

Glendale Unified School District

"Excellence is Worth the Effort"

Verdugo Woodlands Elementary School A California Distinguished School

2001-2002 Annual School Report Card

1751 N. Verdugo Road, Glendale, CA 91208-2999

(818) 241-2433

Kindergarten through Sixth Grade

www.glendale.k12.ca.us



School Administration

Lynda Christian, Principal
Angela Schultz, Assistant Principal

2001-02 Board of Education

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

District Administration

James R. Brown
Superintendent

Dr. 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

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

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

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

Thank you for assisting Verdugo Woodlands Elementary School in making our students' experiences here not only memorable, but also successful.

-- Lynda Christian
Principal

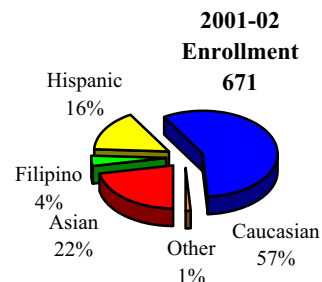
Mission Statement

We, the Verdugo Woodlands Elementary School community, make it our goal to:

- Ensure high academic achievement and social responsibility,
- Provide a safe and nurturing environment in which to learn,
- Foster mutual respect and understanding among all members of our community,
- Promote life long 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 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 Verdugo Woodlands Elementary School community is located in the northern part of the city of Glendale, serving over 600 kindergarten through sixth grade students on a traditional calendar system. The student population includes 30 percent English Language Learners and 18 who are eligible for free or reduced-priced meals. As a California Distinguished School, Verdugo Woodlands Elementary School offers educational programs 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 Verdugo Woodlands 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 Verdugo Woodlands 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 Verdugo Woodlands 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:

- Student of the Month
- Perfect Attendance
- Good Citizenship Award
- Academic Achievement
- Music Awards

Special recognition is given for specific accomplishments and levels of achievement:

- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

Verdugo Woodlands 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						
	Verdugo Woodlands Elem.			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	5	4	5	4,440	3,642	3,425
Suspensions (%)	1.10	0.60	0.75	14.62	12.02	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:



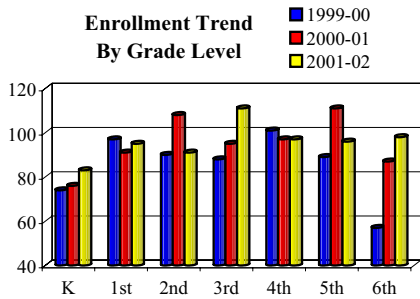
- Orchestra
- Chorus
- Student Council
- Before and After School Programs
- GATE Program
- Governor's Reading Program

Homework

Verdugo Woodlands 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 Verdugo Woodlands Elementary School has increased by 12.6%. Schoolwide enrollment at the beginning of the 2001-02 school year was 671 students. Verdugo Woodlands 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.

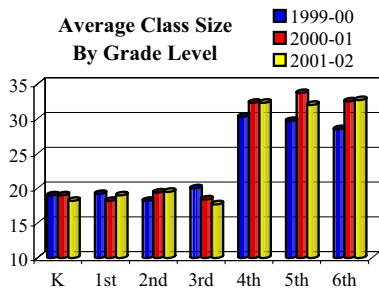


Regular attendance at Verdugo Woodlands Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, 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. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Verdugo Woodlands Elementary School. 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 Verdugo Woodlands Elementary School was 97.09%.

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

Verdugo Woodlands Elementary School maintained a schoolwide average class size of 23 students and a student/teacher ratio of 22:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.

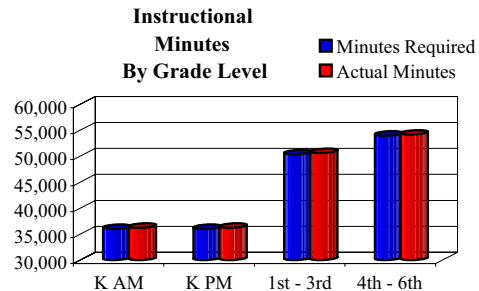


In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2001-02 school year, 100% of all K-3 classrooms participated in this program.

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

Instructional Time

During the 2001-02 school year, all instructional time offered at Verdugo Woodlands Elementary School either met or exceeded state requirements. Verdugo Woodlands Elementary School provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher. Students in grades 4-6 receive physical education instruction through a district-sponsored, fully credentialed elementary PE teacher.



For the 2001-02 school year, Verdugo Woodlands Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days were used for Back-to-School Night, Open House, the last day of school, parent conferences, and report card preparation. Each Monday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" allow teachers additional time for faculty meetings, staff development, and curriculum planning.

Counseling & Other Support Services

It is the goal of Verdugo Woodlands 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.

