



Glendale Unified School District

"Excellence is Worth the Effort"

Thomas Jefferson Elementary School

2000-2001 Annual School Report Card

1540 Fifth St., Glendale, CA 91201-1925
(818) 243-4279

Kindergarten through Sixth Grade
Dr. John Burkholder, Principal
www.glendale.k12.ca.us

2000-01 Board of Education

Chakib Sambar, President
Pam Ellis, Vice-President
Greg Krikorian, Clerk
Jeanne Bentley, Member
Lina Harper, Member

District Administration

James R. Brown
Superintendent

Mrs. Alice Petrossian
Assistant Superintendent,
Hoover Cluster

Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Attendance
- Class Size
- Instructional Minutes
- Minimum Days
- Student Achievement & Testing
- Academic Performance Index
- Textbooks & Instructional Materials
- School Facilities & Safety
- Counseling & Other Support Services
- Teacher Assignment
- Teacher Evaluation
- Substitute Teachers
- Training & Curriculum Improvement
- Special Education
- Quality of Instruction & Leadership
- Expenditures & Services Funded
- Salary & Budget Comparison
- Contact Information

Principal's Message

I want to welcome you to the Thomas Jefferson Elementary School Annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I am proud of Jefferson Elementary School and welcome this opportunity to share information about our school with you. The purpose of this report card is to afford you further insight into the quality educational program offered at Jefferson Elementary School.

I am proud of our school's accomplishments over the past several years, as we have implemented many new programs and strategies to help students find success. We have added programs such as the After School program, tutoring, extended kindergarten, the State preschool, and more. In addition, the teachers and staff here at Jefferson Elementary are dedicated to their work as educators, and work hard to insure the ongoing academic and social successes of students. Our work has paid off as our school's test scores have risen and more and more students are developing mastery of English as a second language.

I am proud too of the support we receive from parents of Jefferson Elementary students. Our PTA has grown dramatically, and this important group has helped to support many important programs through fundraising activities, parent education, and organized volunteer efforts. Parents have also volunteered their time to participate in classroom-based activities. Parents have supported us tremendously by attending Open House and Back-to-School Night events, so much so that our school is developing a reputation around the district for having large crowds at these events. More and more parents are taking the time to meet with their children's teacher to discuss ways in which they can better support their children's education. Parent support of children at home in completing daily homework has also contributed greatly to our success.

As we look for ways to keep meeting the needs of all students, I am confident that our main strength will continue to be our history of working together as a community in a common direction for the common good of our children and students. Our future success depends on continued parent and community support and input. I feel confident that as a school and community we can work together in our efforts to meet the needs of all children.

Thank you for your interest in Thomas Jefferson Elementary School!

Sincerely,
Dr. John Burkholder, Principal

Mission Statement

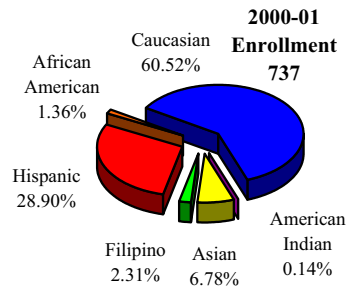
Thomas Jefferson Elementary School, in a cooperative effort among school staff members, students, parents and community members, is dedicated to providing students with the tools necessary to reach their highest academic potential in an environment that stresses curricular excellence with a focus on meeting or exceeding grade level standards.

Goals

- All students will make year-to-year progress toward meeting or exceeding grade level standards as assessed by multiple State and District measures.
- Teachers will conduct ongoing formal and informal assessments of individual students to identify areas of student need relevant to content standards and the core curriculum.
- Teachers and administrators will use the results of ongoing formal and informal assessments to help guide curriculum decisions on both an individual student and school-wide level in an effort to ensure that all students are given access to those teaching methodologies and content areas that will maximize educational outcomes.
- Students and staff will identify and work on strategies that promote a positive, cooperative, and collegial learning and working environment.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, 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 Jefferson Elementary community is located in the southwestern section of the city of Glendale, serving over 700 kindergarten through sixth grade students. Thomas Jefferson 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 Jefferson Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's behavior management 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 Jefferson Elementary's behavior management 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 Jefferson 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 Jefferson 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 Jefferson 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 Jefferson 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						
	Jefferson			GUSD		
	99	00	01	99	00	01
Suspensions (#)	25	27	14	5100	4444	3647
Suspensions (%)	3.29	3.58	1.90	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:

- After-School 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:

- Student of the Month
- Gold Slips
- PE Awards
- Special Readers
- Perfect Attendance

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

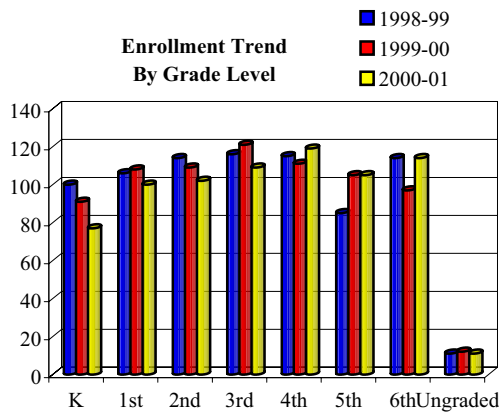
- Presidential Physical Fitness Awards
- Presidential Academic Achievement

Homework

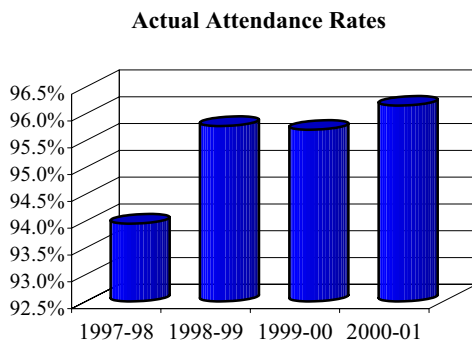
Thomas Jefferson Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher 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 Jefferson Elementary has decreased by 3.2%. Schoolwide enrollment at the beginning of the 2000-01 school year was 737 students. Thomas Jefferson 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.

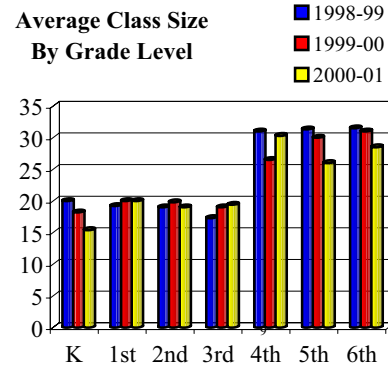


School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Thomas Jefferson Elementary. Student attendance 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 Jefferson Elementary was 96.11%.



Class Size

Thomas Jefferson Elementary maintained a schoolwide average class size of 22 students and a student/teacher ratio of 20:1 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.

Class Size Distribution
Number of Classrooms by Size

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

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Thomas Jefferson Elementary either met or exceeded state requirements. All students in grades kindergarten through sixth grade receive instruction in music in addition to the core subjects. Thomas Jefferson Elementary provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Instructional Minutes by Grade Level

	Minutes Required	Actual Minutes
Kindergarten		
Track A & C	36,000	36,258
Track B	36,000	36,180
Track D	36,000	36,192
1st-3rd		
Track A	50,400	50,744
Track B	50,400	50,652
Track C	50,400	50,631
Track D	50,400	50,688
4th-6th		
Track A	54,000	54,250
Track B	54,000	54,146
Track C	54,000	54,115
Track D	54,000	54,184

Minimum Days

For the 2000-01 school year, Thomas Jefferson Elementary 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. 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 Jefferson 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 Test** - 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 Jefferson Elementary.

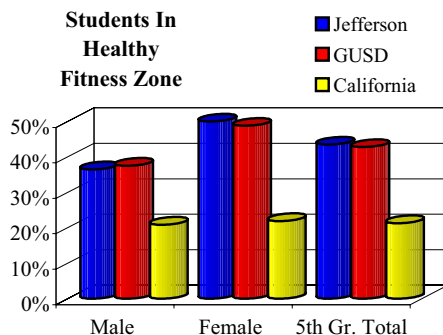
Standardized State Testing

Thomas Jefferson 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 Jefferson 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).



