



# GLENOAKS ELEMENTARY SCHOOL

2015 E. Glenoaks Boulevard, Glendale, CA 91206-2911 • (818) 242-3747 • Kindergarten through Sixth Grade  
Robert Modrzejewski, Principal  
www.gusd.net

## 2003-2004 School Accountability Report Card

### 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

### 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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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 29,433 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 2003-2004 school year, the student population of 644 included 32 percent English Language Learners and 27 percent eligible for free or reduced-priced meals.

## 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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.4
American Indian	0.3
Asian	13.4
Caucasian	53.0
Filipino	10.2
Hispanic	21.1
Pacific Islander	0.0
Other	0.6

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Glenoaks Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Glenoaks Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. 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.

	Suspensions & Expulsions					
	Glenoaks Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	2	5	17	3425	5489	4903
Suspension (%)	0.32%	0.81%	2.64%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

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 teach children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

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
- Early Bird Reading Program
- Instrumental Music
- 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
- Citizenship Award
- High Five Certificates
- Perfect Attendance

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.

## Academic Support

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.

## 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 2003-2004 school year, the actual attendance rate for all grade levels for Glenoaks was 96.54%.

## Class Size

Glenoaks Elementary School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 21:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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 Elementary has implemented CSR in 100% of all K-3 classrooms for the past three years.

	Class Size Distribution											
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	20	20	20	4	4	4	0	0	0	0	0	0
1st	19	18	19	5	5	4	0	0	0	0	0	0
2nd	18	19	18	5	5	4	0	0	0	0	0	0
3rd	19	20	19	4	3	5	0	1	0	0	0	0
4th	33	33	35	0	0	0	0	1	0	3	1	2
5th	30	33	32	0	0	0	3	1	1	0	1	1
6th	32	33	33	0	0	0	2	1	0	1	1	3
K-3	8	0	20	2	0	2	0	0	0	0	0	0
4th-8th	28	32	33	0	0	0	1	2	0	0	0	1

## School Facilities

Glenoaks Elementary School 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. At the time this report was published in April 2005, 100% of restrooms were in good working order.

Measure K project funds make it possible for Glenoaks to improve school facilities. Projects scheduled to be completed by 2004-2005 include:

- Increasing handicap accessibility
- Remodeling of classrooms
- Renovation of 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 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.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1).

This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

#### Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

## Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional minutes and days offered at Glenoaks Elementary School (met/exceeded) state requirements as specified in the California Education Code. For the 2003-2004 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 Days” allow teachers additional time for staff development, teacher planning, and Learning Community activities.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,300
1st	50,400	50,589
2nd	50,400	50,589
3rd	50,400	50,589
4th	54,000	54,338
5th	54,000	54,338
6th	54,000	54,338

## Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state’s most recent list of standards-based materials. The district follows the State Board of Education’s eight-year adoption cycle for core content materials.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Science	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills: Adventures in Time and Place	2000
K-6	Mathematics	Everyday Learning Corp: Everyday Mathematics, Revi	2001

The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

## Library & Computer Resources

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 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.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	114	100	133
Students per computer	5.7	6.2	4.8
Classrooms connected to Internet	35	27	30

Each classroom at Glenoaks Elementary School contains at least two computers, but some may have up to six. 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.

## Curriculum Development

Throughout Glendale Unified School District, 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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

## Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Glenoaks Elementary. 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, report card grades
- 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.

## CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

# California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

## 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. API results are available at the end of this report.

## 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.

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 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

## Physical Fitness

In the spring of each year, Glenoaks Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student’s ability to perform fitness tasks in six major areas; students 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).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
5th Grade	
<b>Glenoaks Elementary</b>	
School Overall	63.4%
School (Boys)	55.6%
School (Girls)	69.6%
<b>Glendale Unified</b>	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
<b>California</b>	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Glenoaks Elementary School had 31 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	30	31	31
Emergency Credentials	2	0	0
Interns	0	0	0
Waivers	1	0	0
Total Teachers	33	31	31
Average Years Teaching	13.3	14.6	15.9
Average Years in District	11.2	12.3	13.8
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0

**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 and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

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

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

## 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.

## Counseling & Support Staff

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.

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.