Verdugo Woodlands Support Staff	Number of Staff	FTE	Availability Days Per Week
Counselor	1	0.2	1
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.3	1 1/2
Speech/Language Specialist	1	0.4	2
Resource Specialist	1	0.6	3

FTE = Full-Time Equivalent

Student Achievement & Testing

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

Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
40	77	84	79	84	89

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002				
	Math		Writing	
	01	02	01	02
K	99	93	53	55
1st	95	96	62	79
2nd	92	93	43	75
3rd	87	94	86	87
4th	69	72	82	70
5th	69	53	55	46
6th	60	78	61	56

Standardized State Testing

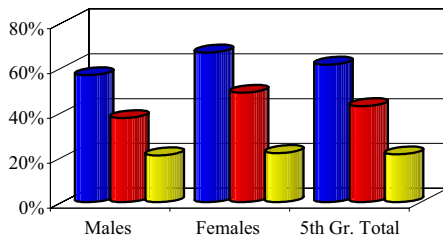
Verdugo Woodlands Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based 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, Verdugo Woodlands 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

■ Verdugo Woodlands Elem.
■ Glendale USD
■ California



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.

**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
Verdugo Woodlands Elem.	66	76	76	64	67	76	69	63	69	68	69	70	77	75	78
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															
Verdugo Woodlands Elem.	69	80	88	79	76	88	80	78	82	77	88	81	87	82	93
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															
Verdugo Woodlands Elem.	69	82	82	71	69	73	79	76	74	79	79	83	75	84	88
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															
Verdugo Woodlands Elem.	72	70	76	60	62	68	55	73	71	67	65	84	72	78	68
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

**SAT-9 Disaggregated Results
2001, 2002
% At or Above National Average**

	Reading						Math													
	2		3		4		2		3		4		5		6					
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02				
Gender																				
Male	77	78	62	79	69	63	63	75	76	73	77	90	82	91	81	88	92	89	82	98
Female	76	74	73	74	58	75	75	66	75	82	82	86	68	85	76	76	84	73	82	88
Ethnicity																				
Asian	96	75	79	67	78	99	92	96	92	91	92	91	91	91	91	91	91	91	91	91
Hispanic	69	50	28	81	67	62	44	53	88	62	44	53	88	62	44	53	88	62	44	53
Caucasian	70	71	67	67	76	74	79	78	85	80	80	80	80	80	80	80	80	80	80	80
Language Fluency																				
English Learners (EL)	67	64	51	59	35	30	17	53	57	29	68	76	72	88	67	75	83	73	62	86
Non EL	81	82	79	83	69	79	84	74	81	92	85	93	79	88	81	84	90	82	88	95
Socioeconomic Status																				
SED	67	67	57	54	33	61	71	43	67	79	62	69	64	85	62	83	71	50	67	86
Non SED	78	78	69	79	72	71	69	76	77	78	82	91	78	88	83	81	91	86	85	94
Migrant Education	data currently unavailable																			

SED = Socioeconomically Disadvantaged

Only numerically significant subgroups are required to be presented in this report card. In some instances, no 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		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02				
All Students:	52	55	53	57	49	61	51	54	57	61	68	68	65	56	84					
Verdugo Woodlands Elem	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53					
Glendale USD	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32					
California																				
Gender	<i>data currently unavailable</i>																			
Male	51	50	55	57	50	58	42	59	51	48	61	74	68	66	86					
Female	53	59	52	59	48	63	59	50	51	73	76	62	63	46	82					
Ethnicity	<i>data currently unavailable</i>																			
Language Fluency	<i>data currently unavailable</i>																			
English Learners (EL)	43	36	42	47	31	26	13	53	25	15	58	63	50	34	62					
Non EL	56	63	62	61	53	70	61	55	65	76	74	71	69	60	91					
Migrant Education	<i>data currently unavailable</i>																			
Socioeconomic Status	<i>data currently unavailable</i>																			
SED	25	42	30	36	15	56	41	21	47	64	67	57	61	28	80					
Non SED	56	57	57	60	59	62	52	60	58	61	68	70	67	61	85					

SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are required to be presented in this report card.
In some instances, no students who met specific subgroup criteria were tested.

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	797	813	823	API Growth Score	813	830
Growth Target	1	*	*	Actual Growth	16	17
Statewide Rank	9	9	9	Eligible for Awards	Yes	Yes
Similar Schools Rank	6	7	5	Eligible for II/USP	No	No

API Subgroup Results

<i>Asian-American</i>						
Base API Score	861	871	878	API Growth Score	871	891
Growth Target	*	*	*	Actual Growth	10	20
<i>Hispanic or Latino</i>						
Base API Score	711		API Growth Score			
Growth Target	1		Actual Growth			
<i>Caucasian</i>						
Base API Score	808	812	819	API Growth Score	812	825
Growth Target	*	*	*	Actual Growth	18	13
<i>Socioeconomically Disadvantaged</i>						
Base API Score	681	734	750	API Growth Score	734	752
Growth Target	1	1	1	Actual Growth	53	18

*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 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, Verdugo Woodlands Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$59,491 for schoolwide use.



Textbooks & Instructional Materials

Verdugo Woodlands 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 10,000 books that are available for students to check out. The school's library contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study. 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. 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	94	94	123
Students per computer	6.3	7.1	5.5
Classrooms connected to Internet	0	0	All

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

Verdugo Woodlands Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 33 classrooms, a library, computer lab, lunch shelter, administrative offices, grassy fields, and blacktop playground. Facilities encompass more than 48,000 square feet on the 5.6-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 degree of adequacy that provides for good learning.

