

Glendale Unified School District

"Excellence is Worth the Effort"



Thomas Edison Elementary School

2000-2001 Annual School Report Card

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Kindergarten through Sixth Grade
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Principal's Message

As a principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Thomas Edison Elementary School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in 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 legislature, 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.

Mission Statement

Thomas Edison Elementary School, led by a talented and dedicated staff, guarantees that all students will acquire a foundation for success through a goal-oriented, cooperative network, actively involving staff and neighborhood in an innovative and supportive environment.

Objectives:

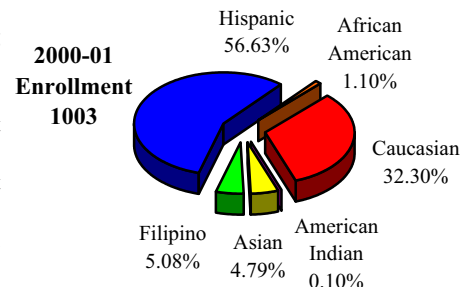
- All students will demonstrate academic creative skills to ensure success at the next grade level.
- Students will demonstrate positive self-esteem, social responsibility, and pride in home, school and community.

Strategies:

- We will develop and implement staff development programs that support our mission and objectives.
- We will develop a clean, safe, productive, and positive learning environment.
- We will establish communication among district, staff, students, parents, and community.
- We will develop and implement programs to ensure that the special needs of all students are met.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, fifty 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 quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.



Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

The Thomas Edison Elementary community is located at the heart of the city of Glendale, serving a little over 1,000 kindergarten through sixth grade students. As a California Distinguished School, Thomas Edison Elementary teachers and staff are committed to providing a safe and productive learning experience. Operating on a year-round calendar system, the educational programs are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Discipline & Climate for Learning

Students at Thomas Edison Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Thomas Edison Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Thomas Edison Elementary. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Attendance

Regular attendance at Thomas Edison Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Thomas Edison Elementary are expected to be in their seats and ready for instruction at the designated time.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Thomas Edison Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Edison			GUSD		
	99	00	01	99	00	01
Suspensions (#)	19	49	82	5100	4444	3647
Suspensions (%)	1.82	4.71	8.18	16.83	14.63	12.03
Expulsions (#)	0	0	0	59	40	47
Expulsions (%)	0.00	0.00	0.00	0.19	0.13	0.16

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Line Dancing
- Math Club
- Homework Club
- Summit Club
- GATE
- Girl's Sports Programs

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:

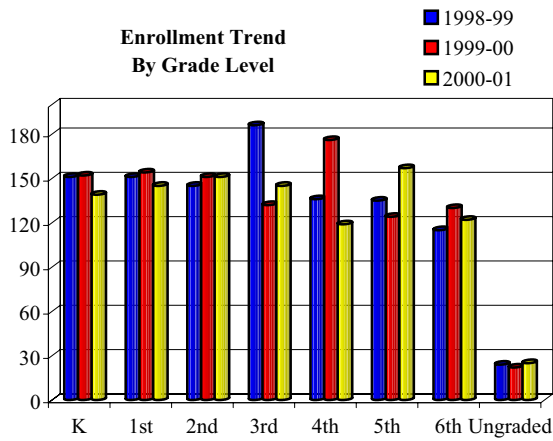
- Attendance Awards
- Student of the Month
- Effort Award
- Outstanding Effort Award

Homework

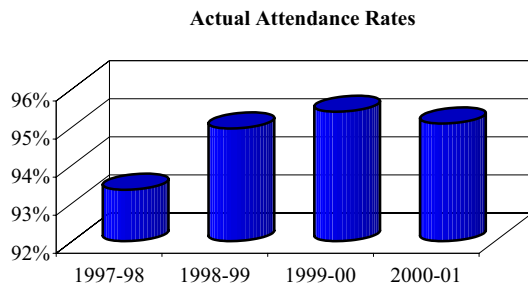
Thomas Edison Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher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

School Attendance

Student enrollment over the past three years at Thomas Edison Elementary has decreased by 3.8%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1,003 students. Thomas Edison Elementary is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

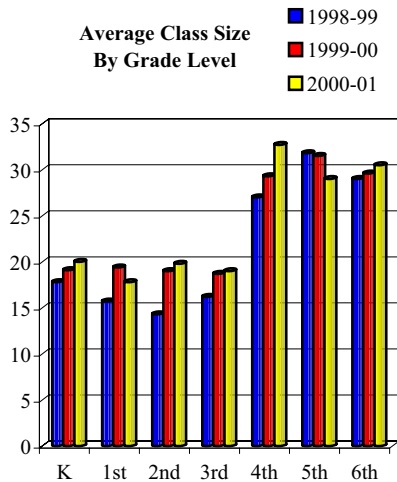


School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Thomas Edison Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Thomas Edison Elementary was 95.09%.



