

# Glendale Unified School District

"Excellence is Worth the Effort"



## R.D. White Elementary School A California Distinguished School

### 2001-2002 Annual School Report Card

744 E. Doran St., Glendale, CA 91206-2422

(818) 241-2164

Kindergarten through Sixth Grade

Suzanne Risse, Principal

[www.glendale.k12.ca.us](http://www.glendale.k12.ca.us)

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#### Principal's Message

I would like to welcome you to the R.D. White Elementary School Accountability Report Card and thank you for taking the time to explore it. As principal, I am so proud of the school over which I preside. I am please to have the opportunity to share the basis of such pride with you. The School Accountability Report Card (SARC) is a required component of Proposition 98 that every school must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

This year, R.D. White Elementary School was named a 2002 California Distinguished School, one of 247 in the state of California. Our school achieved this honor for many reasons, but perhaps foremost is the belief that all students can and will excel in an environment that is tailored to their learning 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 celebrated and promotes ethnic and cultural diversity, individuality, and emotion, intellectual, and social skills. 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 preparing our students to be competent and capable citizens. In an ongoing effort of improvement, we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting R.D. White Elementary School in making our students' educational experiences positive and enjoyable.

-- Suzanne Risse  
Principal

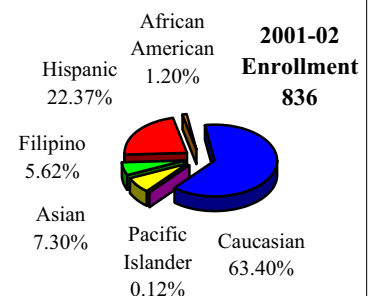
#### Mission Statement

The R.D. White Elementary School community aspires to:

- Attain high academic achievement and promote lifelong learning.
- Foster social responsibility, mutual respect, and appreciation of diversity.
- Provide a safe and nurturing environment.

#### 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 towering dramatic 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 R.D. White Elementary School community is located in the heart of the city of Glendale, serving over 800 kindergarten through sixth grade students, including 49 percent who are English Language Learners. Operating on a year-round calendar system, the school provides 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 R.D. White 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 R.D. White 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 R.D. White 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 children to choose behaviors that benefit them 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
- Academic Club of Excellence (ACE) Trimester Awards
- Perfect Attendance

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

- Presidential Physical Fitness Awards
- Presidential Academic Achievement

R.D. White 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						
	R.D. White Elem.			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	13	21	12	4,440	3,642	3,425
Suspensions (%)	1.50	2.49	1.44	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 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:

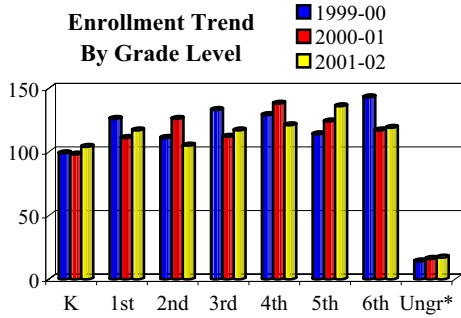
- Armenian School
- Noteworthy Learning
- Tutoring

### Homework

R.D. White 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 R.D White Elementary School has decreased by 3.8%. Schoolwide enrollment at the beginning of the 2001-02 school year was 836 students. R.D White 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.



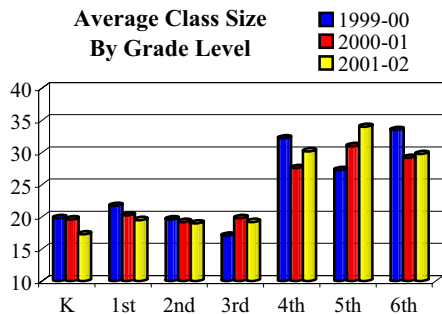
\*Ungraded includes any students enrolled in an ungraded program. May include special education students.

Regular attendance at R.D. White 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 R.D White Elementary School was 88.65%.

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

R.D. White Elementary School maintained a schoolwide average class size of 22 students and a student/teacher ratio of 21:1 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	5	6	0	0	0	0	0	0
1st	5	4	6	1	1	0	0	0	0
2nd	5	5	4	0	1	0	0	0	0
3rd	9	5	6	0	0	0	0	0	0
4th	0	0	0	3	5	4	1	0	0
5th	1	0	0	2	4	0	0	0	4
6th	0	0	0	1	4	4	3	0	0
K-3	1	3	0	0	0	0	0	0	0
3rd-4th	1	0	1	0	0	0	0	0	0
4th-8th	1	1	3	1	0	0	0	0	0

### Instructional Time

During the 2001-02 school year, all instructional time offered at R.D. White Elementary School either met or exceeded state requirements. Students in fourth through sixth grades receive instruction in instrumental music in addition to the core subjects. R.D. White 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
Kindergarten		
AM - Tracks A-C	36,000	36,134
PM - Track B	36,000	36,066
PM - Track C	36,000	36,297
PM - Track D	36,000	36,389
1st-3rd		
Track A	50,400	50,578
Track B	50,400	50,466
Track C	50,400	50,619
Track D	50,400	50,731
4th-6th		
Track A	54,000	54,196
Track B	54,000	54,070
Track C	54,000	54,205
Track D	54,000	54,331

For the 2001-02 school year, R.D. White Elementary School offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back-to-School Night, Open House, track changes, and report card preparation. Each Wednesday is a "Banking Day." Students are dismissed from school one hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month can be used for ad hoc meetings or classroom planning.