	Meeting Grade Level Standards % of Students At or Above Proficiency Level			
	Language Arts		Math	
	00	01	00	01
K	80	79	73	90
1st	56	60	78	75
2nd	50	51	62	71
3rd	41	36	48	38
4th	38	41	37	41
5th	32	32	33	33
6th	46	50	37	48

	Math & Writing Benchmark % of Students At or Above Proficiency Level 2000-2001			
	Math		Writing	
	00	01	00	01
K	75	90	42	70
1st	92	75	58	34
2nd	63	71	62	47
3rd	43	49	50	59
4th	12	18	34	50
5th	20	22	43	42
6th	16	6	41	51

Grade Year Ending	SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average														
	Reading														
	2			3			4			5			6		
Thomas Jefferson	38	39	44	24	33	38	25	27	34	33	29	32	39	46	39
Glendale Unified	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 Jefferson	51	55	54	41	56	64	34	48	48	43	45	58	59	52	60
Glendale Unified	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 Jefferson	45	40	60	42	47	57	46	47	62	50	52	55	64	61	63
Glendale Unified	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 Jefferson	43	41	53	33	51	49	35	34	40	40	38	35	46	40	41
Glendale Unified	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

Gender	SAT-9 Disaggregated Results 2001 % At or Above National Average											
	Reading						Math					
	2	3	4	5	6	2	3	4	5	6		
Male	50	36	35	30	38	58	69	54	69	56		
Female	37	40	33	34	39	48	58	44	50	63		
Ethnicity	<i>data currently unavailable</i>											
Language Fluency	<i>data currently unavailable</i>											
Limited English Proficient	37	33	10	5	17	48	60	27	37	43		
Non Limited English Proficient	74	64	73	72	69	79	86	80	88	84		
Socioeconomic Status	<i>data currently unavailable</i>											
Economically Disadvantaged	37	35	31	28	34	45	59	46	52	57		
Non Economically Disadvantaged	68	53	50	50	57	82	93	58	82	71		
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 Jefferson		9	21	7	11	4	16	4	18	3	20
Glendale Unified		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		11	20	6	10	6	11	6	16	2	17
Female		7	21	7	12	3	20	3	20	4	23
Ethnicity <i>data currently unavailable</i>											
Language Fluency											
Limited English Proficient		4	19	4	6	0	5	0	0	0	3
Non Limited English Proficient		32	26	21	36	11	33	11	44	7	45
Migrant Education <i>data currently unavailable</i>											
Socioeconomic Status											
Economically Disadvantaged		7	18	4	8	2	16	2	16	2	15
Non Economically Disadvantaged		18	32	20	27	16	16	13	26	5	45

A = Advanced P = Proficient

API School Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	99	Percent Tested	99	99
API Score	597	635	API Growth Score	635	666
Growth Target	10	8	Actual Growth	38	31
Statewide Rank	5	5	Eligible for Awards	Yes	Yes
Similar Schools Ran	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	484	509	API Growth Score	509	562
Growth Target	8	6	Actual Growth	25	53
Caucasian					
Base API Score	618	672	API Growth Score	672	686
Growth Target	8	6	Actual Growth	54	14
Socioeconomically Disadvantaged					
Base API Score	570	611	API Growth Score	611	648
Growth Target	8	6	Actual Growth	41	37

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. Due to specific criteria, including API and SAT-9 results, Thomas Jefferson Elementary qualified to participate in the Governor's Performance Award program which allocates up to \$150 per student for schoolwide use in 2001.

Textbooks & Instructional Materials

Thomas Jefferson 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 district's curriculum standards. Thomas Jefferson Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A district 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 9,000 books that are available for students to check out. In addition, there is a mini lab with six computers and it is used for research and other related areas of study. 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 students.

Computer Resources			
	1998-99	1999-00	2000-01
Computers	58	57	74
Students per computer	13.1	13.2	10.0
Classrooms connected to Internet	0	0	0

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

School Facilities & Safety

Thomas Jefferson 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 three custodians, split into day and evening shifts, ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Glendale Unified to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Improvements at Thomas Jefferson Elementary are in planning stages. Phase I is data network installation and related electrical work, scheduled to begin the 2001-02 school year.