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

## School Leadership

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

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

## Federal Awards & Interventions

Since it receives no Title I funding, Glenoaks Elementary School is not affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

## NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 30.3% of core academic classes at Glenoaks Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 85.7% of core academic classes at Glenoaks Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Glenoaks Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	32.3%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	64.5%	41.5%
Bachelor's Degree	3.2%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

**\*Indicates additional hours above and beyond degree.**

## Individualized Instruction

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 Elementary School is able to offer programs to meet the individual needs of its students.

## 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 Elementary 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.

## English Language Learners

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 Elementary School are certified to teach English Learners.

## GATE

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.

## Special Education

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.

## Professional 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 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 2003-04 school year, staff development focused on differentiation of instruction, technology, and strategies for improving reading.

Glenoaks Elementary School's staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Glenoaks Elementary School further supports teachers and paraprofessionals by participating in 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 educational 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 program.

## Safe School Plan

Safety of students and staff is a primary concern of Glenoaks Elementary School. 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 December 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.

## Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919
<b>Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.</b>		
<b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b>		

- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

**CAT/6 Norm Referenced Test**

**2004-05**

**% At or Above 50th Percentile**

Subject Area	Reading								Math																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
<b>All Students</b>																															
Glenoaks Elementary	55	60		49	43		59	67		58	60		75	79		59	71		68	67		72	71		72	71		87	83		
GUSD	52	54		39	40		44	45		45	50		57	59		62	66		64	63		62	59		62	67		72	72		
California	46	47		34	35		35	36		40	41		45	46		57	59		52	54		48	49		49	50		51	53		
<b>Subgroups</b>																															
<b>Gender</b>																															
Females	69	67		41	52		67	69		65	72		75	86		60	74		72	70		74	69		73	70		88	92		
Males	42	52		54	33		49	67		49	44		76	73		58	67		65	63		69	72		70	72		86	75		
<b>Socioeconomic Status</b>																															
Non SED	59	61		55	45		65	73		64	65		87	84		63	71		66	68		76	76		80	75		95	85		
SED^	44	57		28	38		43	50		43	48		48	67		48	70		72	62		61	55		50	60		68	78		
<b>Language Fluency</b>																															
English Learners	39	59		18	17		33	44		6	18		18	50		50	73		61	59		59	59		39	41		65	56		
Non English Learners	69	60		70	63		73	77		69	75		90	85		67	69		72	73		78	76		79	82		93	88		
<b>Special Programs</b>																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education Title 1	*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
<b>Ethnicity</b>																															
African American	*	*		*			*			*	*		*	*		*	*		*			*			*	*		*	*		
American Indian	*			*	*		*			*			*			*			*	*		*			*			*			
Asian	60	*		71	58		62	83		65	69		93	94		80	*		86	83		92	75		90	77		100	100		
Caucasian	56	53		52	37		58	70		60	59		65	82		58	65		64	68		67	74		71	73		88	82		
Filipino	64	*		*	*		*	75		62	*		*	80		73	*		*	*		*	92		69	*		*	73		
Hispanic or Latino	45	71		36	46		42	53		48	36		86	64		35	71		57	54		58	53		60	45		71	77		
Pacific Islander													*															*			

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Glenoaks Elementary**

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
<b>Second Grade</b>									
All Students	49	40	55	58	57	60			
Females	47	46	69	52	58	60			
Males	50	33	41	62	56	59			
English Learners	23	25	51	34	45	62			
Non English Learners	66	52	57	73	67	58			
R-FEP†	**		*	**		*			
SED^	25	28	48	40	40	70			
Non SED	56	44	57	63	63	56			
Special Education		*	*		*	*			
African American		*	*		*	*			
American Indian	**	*		**	*				
Asian	75	53	*	69	80	*			
Caucasian	48	42	43	65	58	51			
Filipino	**	45	*	**	64	*			
Hispanic or Latino	32	20	57	42	35	71			
<b>Third Grade</b>									
All Students	61	51	42	71	65	60			
Females	74	50	48	74	75	63			
Males	46	50	35	68	58	57			
English Learners	42	33	22	59	55	50			
Non English Learners	75	62	58	80	72	68			
R-FEP†	**	*	*	**	*	*			
SED^	53	28	38	61	67	55			
Non SED	63	56	43	75	65	62			
Special Education		*	*		*	*			
African American	**		*	**		*			
American Indian		*	*		*	*			
Asian	91	71	67	100	86	75			
Caucasian	52	50	39	65	60	61			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	50	29	33	75	57	50			
<b>Fourth Grade</b>									
All Students	54	60	66	60	78	68			
Females	58	63	63	63	81	66			
Males	49	57	69	56	74	70			
English Learners	0	30	44	34	63	59			
Non English Learners	66	76	76	66	86	73			
R-FEP†	62	*	93	57	*	86			
SED^	33	39	45	52	70	59			
Non SED	62	69	73	63	82	72			
Special Education		*	*		*	*			
African American	**	*		**	*				
American Indian			*			*			
Asian	70	77	83	70	92	83			
Caucasian	61	56	74	66	79	70			
Filipino	42	*	50	50	*	83			
Hispanic or Latino	36	42	53	52	50	53			