Class Size

Thomas Edison Elementary maintained a schoolwide average class size of 22 students and a student/teacher ratio of 21:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level taught.



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	8	7	6	0	0	0	0	0	0
1st	3	8	5	0	0	0	0	0	0
2nd	3	7	5	0	0	0	0	0	0
3rd	4	7	6	0	0	0	0	0	0
4th	1	0	0	1	4	0	1	2	3
5th	0	0	0	0	0	4	4	4	1
6th	0	0	1	3	0	2	1	4	2
K-3	19	2	9	0	0	0	0	0	0
Combo 3-4	6	0	0	0	0	0	0	0	0
Combo 4-8	1	0	1	0	0	0	1	0	1

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Thomas Edison Elementary either met or exceeded state requirements.

	Minutes Required	Actual Minutes
K (AM)		
Track A-B	36,000	36,285
Track C-D	36,000	36,210
K (PM)		
Track A & D	36,000	36,119
Track B-C	36,000	36,136
1st-3rd		
Track A	50,400	50,700
Track B	50,400	50,625
Track C	50,400	50,495
Track D	50,400	50,625
4th-6th		
Track A	54,000	54,300
Track B	54,000	54,225
Track C	54,000	54,075
Track D	54,000	54,225

All students in grades kindergarten through sixth grade receive instruction in computer science in addition to the core subjects. Thomas Edison Elementary provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Minimum Days

For the 2000-01 school year, Thomas Edison Elementary offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A, C and D, and 172 regular days and 8 minimum days for track B. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Thomas Edison Elementary. Multiple measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides other assessments to determine the progress of each individual student:

- **Benchmark tests** - The district is annually administering the math test to grades K-6th and writing test to grades K-8th. The results determine whether the student is meeting the district's grade level standards.
- **Multiple Measures** - The teacher is administering the math and language arts tests three times a year to grades K-11th. The results determine whether the student is meeting the grade level standard goals of Thomas Edison Elementary.

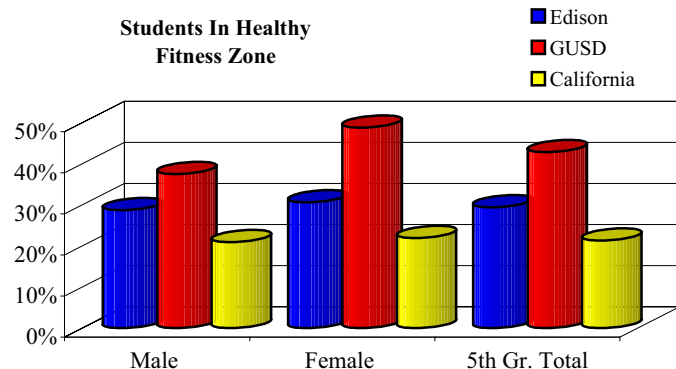
Standardized State Testing

Thomas Edison Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Thomas Edison Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided 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).



	Language Arts		Math	
	00	01	00	01
	K	67	76	88
1st	57	71	87	83
2nd	40	43	74	58
3rd	36	39	56	39
4th	30	42	35	43
5th	29	31	27	30
6th	42	7	31	32

	Math		Writing	
	00	01	00	01
	K	91	85	23
1st	91	80	43	45
2nd	77	66	61	40
3rd	51	45	53	52
4th	17	52	40	39
5th	15	9	35	39
6th	13	2	37	23

Grade Year Ending	Reading														
	2			3			4			5			6		
	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Thomas Edison	36	42	36	26	35	34	19	24	34	28	24	25	30	35	32
GUSD	47	54	58	46	50	51	47	50	53	48	46	51	52	55	53
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47
Math															
Thomas Edison	71	77	55	44	53	43	32	47	55	39	41	47	52	52	50
GUSD	60	68	68	57	64	63	51	63	65	57	61	64	67	70	71
California	49	57	58	48	56	59	44	51	54	45	50	55	50	55	58
Language															
Thomas Edison	36	54	44	32	39	35	31	40	51	39	34	44	37	49	41
GUSD	55	62	67	52	58	58	58	62	65	61	61	63	66	67	67
California	47	52	53	43	48	51	47	51	54	47	50	53	49	52	54
Spelling															
Thomas Edison	46	42	42	28	44	36	23	31	42	33	31	34	32	40	41
GUSD	50	58	62	47	54	57	42	51	55	50	50	55	49	54	52
California	43	50	52	40	46	51	38	43	46	42	45	49	41	44	46