### 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.

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at R.D. White 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
62	59	70	62	68	74

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002				
	Math		Writing	
	01	02	01	02
K	95	91	41	42
1st	86	80	66	58
2nd	95	88	53	57
3rd	76	84	55	58
4th	57	63	69	62
5th	41	41	55	65
6th	26	43	74	68

### Standardized State Testing

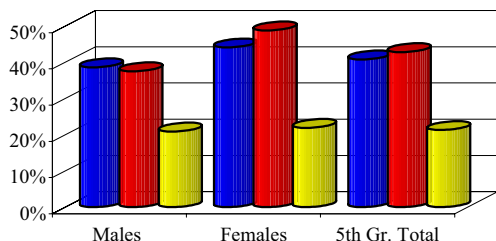
R.D. White Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student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

■ White 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. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

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			
White Elem.	56	70	59	46	50	56	46	55	56	41	47	51	49	42	49
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														
White Elem.	68	74	68	58	66	73	54	64	71	60	62	68	65	71	61
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														
White Elem.	60	71	67	54	62	68	61	65	66	66	61	67	62	60	60
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														
White Elem.	61	68	61	47	59	62	46	50	54	45	55	60	45	45	52
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		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				
<b>Gender</b>																								
Male	58	66	49	47	47	50	48	40	42	48	71	74	65	72	63	66	58	69	75	55				
Female	80	51	50	63	62	60	46	60	43	49	76	61	67	73	66	74	67	68	67	67				
<b>Ethnicity</b>																								
Asian							73										99		82					
Hispanic	63		38		61		25		36		55		46		70		41		58					
Caucasian	72		54		51		51		43		77		72		60		69		74					
<b>Language Fluency</b>																								
English Learners (EL)	65	52	34	47	19	39	9	17	12	13	71	64	59	71	46	58	29	48	53	38				
Non EL	81	73	76	72	76	79	68	74	69	81	82	76	77	77	77	90	83	82	87	83				
<b>Socioeconomic Status</b>																								
SED	59	49	43	42	40	43	33	46	33	39	63	64	58	60	58	66	60	74	61	54				
Non SED	82	69	56	67	70	68	63	56	51	58	86	72	74	83	72	75	64	64	79	68				
<b>Migrant Education</b>	<i>data currently unavailable</i>																							

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	01	02	01	02	01	02	01	02	01	02	
<b>All Students:</b>	40	35	38	39	38	42	33	32	25	29	53	44	52	43	40						
White 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																					
<b>Gender</b>																					
Male	32	41	39	31	27	29	29	22	17	28	58	42	43	47	38						
Female	46	27	37	47	48	50	38	40	35	31	48	47	58	40	41						
<b>Ethnicity</b>	data currently unavailable																				
<b>Language Fluency</b>																					
English Learners (EL)	35	27	22	35	17	25	0	10	4	2	49	42	42	30	15						
Non EL	51	48	61	48	52	65	52	47	44	54	62	49	67	52	63						
<b>Migrant Education</b>	data currently unavailable																				
<b>Socioeconomic Status</b>																					
SED	23	33	29	25	29	26	25	27	16	22	53	35	42	39	35						
Non SED	57	36	46	51	48	58	41	37	34	36	53	52	53	46	45						

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	673	705	737	API Growth Score	705	734
Growth Target	6	5	3	Actual Growth	32	29
Statewide Rank	7	6	7	Eligible for Awards	Yes	Yes
Similar Schools Rank	6	4	7	Eligible for II/USP	No	No
<b>API Subgroup Results</b>						
<i>Hispanic or Latino</i>						
Base API Score	573	628	663	API Growth Score	628	658
Growth Target	5	4	2	Actual Growth	55	30
<i>Caucasian</i>						
Base API Score	678	722	752	API Growth Score	722	748
Growth Target	5	4	2	Actual Growth	44	26
<i>Socioeconomically Disadvantaged</i>						
Base API Score	610	658	693	API Growth Score	658	687
Growth Target	5	4	2	Actual Growth	48	29

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 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, R.D. White Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$82,134 for schoolwide use.



**Textbooks & Instructional Materials**

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

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with thousands of books that are available for students to check out. Due to the recent technological updates and increase in supply of electronic resources, the library is now called as Library Media Center (LMC). The LMC has 3 available computers and is used for research and other related areas of study. The school's LMC contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study. Computers in the LMC 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	84	84	84
Students per computer	10.3	10.0	10.0
Classrooms connected to Internet	0	0	0

**Counseling & Other Support Services**

It is the goal of R.D. White Elementary School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates the counseling and support services.

