



# Glendale Unified School District

"Excellence is Worth the Effort"

## White Elementary School A California Distinguished School

### 2002-2003 Annual School Report Card

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

(818) 241-2164

Kindergarten through Sixth Grade

www.gusd.net

#### School Administration

Suzanne Risse, Principal

Jane Hale, Assistant to the 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

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 pleased 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.

Last year, our school was recognized as a California Distinguished School, one of 247 in the state of California. This year, R. D. White was named a 2003 No Child Left Behind National Blue Ribbon School. We received our plaque and flag in Washington D.C. in October -- what an honor. Our school achieved this recognition for many reasons, but perhaps foremost is the belief that all students can and will succeed in an environment that is focused on excellence!

We have developed a comprehensive educational program based on state standards and achieved through high quality teaching. Even more, we recognize the importance of developing the whole child. Therefore, our program also celebrates and promotes ethnic and cultural diversity, individuality, and emotional, 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

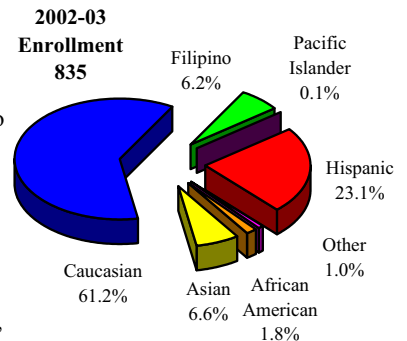
The R.D. White Elementary School community aspires to:

- Attain high academic achievement and promote life-long 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 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.

White Elementary School, which opened in 1926, is located in the heart of the city of Glendale and serves students in kindergarten through sixth grade. Operating on a year-round calendar system, the educational programs at White are tailored to meet the needs of a changing school population.

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at White are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of White'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:

- Armenian School
- Bob White's Choral and Drama Group
- Tutor Club
- Student Council
- Mustang Press School Newspaper

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:

- Student of the Month
- Academic Club of Excellence (ACE) Trimester Awards
- Perfect Attendance (monthly and at year-end)
- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

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

Staff members 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
- Bilingual Advisory Council
- Literacy Team
- Social Studies and Science Committee
- Math Committee
- Safety and Discipline Committee

## Community Involvement

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

- Parent Teacher Association
- R.D. White Education Foundation
- Dad's Club
- Classroom Volunteers
- Reading By Nine
- Rotary Club - reader volunteers

## Contact Information

Parents who wish to participate in White's leadership teams, school committees, school activities, or become volunteers may contact Principal Suzanne Risse at (818) 241-2164.

## Curriculum Development

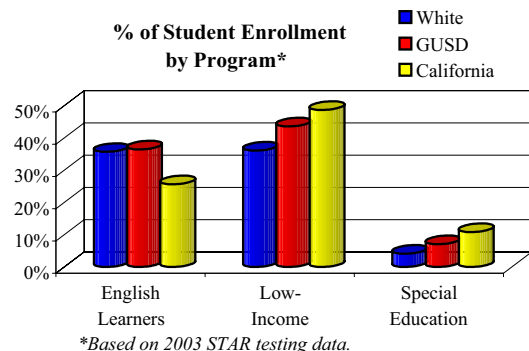
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district 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. White meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, White uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of White's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



## Student Achievement & Testing

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

Meeting Grade Level Standards					
% of Students At or Above Proficiency Level					
Language Arts			Math		
01	02	03	01	02	03
59	70	67	68	74	74

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

	Math			Writing		
	01	02	03	01	02	03
K	95	91	84	41	42	
1st	86	80		66	58	
2nd	95	88	79	53	57	63
3rd	76	84		55	58	
4th	57	63	70	69	62	66
5th	41	41		55	65	
6th	26	43	52	74	68	67

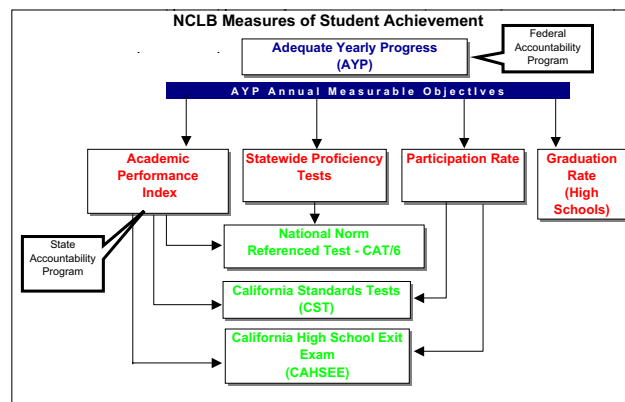
Not tested in 2003.