	Reading					Math				
	2	3	4	5	6	2	3	4	5	6
Gender										
Male	33	28	34	25	31	52	40	54	48	49
Female	38	39	33	25	33	56	47	55	46	51
Ethnicity	<i>data currently unavailable</i>									
Language Fluency										
Limited English Proficient	23	22	11	4	7	49	34	39	28	30
Non Limited English Proficient	80	76	68	56	62	77	79	80	76	74
Socioeconomic Status										
Economically Disadvantaged	31	29	27	20	28	52	40	53	41	49
Non Economically Disadvantaged	62	57	69	55	43	68	61	65	77	53
Migrant Education	<i>data currently unavailable</i>									

California Standards Test Results											
All Students											
2001											
English/Language Arts											
		2		3		4		5		6	
% of Students Scoring at:		A	P	A	P	A	P	A	P	A	P
Thomas Edison Elementary		4	19	4	15	6	19	1	9	0	10
Glendale Unified School District		12	26	12	24	13	26	9	26	11	28
California		10	22	9	21	11	22	7	21	8	23

California Standards Test Results											
Disaggregated											
2001											
English/Language Arts											
		2		3		4		5		6	
% of Students Scoring at:		A	P	A	P	A	P	A	P	A	P
Gender											
Male		2	17	5	13	6	17	0	10	0	7
Female		5	20	3	17	7	20	1	7	0	16
Ethnicity											
<i>data currently unavailable</i>											
Language Fluency											
Limited English Proficient		1	10	1	8	0	3	0	1	0	0
Non Limited English Proficient		13	50	13	40	16	41	2	20	0	22
Migrant Education											
<i>data currently unavailable</i>											
Socioeconomic Status											
Economically Disadvantaged		1	16	1	12	4	15	0	9	0	8
Non Economically Disadvantaged		19	33	17	30	19	38	4	9	0	17

A = Advanced P = Proficient

API School Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	100	Percent Tested	100	99
API Score	563	612	API Growth Score	612	609
Growth Target	12	9	Actual Growth	49	-3
Statewide Rank	4	4	Eligible for Awards	Yes	No
Similar Schools Rank	8	7	Eligible for II/USP	No	No

API Subgroup Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Hispanic or Latino					
Base API Score	478	538	API Growth Score	538	536
Growth Target	10	7	Actual Growth	60	-2
Caucasian					
Base API Score	632	665	API Growth Score	665	669
Growth Target	10	7	Actual Growth	33	4
Socioeconomically Disadvantaged					
Base API Score	542	586	API Growth Score	586	580
Growth Target	10	7	Actual Growth	44	-6

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.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA Act. Due to specific criteria, including API and SAT-9 results, Edison Elementary did not qualify to participate in either program.

Textbooks & Instructional Materials

Thomas Edison Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Thomas Edison Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with approximately 10,000 books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

Computer Resources			
	1998-99	1999-00	2000-01
Computers	118	150	128
Students per computer	8.8	6.9	7.8
Classrooms connected to Internet	0	0	0

Thomas Edison Elementary's website provides a variety of resources and information for parents, staff, students, and community members.

School Facilities & Safety

Thomas Edison Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities are all up-to-date and provide adequate space for students and staff. A team of four custodians, split into a day and evening shift, ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Measure K funds have been allocated for construction of new school facilities, and includes a new library-community center and revitalized park. Construction is currently underway; projected occupancy is late 2002.