Fifth Grade							
All Students	57	62	72	73	66	75	60
Females	60	69	76	75	71	78	54
Males	52	53	67	71	62	72	67
English Learners	5	22	41	25	28	55	32
Non English Learners	71	70	83	87	75	83	70
R-FEP†	81	71	81	94	71	94	69
SED^	20	46	64	48	57	68	48
Non SED	71	68	75	83	70	79	65
Special Education		*	*		*	*	*
African American	**	*	*	**	*	*	*
Asian	93	75	77	87	85	92	77
Caucasian	52	62	70	73	64	75	57
Filipino	45	69	*	73	54	*	*
Hispanic or Latino	46	48	64	54	64	64	45
Pacific Islander	**			**			

Sixth Grade							
All Students	61	63	65	72	69	65	
Females	58	69	73	60	71	65	
Males	64	57	59	82	68	65	
English Learners	0	12	13	25	29	25	
Non English Learners	70	76	75	78	79	73	
R-FEP†	61	87	78	83	80	70	
SED^	28	40	44	50	48	44	
Non SED	69	73	74	77	78	73	
Special Education		*	*		*	*	
African American	**	*	*	**	*	*	
American Indian		*			*		
Asian	76	86	88	82	93	100	
Caucasian	60	60	66	75	70	64	
Filipino	50	*	60	58	*	60	
Hispanic or Latino	55	50	52	45	43	50	
Pacific Islander	**	*		**	*		

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

\*\*2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

**API School Results**

	Base			Growth			
All Students	2001	2002	2003		2002	2003	2004
Percent Tested	98	97	100	Percent Tested	99	100	100
API Score	820	825	832	API Growth Score	827	829	835
Growth Target	A	A	A	Actual Growth	7	4	3
Statewide Rank	9	9	9	Eligible for Awards	No	No	No
Similar Schools Rank	8	7	7	Eligible for II/USP	No	No	No

**Subgroups**

Socioeconomically Disadvantaged							
Base API Score	711	722	763	API Growth Score	723	759	776
Growth Target	1	1	1	Actual Growth	12	37	13
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score	920	902	908	API Growth Score	899	901	
Growth Target	A	A	A	Actual Growth	-21	-1	
Caucasian							
Base API Score	831	826	829	API Growth Score	831	829	831
Growth Target	A	A	A	Actual Growth	0	3	2
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	718	757	774	API Growth Score	759	770	780
Growth Target	1	1	1	Actual Growth	41	13	6
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

**\*Schools and subgroups with scores 800 and above have met the statewide target and 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.**

**Adequate Yearly Progress**

California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Glenoaks Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		13.6%		13.6%		95%		95%		12.0%		12.0%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

**Subgroups**

All Students	Yes	100	Yes	100	Yes	55.2	Yes	59.5	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	100	Yes	41.4	Yes	43.7	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	100	Yes	36.2	Yes	45.3	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	81.9			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	31.7	*	30.5	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	100	*	100	Yes	71.6	*	81.9	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	66.0	*	64.7	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	54.3	Yes	57.6	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	100	Yes	38.0	Yes	47.0	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

**Math**

Year Ending Target	Glenoaks Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		16.0%		16.0%		95%		95%		12.8%		12.8%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

**Subgroups**

All Students	Yes	100	Yes	100	Yes	67.7	Yes	66.1	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	56.9	Yes	57.8	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	100	Yes	54.3	Yes	57.8	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	88.5			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	41.4	*	36.1	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	*	100	Yes	86.4	*	88.5	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	70.0	*	72.5	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	66.3	Yes	63.9	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	100	Yes	53.5	Yes	55.2	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

**Academic Performance Index (API)**

Target	Glenoaks Elementary								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	829	Yes	835	Yes	767	Yes	779								

**^SED = Socioeconomically Disadvantaged**  
**\*Only numerically significant subgroups are required to be reported**