



Glendale Unified School District

"Excellence is Worth the Effort"

Glenoaks Elementary School

2002-2003 Annual School Report Card

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

(818) 242-3747

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Robert Modrzejewski, Principal

2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian

Assistant Superintendent

Educational Services

Contents

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

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 legislation, 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 determining 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 ever-evolving world. Thank you for helping Glenoaks Elementary School change with the times and maintain flexibility in this and future generations.

-- Robert Modrzejewski
Principal

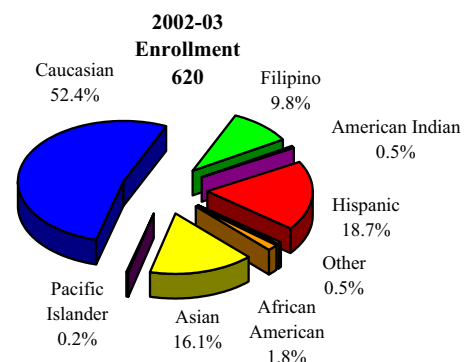
Mission Statement

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 eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.



Glenoaks Elementary School, which opened in 1930, is located in the eastern part of the city of Glendale and serves students in kindergarten through sixth grade. Students from Glenoaks will move on to Wilson Middle School and Glendale High School.

Operating on a traditional calendar system, the educational programs at Glenoaks are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 620 included 34 percent English Language Learners and 24 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

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

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

Extracurricular & Enrichment Activities

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

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

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

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

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

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

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

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

Community Involvement

Parents and the community are very supportive of the educational program at Glenoaks. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Glenoaks Elementary School Foundation
- Parent Teacher Association
- Glenoaks Homeowners Association

Contact Information

Parents who wish to participate in Glenoaks's leadership teams, school committees, school activities, or become volunteers may contact Principal Robert Modrzejewski at (818) 242-3747.

Curriculum Development

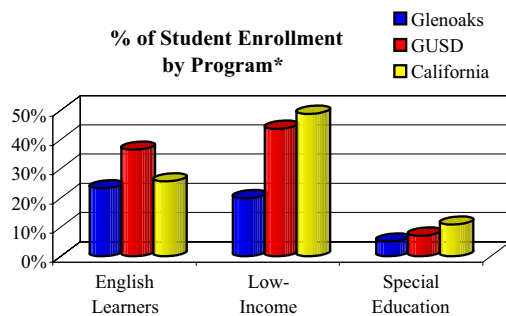
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district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

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

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

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While Glenoaks does not receive Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Glenoaks's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



*Based on 2003 STAR testing data.

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 provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

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

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

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

Language Arts			Math		
01	02	03	01	02	03
74	85	79	78	86	81

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

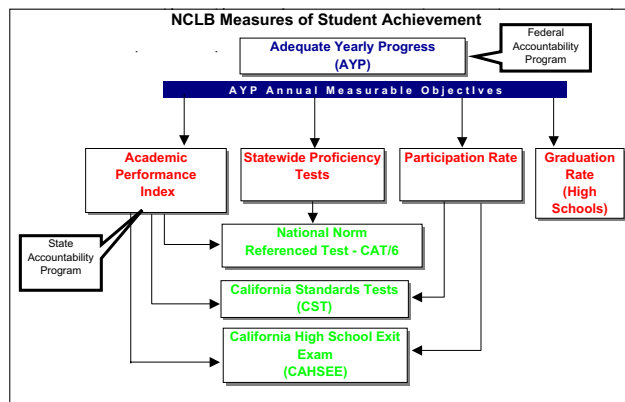
	Math			Writing		
	01	02	03	01	02	03
K	94	97	98	65	85	
1st	83	80		65	62	
2nd	87	84	75	68	65	68
3rd	92	88		88	93	
4th	70	67	62	74	82	75
5th	64	68		69	79	
6th	54	74	61	63	88	69

Adequate Yearly Progress

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

California's AYP

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



Adequate Yearly Progress (AYP) 2003 Phase I Glenoaks Elementary School

	California Standards Test (CST)					
	Participation Rate		% Proficient or Advanced			
	Rate	Met	%	English/ Language Arts	Met	Mathematics
Target	95%			13.6%		16%
Met Target? Yes (Y) or No (N)						
	Met	Rate	Met	%	Met	%
All Students	Y	100%	Y	55.2%	Y	67.5%
Subgroups:						
Asian	Y	100%	Y	71.6%	Y	86.4%
Hispanic or Latino	Y	100%	Y	38.0%	Y	52.3%
Caucasian	Y	100%	Y	54.3%	Y	66.3%
SED	Y	100%	Y	36.2%	Y	53.5%
English Learners	Y	100%	Y	41.4%	Y	56.3%

SED = Socioeconomically Disadvantaged

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Glenoaks Elementary School qualified to participate in the 2000 Governor's Performance Award.