**Counseling and Support Services Staff**

R.D. White Support Staff	Number of Staff	FTE	Availability Days Per Week
Health Aide	1	1	5
Nurse	1	0.6	3
Psychologist	1	0.6	3
Speech/Language Specialist	1	1	5
Special Day Class Teacher	2	2	5
Resource Specialist	2	2	5

FTE = Full-Time Equivalent

## School Facilities & Safety

R.D. White Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 31 classroom, a library, an auditorium, a cafeteria, grassy fields, and blacktop playground. Facilities encompass more than 60,000 square feet of the 5.8-acre site. School facilities are up-to-date and provide adequate space for students and staff. Split into a day and evening shift, a team of three custodians 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.

R.D. White Elementary School is undergoing renovation and modernization. Upgrades to technology and accessibility are a main priority. Measure K funds, supplemented by state bond funds as available, are allocated for these improvements.

R.D. White 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 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, R.D. White Elementary School had 36 fully credentialed teachers.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	39	33	36
Emergency Permits	3	7	5
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
<b>Total Teachers</b>	<b>42</b>	<b>40</b>	<b>41</b>
Average Years Teaching	10.8	8.9	9.5
Average Years in District	8.9	7.0	7.2

R.D. White 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 42 employees: 52.4 percent with 30+ additional units beyond their bachelor's degree and 31 percent holding advanced graduate degrees, such as a masters or doctorate degree.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

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

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

## 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.

R.D. White 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.

R.D. White 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 improving students' abilities in writing and math. R.D. White Elementary School implemented the Write...From the Beginning Program. This program allows teachers to develop schoolwide targets and goals for student writing skills. Math training for teachers of grades four through six providing methods to assist students with complex math skills.

R.D. White 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. R.D. White 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, R.D. White Elementary School provides before school activities for GATE students twice weekly.

R.D. White 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. Tutoring programs and intersession intervention programs

are available to at-risk students in grades kindergarten through three. Intersession intervention programs provide the opportunity 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. English Language Development is taught in the classroom, and students recently arrived in the United States receive additional help during the school day to help them build their English vocabulary.

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 R.D. White Elementary School is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers from each grade level, a teacher specialist, administrators, and representatives from special education, meets regularly to make decisions regarding school policies and operations.

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
- Bilingual Advisory Council
- Literacy Team
- Social Studies & Science Committee
- Math Committee
- Safety and Discipline 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.

R.D. White 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

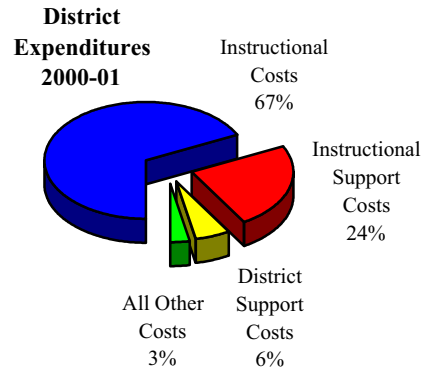
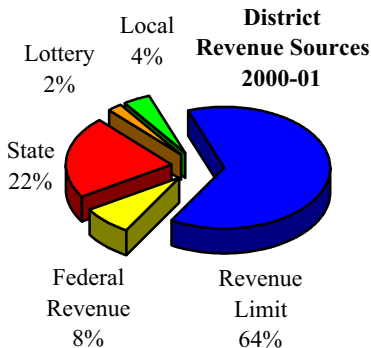
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition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

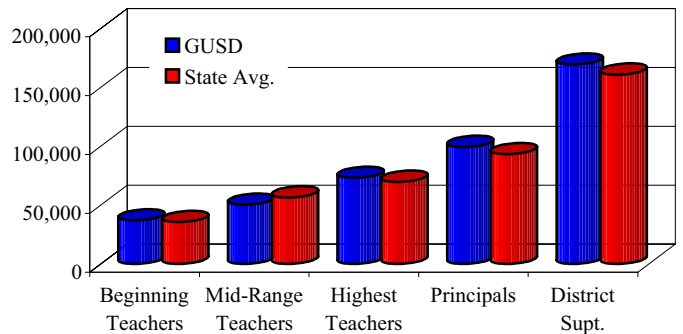
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



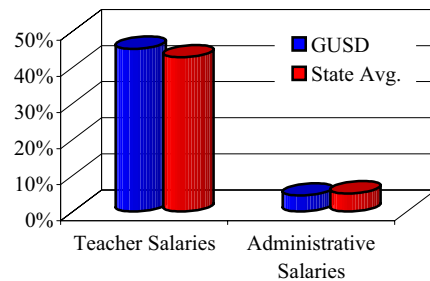
## Salary & Budget Comparison

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 R.D. White Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Suzanne Risse at (818) 241-2164.