## Adequate Yearly Progress

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

### 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. White achieved Adequate Yearly Progress for 2003.



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

Adequate Yearly Progress (AYP) 2003 Phase I					
White Elementary School					
California Standards Test (CST)					
	Participation Rate	% Proficient or Advanced			
		English/ Language Arts	Mathematics		
<b>Target</b>	<b>95%</b>	<b>13.6%</b>	<b>16%</b>		
<b>Met Target? Yes (Y) or No (N)</b>					
	Met	Rate	Met	%	Met %
<b>All Students</b>	Y	100%	Y	43.7%	Y 56.0%
<b>Subgroups:</b>					
Hispanic or Latino	Y	100%	Y	34.4%	Y 42.6%
Caucasian	Y	100%	Y	45.7%	Y 57.1%
SED	Y	100%	Y	35.5%	Y 49.8%
English Learners	Y	100%	Y	35.3%	Y 51.8%

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, White Elementary School qualified to participate in the 2000, 2001, and 2002 Governor's Performance Award.



## Standardized State Testing

White 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/>.

API School Results								
All Students								
	Base				Growth			
	2000	2001	2002		00-01	01-02	02-03	
Students Tested	550	534	579	Percent Tested	100	100	99	
API Score	705	737	745	API Growth Score	734	749	776	
Growth Target	5	3	3	Actual Growth	29	12	31	
Statewide Rank	6	7	7					
Similar Schools Rank	4	7	6					
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	658	693	705	API Growth Score	687	712	740	
Growth Target	4	2	2	Actual Growth	29	19	35	
Caucasian								
Base API Score	722	752	748	API Growth Score	748	758	784	
Growth Target	4	2	2	Actual Growth	26	6	36	
Hispanic								
Base API Score	628	663	692	API Growth Score	658	689	728	
Growth Target	4	2	2	Actual Growth	30	26	36	

*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.*

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

Norm Referenced Test (SAT-9 & CAT/6)																														
% At or Above 50th Percentile																														
	Reading												Math																	
	2			3			4			5			6			2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03						
<b>All Students</b>	70	59	47	50	56	32	55	56	47	47	51	45	42	49	50	74	68	55	66	73	61	64	71	62	62	68	65	71	61	65
White Elementary																														
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
<b>Gender</b>																														
Male	58	66	37	49	47	34	47	50	36	48	40	37	42	48	45	71	74	56	65	72	64	63	66	59	58	69	59	75	55	60
Female	80	51	55	50	63	29	62	60	57	46	60	51	43	49	55	76	61	54	67	73	56	66	74	65	67	68	70	67	67	70
<b>Language Fluency</b>																														
English Learners (EL)	65	52	41	34	47	18	19	39	32	9	17	24	12	13	13	71	64	51	59	71	57	46	58	48	29	48	41	53	38	36
Non EL	81	73	58	76	72	51	76	79	63	68	74	56	69	81	67	82	76	62	77	77	65	77	90	76	83	82	78	87	83	78
<b>Socioeconomic Status</b>																														
SED	59	49	41	43	42	27	40	43	28	33	46	36	33	39	38	63	64	48	58	60	55	58	66	52	60	74	67	61	54	58
Non SED	82	69	53	56	67	36	70	68	63	63	56	54	51	58	61	86	72	61	74	83	66	72	75	70	64	64	63	79	68	71
<b>Ethnicity</b>																														
Asian		82						73	45		90			75						99			82	64		80				
Caucasian	72	54	48	54	58	31	51	57	47	51	50	43	43	50	53	77	70	60	72	74	57	60	76	63	69	70	68	74	61	67
Filipino		64						80									55			70										

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
<b>All Students</b>															
<b>English/Language Arts</b>															
White Elementary	40	35	40	38	39	34	38	42	48	33	32	44	25	29	44
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
<b>Mathematics</b>															
White Elementary		53	51		44	45		52	62		43	57		40	53
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 White 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
<b>White Elementary</b>															
Male	32	41	33	39	31	37	27	29	36	29	22	34	17	28	35
Female	46	27	45	37	47	29	48	50	59	38	40	52	35	31	51
English Learners	35	27	35	22	35	20	17	25	32	0	10	20	4	2	3
Non English Learners	51	48	44	61	48	50	52	65	50	52	47	55	44	54	54
SED	23	33	38	29	25	29	29	26	33	25	27	42	16	22	33
Non SED	57	36	42	46	51	38	48	58	60	41	37	46	34	36	52
Asian		45									45				
Caucasian		28	40		42	33		48	49		31	48		30	47
Filipino			55												
Hispanic		35	29		19	33		25	33		31	36		19	38