Safety of students and staff is a primary concern of Thomas Edison Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan is updated and amended during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan will provide and maintain the high level of safety, assess current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

Counseling & Other Support Services

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

Counseling and Support Services Staff			
Edison Support Staff	Number		Availability Days Per Week
	of Staff	FTE	
Counselor	1	1	5
Health Aide	1	1	5
Nurse	1	0.6	3
Psychologist	1	0.7	3 1/2
Special Education Teacher	2	1	5
Speech Therapist	1	1	5

*FTE = Full-Time Equivalent

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Thomas Edison Elementary had 42 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	51	43	42
Emergency Credentials	6	9	6
Without Credentials	0	0	0
Pre-Interns	0	0	1
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	57	52	49
Average Years Teaching	7.6	8.4	9.4
Average Years in District	6.0	7.1	8.3

Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Thomas Edison Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 51 employees: 35.29 percent with 30+ additional units beyond their bachelor's degree and 45.1 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Resource Specialist Program (RSP) Teacher
- Physical Education Teacher
- English as a Second Language (ESL) Specialist
- Program Specialist
- Technical Support
- Computer Assistant
- Library Assistant
- Resource Center Assistant

This assemblage at Edison Elementary is dedicated to provision the very best possible education for our students.

Teacher Evaluation & Professional Development

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 and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

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. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

Training & Curriculum Improvement

All training and curriculum development at Thomas Edison Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Thomas Edison Elementary's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

For the 2000-01 school year, staff at Thomas Edison Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. They all work together to ensure that the needs of special students are being met.

Quality of Instruction & Leadership

Leadership at Thomas Edison Elementary is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- District Advisory Council
- District English Learners Advisory Committee
- Report Card Advisory Council
- Assessment Advisory 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.

- School Site Council
- Advisory Council
- Title I Advisory Council
- Student Site Council
- Migrant Parent Advisory Council
- Individual Education Plan (IEP) Teams



Expenditures & Services Funded

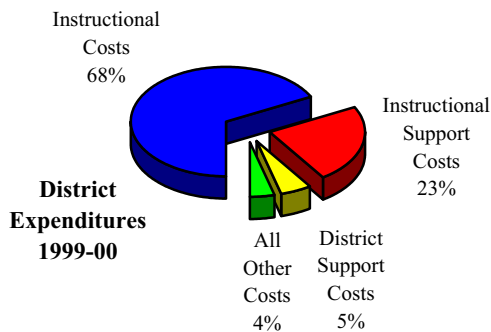
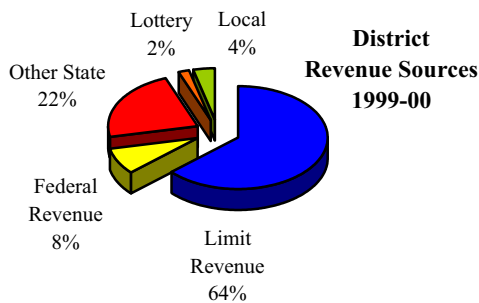
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
1999-00		
Glendale Unified	Statewide Average	
	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

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

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

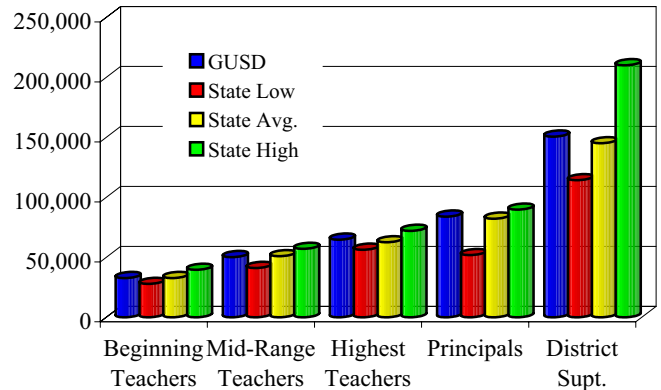
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Instructional Materials
- School Based Coordination Program
- Staff Development
- Tenth Grade Counseling
- Mentor Teacher
- Educational Technology Assistance Grants
- Year Round School Incentive
- Class Size Reduction
- Other Instructional Allowances
- Healthy Start
- Demo. Programs, Reading & Math
- Mandated Costs Reimbursements



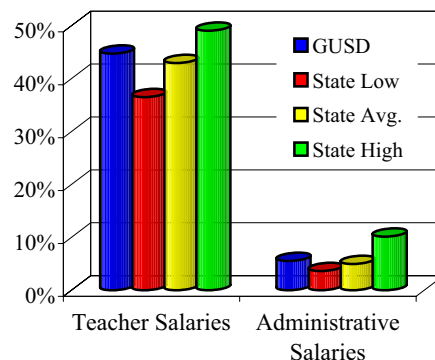
Salary & Budget Comparison

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
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Thomas Edison Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Linda Conover or Assistant Principal Maria Gandera at (818) 241-1807.