Safety of students and staff is a primary concern of Thomas Jefferson Elementary. The school is 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 provides for a high level of safety, and assesses 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 Jefferson 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			
Jefferson Support Staff	Number of		Availability Days Per Week
	Staff	FTE	
Psychologist	1	0.4	2
Counselor	1	0.6	3
Counselor	1	0.4	2
Nurse	1	0.6	3
Health Aide	1	1	5
Speech/Language Specialist	1	0.8	4
Special Education Teacher	2	2	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 Jefferson Elementary had 35 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	29	34	35
Emergency Permits	6	4	3
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	35	38	38
Average Years Teaching	11.4	12.6	12.8
Average Years in District	10.1	11.4	11.5

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

Thomas Jefferson 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 40 employees: 50 percent with 30+ additional units beyond their bachelor's degree and 40 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) Teachers
- Physical Education Teacher
- Librarian
- Instrumental Music Teacher
- Choir Director

This assemblage at Thomas Jefferson Elementary is dedicated to providing the very best possible education for 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
- Fulfilling Professional Responsibilities

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 Jefferson 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 Jefferson 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 Jefferson Elementary continued 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 Jefferson Elementary is a responsibility shared between district administration, the principal, the assistant principal, 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 assemble regularly and address specific issues for each site as well as districtwide issues.

- Assessment Advisory Committee
- Administrative Expulsion Panel
- Crisis Intervention
- Career Academies Committee
- Curriculum Council
- District-Review Committee- School Board Management
- Emergency Preparedness Committee
- Panel Assistance Review (PAR)
- Continuation Placement Committee
- Title IV Advisory Committee
- Social Studies Steering Committee
- Science Steering Committee
- Consumer Science Curriculum committee
- Science Curriculum committee

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
- Thomas Jefferson Leadership Team
- Parent Teacher Association
- Education Foundation
- Safety Committee
- Literacy Committee
- Individual Education Plan (IEP) Teams
- Technology Committee
- Social Studies Committee
- Science Committee

Expenditures & Services Funded

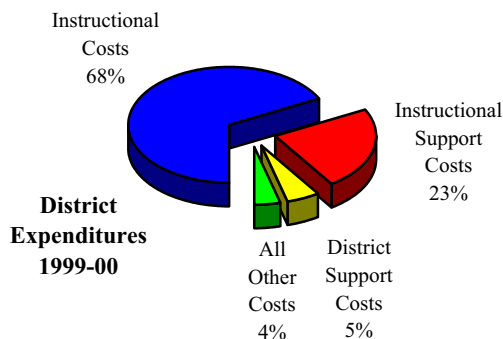
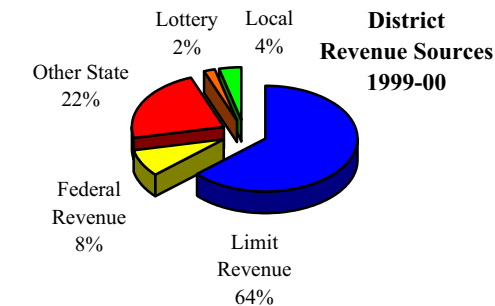
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, 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:

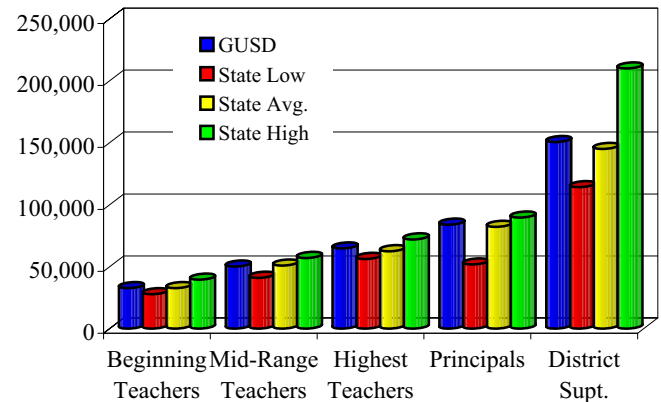
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Home-to-School Transportation
- School Improvement Program
- Instructional Television
- Demo. Programs, Reading & Math
- School Based Coordination Program
- Healthy Start
- Staff Development
- Tenth Grade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



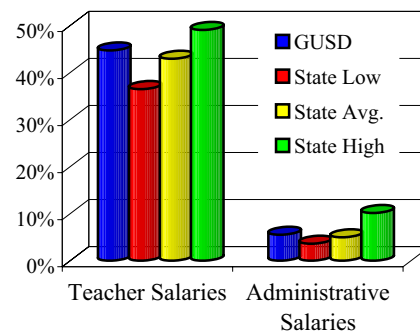
Salary & Budget Comparison

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 Jefferson Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Dr. John Burkholder, Principal or Linda Edmond, Assistant Principal at (818) 243-4279.