API School Results										
All Students										
	Base				Growth					
	2000	2001	2002		00-01	01-02	02-03			
Students Tested	424	414	440	Percent Tested	98	99	100			
API Score	829	820	825	API Growth Score	827	827	829			
Growth Target	*	*	*	Actual Growth	-2	7	4			
Statewide Rank	9	9	9							
Similar Schools Rank	7	8	7							
Subgroups										
Socioeconomically Disadvantaged										
Base API Score	705	711	722	API Growth Score	716	723	759			
Growth Target	1	1	1	Actual Growth	11	12	37			
Asian										
Base API Score	917	920	902	API Growth Score	933	899	901			
Growth Target	*	*	*	Actual Growth	16	-21	-1			
Caucasian										
Base API Score	840	831	826	API Growth Score	838	831	829			
Growth Target	*	*	*	Actual Growth	-2	0	3			
Hispanic										
Base API Score	730	718	757	API Growth Score	723	759	770			
Growth Target	1	1	1	Actual Growth	-7	41	13			

**Schools that receive an API of 800 or more are expected to maintain that level of achievement. Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.*

Standardized State Testing

Glenoaks participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

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

Norm Referenced Test (SAT-9 & CAT/6)																														
% At or Above 50th Percentile																														
	Reading									Math																				
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03			
All Students																														
Glenoaks Elementary	76	70	55	69	75	49	67	64	59	75	66	58	71	80	75	70	71	59	84	83	68	77	79	72	74	82	72	82	92	87
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	64	71	42	56	71	54	63	58	49	76	57	49	73	86	76	68	67	58	81	79	65	74	77	69	78	81	70	80	96	86
Female	87	69	69	80	79	41	71	68	67	74	73	65	68	73	75	72	79	60	85	87	72	80	81	74	69	83	73	83	87	88
Language Fluency																														
English Learners (EL)	48	46	39	45	63	18	16	6	33	28	10	6	27	17	18	50	54	50	76	75	61	26	56	59	44	45	39	57	58	65
Non EL	91	85	69	81	84	70	81	77	73	85	81	69	83	89	90	81	82	67	88	89	72	91	84	78	80	93	79	89	96	93
Socioeconomic Status																														
SED	59	45	44	68	67	28	38	41	43	63	28	43	55	56	48	61	50	48	72	89	72	63	67	61	65	56	50	63	72	68
Non SED	84	77	59	69	78	55	78	73	65	81	80	64	78	86	87	74	77	63	88	81	66	83	84	76	78	92	80	90	96	95
Ethnicity																														
Asian	91	88	60	79	91	71	93	78	62	84	93	65	88	88	93	82	94	80	96	99	86	99	96	92	89	93	90	99	99	100
Caucasian	76	71	56	74	72	52	60	71	58	74	60	60	81	74	65	67	73	58	85	84	64	66	82	67	74	83	71	92	89	88
Filipino			64	69			67	67		69	73	62	67	83			73	77				92	67		77	82	69	80	92	
Hispanic	67	53	45	54	67	36	57	40	42	80	54	48	44	91	86	64	58	35	75	83	57	71	68	58	57	62	60	52	91	71

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

California Standards Test

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

California Standards Test (CST)																	
Major Content Areas																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
			2			3			4			5			6		
			01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students																	
English/Language Arts																	
Glenoaks Elementary	53	49	40	57	61	51	55	54	60	50	56	62	62	61	63		
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47		
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36		
Mathematics																	
Glenoaks Elementary		58	57		71	65		60	78		74	66		71	69		
GUSD		51	61		50	58		50	63		48	56		53	57		
California		43	53		38	46		37	45		29	35		32	34		

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

Data unavailable through the California Department of Education.

How to Read CST Results

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

California Standards Test (CST) - Major Subgroups																	
English/Language Arts																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
			2			3			4			5			6		
			01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Glenoaks Elementary																	
Male	39	50	33	43	45	50	49	49	57	41	52	53	55	64	57		
Female	66	47	46	69	75	50	60	58	63	60	60	69	70	57	69		
English Learners	27	23	25	22	42	33	5	0	30	6	5	22	14	0	12		
Non English Learners	69	66	57	75	75	53	68	66	74	59	71	67	75	70	68		
SED	34	25	28	48	53	28	25	33	39	23	20	46	44	28	40		
Non SED	62	56	44	60	63	56	66	62	69	63	71	68	69	69	73		
Asian		75	53		91	71		70	77		93	75		76	86		
Caucasian		48	42		52	50		61	56		52	63		60	60		
Filipino			45					42			45	69		50			
Hispanic		32	20		50	29		36	42		46	48		55	50		

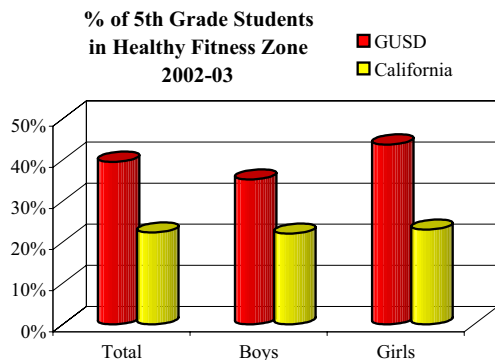
SED - Socioeconomically Disadvantaged

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

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Glenoaks is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Glenoaks did not have any students met the standards in all six areas. The district and state information is shown.