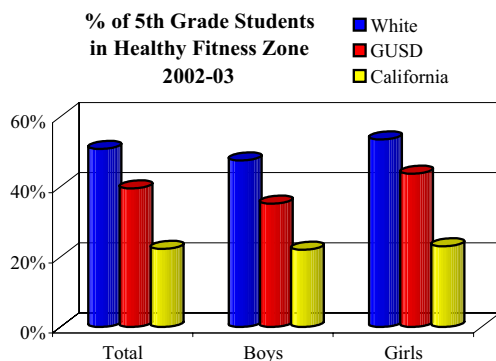
*SED - Socioeconomically Disadvantaged*

*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, White is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



California Standards Test (CST) - Major Subgroups												
Math												
Combined % of Students Scoring at Advanced & Proficient Levels												
	2		3		4		5		6			
	02	03	02	03	02	03	02	03	02	03	02	03
<b>White Elementary</b>												
Male	58	49	42	51	43	55	47	54	38	53		
Female	48	55	47	38	58	70	40	59	41	54		
English Learners	49	48	42	38	42	53	30	46	15	28		
Non English Learners	62	56	49	53	67	65	52	52	63	54		
SED	53	48	35	43	42	56	39	57	35	45		
Non SED	53	56	52	47	63	69	46	57	45	61		
Asian		37					73					
Caucasian		50	53	46	43	57	59	42	61	40	57	
Filipino			55									
Hispanic		50	43	26	33	31	59	35	39	33	35	

*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, White 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. In addition, White provides a weekly before school program for GATE students.

White offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory 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 for students learning English as a second language, and students recently arrived in the United States receive additional assistance 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 and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist, a speech language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

## Textbooks & Instructional Materials

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

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

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

contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study. The Accelerated Reader program is utilized in the library and in classrooms as a supplement to encourage reading and comprehension. Library books are leveled so students have many to choose from.

Each classroom for grades 1-3 at White contains an average of two computers, and classrooms for grades 4-6 contain an average of four. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

## Counseling & Other Support Services

It is the goal of White 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			
White Support Staff	Number		
	of Staff	Days Available Per Week	Full Time Equivalent
Health Aide	1	5	1
Psychologist	1	3	0.6
Nurse	1	2	0.4
Speech/Language Specialist	1	5	1
Resource Specialist	2	5	2
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, White had 35 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	33	36	35
Working Outside Subject	0	0	0
Emergency Credentials	7	5	4
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>40</b>	<b>41</b>	<b>39</b>
Average Years Teaching	8.9	9.5	10.6
Average Years in District	7.0	7.2	7.9

*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.

White 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 inclusion of special education students, "Strategies the Work," and ongoing Accelerated Reader training. "Strategies That Work" is a reading comprehension

program that uses research-supported methodology to help students construct meaning and build understanding.

White 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. White 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

White provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1926, sit on 5.8 acres and include 31 classrooms, a library, an auditorium, a cafeteria, grassy fields, and blacktop playground.

This school year White is the midst of a major modernization project paid for through Measure K funds. The modernization is due to be completed by 2005.

The district's scheduled maintenance program, which included replacing water lines and some interior painting for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, White has a team of three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of White. 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. Administrators and noon aides monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. White reviews the plan annually; the plan was last updated in spring 2003. The plan is reviewed with school staff at the beginning of each school 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 monitored daily by an office clerk and reviewed by the principal each trimester. Parents are advised of absences through phone calls and written communication. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for White was 95.32%.

White 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.

	White			GUSD		
	01	02	03	01	02	03
Suspensions (#)	21	12	14	3642	3425	5489
Suspensions (%)	2.49	1.44	1.68	12.01	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

White maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 22:1 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	5	6		0	0		0	0	
1st	4	6		1	0		0	0	
2nd	5	4		1	0		0	0	
3rd	5	6		0	0		0	0	
4th	0	0		5	4		0	0	
5th	0	0		4	0		0	4	
6th	0	0		4	4		0	0	
K-3rd	3	0		0	0		0	0	
3rd-4th	0	1		0	0		0	0	
4th-6th	1	3		0	0		0	0	

*Data unavailable at time of publication*

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

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. White 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 White exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, White 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 Monday is a "Banking Day." Students

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K		
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

are dismissed an 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 is used ad hoc meetings or classroom planning.

### 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.

Current Expense of Education Per Student* 2001-02		
Statewide Average		
GUSD	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%