED	84	77	69	78	78	73	81	80	78	86	74	77	88	81	83	84	78	92	90	96
Migrant Education																				
SED = Socioeconomically Disadvantaged																				
Ethnicity data is currently unavailable																				

California Standards Test Results

**All Students
2001, 2002**

	English/Language Arts						Math												
	2		3		4		5		6		2		3		4		5		6
All Students	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02
Glenoaks Elem.	53	49	57	61	55	54	50	56	62	61	58	71	60	74	71				
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	39	50	43	45	49	49	41	52	55	64	62	69	56	71	82				
Female	66	85	69	75	60	58	60	60	70	57	51	74	63	75	60				
Ethnicity	<i>data currently unavailable</i>																		
Language Fluency	<i>data currently unavailable</i>																		
English Learners (EL)	27	23	22	42	5	0	6	5	14	0	34	59	34	25	25				
Non EL	69	66	75	75	68	66	59	71	75	70	73	80	66	87	78				
Migrant Education	<i>data currently unavailable</i>																		
Socioeconomic Status	<i>data currently unavailable</i>																		
SED	34	25	48	53	25	33	23	20	44	28	40	61	52	48	50				
Non SED	62	56	60	63	66	62	63	71	69	69	63	75	63	83	77				

SED = Socioeconomically Disadvantaged

API School Results

Base	Base				Growth	
	1999	2000	2001	Growth	99-00	00-01
Percent Tested	100	100	98	Percent Tested	100	98
API Score	794	829	820	API Growth Score	829	827
Growth Target	1	*	*	Actual Growth	35	-2
Statewide Rank	9	9	9	Eligible for Awards	Yes	No
Similar Schools Rank	8	7	8	Eligible for II/USP	No	No
API Subgroup Results						
<i>Asian-American</i>						
Base API Score	887	917	920	API Growth Score	917	933
Growth Target	*	*	*	Actual Growth	30	16
<i>Hispanic or Latino</i>						
Base API Score	726	730	718	API Growth Score	730	723
Growth Target	1	1	1	Actual Growth	4	-7
<i>Caucasian</i>						
Base API Score	792	840	831	API Growth Score	840	838
Growth Target	1	*	*	Actual Growth	48	-2
<i>Socioeconomically Disadvantaged</i>						
Base API Score	692	705	711	API Growth Score	705	716
Growth Target	1	1	1	Actual Growth	13	11

*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, Glenoaks Elementary School qualified to participate in the 1999-00 Governor's Performance Award program, receiving \$44,173 for schoolwide use.



School Facilities & Safety

Glenoaks Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 34 classrooms, a cafeteria, a library, a literacy center, administrative offices, grassy fields, a separate kindergarten playground, and blacktop playground. Buildings encompass more than 52,000 square feet on the 7.5-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 have provided a number of improvements at Glenoaks Elementary School. Work completed in the last year includes:

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

Starting in fall of 2002, renovations will begin to improve accessibility in the school's restrooms. Work is scheduled to be completed in summer of 2003.

Glenoaks 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 teachers, administrators and a noon yard supervisor share responsibilities for monitoring campus activities and ensuring 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 and at the school.

Counseling & Other Support Services

It is the goal of Glenoaks 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.

Glenoaks Support Staff	Number of Staff		Availability
	Staff	FTE	Days Per Week
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Special Day Class Teacher	1	1	5
Resource Specialist	1	1	5
Speech/Language Specialist	1	1	5

**FTE = Full-Time Equivalent*

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Glenoaks Elementary School had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	1999-00	2000-01	2001-02
Fully Credentialed	25	27	30
Emergency Permits	4	3	2
Without Credentials	0	0	1
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	29	30	33
Average Years Teaching	15.6	15.2	13.3
Average Years in District	13.6	13.3	11.2

Glenoaks 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 34 employees: 55.9 percent with 30+ additional units beyond their bachelor's degree and 26.5 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 and the 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

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.

Glenoaks 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. Glenoaks 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 the development of Learning Communities and technology. Learning Communities are used by schools to share ideas and strategies for teaching, providing teachers a supportive environment, and create an atmosphere of shared values and visions. Technology training was provided to upgrade teachers' skills and develop methods for integrating technology into classroom lessons and assignments in meaningful ways that enhance student learning.

Glenoaks 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. Glenoaks 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.

Glenoaks 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. Extended day intervention programs enhance students' understanding and mastery of core subject matter. Summer school programs also offer at-risk students opportunities for additional assistance. Parents and teachers provide tutoring, and the Recreational After School Program (RAP) offers homework assistance. 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. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Glendale Unified School District's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director 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 Glenoaks Elementary School is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The Glenoaks Elementary School Leadership Team, comprised of the principal, assistant principal, and grade level representatives, meets monthly, or as needed, to development and implement school policies and programs. Teachers also meet as grade-level teams that meet to share plan instruction and share information.

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
- Glenoaks Elementary Leadership Team
- Parent Teacher Association
- Glenoaks Elementary School Foundation
- Safety Committee
- Social Studies Committee
- Science Committee
- Technology Committee
- Literacy Committee
- Math 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.

Glenoaks 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

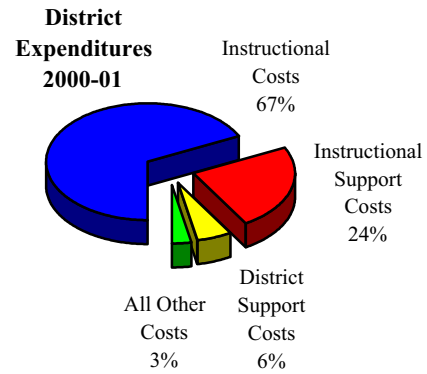
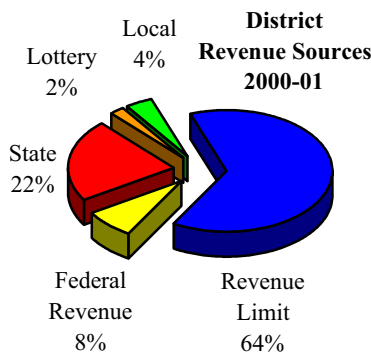
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition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

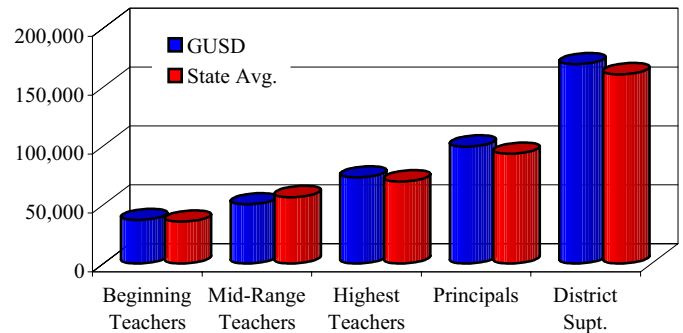
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



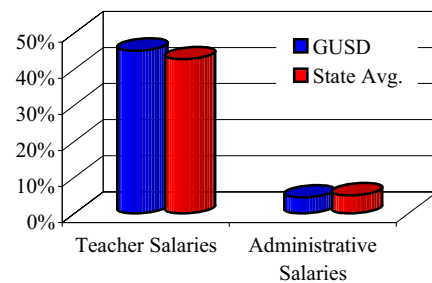
Salary & Budget Comparison

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 Glenoaks Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Robert Modrzejewski or Assistant Principal Angela Schultz at (818) 242-3747.