California Standards Test (CST) - Major Subgroups												
Math												
Combined % of Students Scoring at Advanced & Proficient Levels												
			2		3		4		5		6	
			02	03	02	03	02	03	02	03	02	03
Glenoaks Elementary												
Male	62	56	69	58	56	74	71	62	82	68		
Female	51	58	74	75	63	81	75	71	60	71		
English Learners	34	45	59	55	34	63	25	28	25	29		
Non English Learners	73	66	80	64	66	80	87	74	78	80		
SED	40	40	61	67	52	70	48	57	50	48		
Non SED	63	63	75	65	63	82	83	70	77	78		
Asian	69	80	100	86	70	92	87	85	82	93		
Caucasian	65	58	65	60	66	79	73	64	75	70		
Filipino		64				50	73	54	58			
Hispanic	42	35	75	57	52	50	54	64	45	43		

SED - Socioeconomically Disadvantaged

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

Instructional Programs

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

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities.

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

Students learning English as a second language receive assistance both in class and in a pull-out program working with instructional assistants. Most teachers at Glenoaks are certified to teach English Learners.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resources specialist or enrolling in Special Day Classes. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

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

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the process, the committee submits a recommendation to the Board of Education for final adoption.

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Spanish, Korean and Armenian in

District Adopted Textbooks		
Subject/ Year Adopted	Series	Grades
Language Arts		
2002	Houghton Mifflin	K-5
	McDougal Littell	6
Mathematics		
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies		
2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6
Science		
2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001	Harcourt Brace: <i>Harcourt Science</i>	K-5

addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Glenoaks contains up to six computers. Computer skills and concepts prepare students for technological growth and opportunities. The school's computer lab is equipped with 35 student workstations. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency. Software programs used schoolwide include Microsoft Word, Microsoft Excel, Microsoft Power Point, HyperStudio, and Inspiration.

Counseling & Other Support Services

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

Counseling & Support Services Staff			
Glenoaks Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	1	0.2
Psychologist	1	2	0.4
Nurse	1	1	0.2
Health Aide	1	5	1
Speech/Language Specialist	1	5	1
Resource Specialist	1	5	1
Special Day Class Teacher	2	5	2

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

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

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Glenoaks had 31 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	27	30	31
Working Outside Subject	0	0	0
Emergency Credentials	3	2	0
Interns	0	0	0
Waivers	0	1	0
Total Teachers	30	33	31
Average Years Teaching	15.2	13.3	14.6
Average Years in District	13.3	11.2	12.3

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

Teacher Evaluation

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

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

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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Glenoaks 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 differentiation of instruction, technology, and strategies for improving student reading.

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

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Glenoaks provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1930, sit on 7.5 acres and include 34 classrooms, a cafeteria, a library, a literacy center, administrative offices, grassy fields, a separate kindergarten playground, and blacktop playground.

This school year, the Measure K project is making it possible for Glenoaks to improve the facilities of the school. Projects scheduled for the 2002-03 year include:

- Increasing handicap accessibility
- Remodeling classrooms
- Renovate the administrative building

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included interior and exterior painting for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Glenoaks has three custodians on duty to ensure school facilities remain clean and safe.

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

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Glenoaks reviews the plan annually; the plan was last updated in February 2003. The plan is reviewed with school staff at least twice each year. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including

proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by teachers and the school secretary. Parents are advised of absences through phone calls and written notes. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Glenoaks was 96.58%.

Glenoaks 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		
	01	02	03	01	02	03
Suspensions (#)	7	2	5	3647	3425	5,489
Suspensions (%)	1.07	0.31	0.81	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Glenoaks maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 20:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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

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

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Glenoaks has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Glenoaks (met/exceeded) state requirements as specified in the California Education Code. For the 2002-03 school year, Glenoaks offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Open House, Back-to-School Night, report card preparation, and the last day of school. Each Wednesday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	K - A.M.	36,000
K - P.M.	36,000	36,180
1st-3rd	50,400	50,589
4th-8th	54,000	54,338

Days" allow teachers additional time for staff development, teacher planning, and Learning Community activities.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

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

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

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

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

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

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