Measure K funds have provided the following improvements at Verdugo Woodlands Elementary School:

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

Verdugo Woodlands 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 and after school and during lunch, teachers, administrators, and noon 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, Verdugo Woodlands Elementary School had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Verdugo Woodlands 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

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	23	29	28
Emergency Permits	5	2	3
Without Credentials	0	0	0
Intern Credentials	0	0	1
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	28	31	32
Average Years Teaching	10.2	10.2	10.0
Average Years in District	8.8	8.8	8.5

2001-02 school year, certificated staff consisted of 34 employees: 64.7 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.

Specially trained staff who provide additional instruction or services include:

- Chorus Teacher
- Instrumental Music Teacher
- Child Development Program (CDP) Teachers
- Library Assistant
- Teacher Specialist
- Physical Education Teacher
- Education Assistants
- Recreational After School Program (RAP) Teachers

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

This assemblage at Verdugo Woodlands Elementary School is dedicated to provision the very best possible education for our students. They are entirely devoted, hardworking professionals.

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.

Verdugo Woodlands 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. Verdugo Woodlands 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 enhancing student writing skills, and developing higher-level thinking strategies to improve reading comprehension. A teacher specialist served as a "Math Coach" to classroom teachers providing support and lesson modeling designed to help students attain mastery of math skills.

Verdugo Woodlands 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. Verdugo Woodlands 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, Verdugo Woodlands Elementary School provides after school and weekend activities for GATE students and their families.

Verdugo Woodlands 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 and summer intervention programs are available 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 Verdugo Woodlands Elementary School 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 from each grade level, support staff, administrators, and classified personnel, meets regularly to address schoolwide issues, set policy, and oversee school operations.

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.

- Curriculum Advisory Council
- GATE Committee
- Math Curriculum
- Learning Committee
- Textbook Committee
- Science Committee
- Superintendent Committee

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

- School Site Council
- Leadership Team
- WAVE Education Foundation
- Parent Teachers Association
- Literacy Team
- Math Team
- Individual Education Plan (IEP) Teams
- Student Council
- Tobacco Use Prevention Education Committee
- Library Committee
- Safety Committee
- Technology Committee
- Learning Communities

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.

Verdugo Woodlands 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

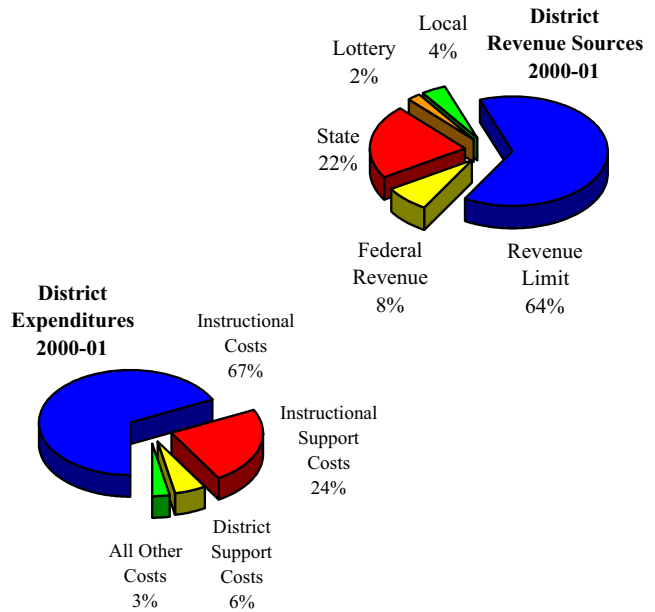
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition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

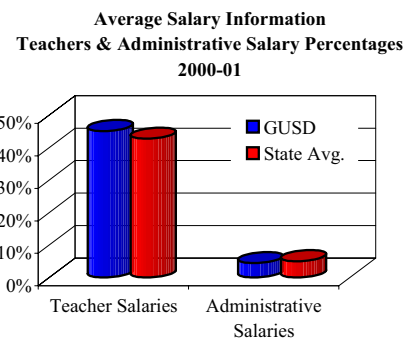
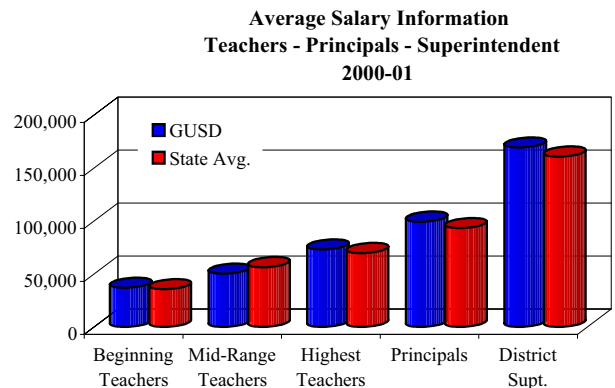
In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education,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



Contact Information

Parents who wish to participate in Verdugo Woodlands Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Lynda Christian or Assistant Principal Angela Schultz at (818) 241-2433.