

Glendale Unified School District

"Excellence is Worth the Effort"



Thomas Edison Elementary School A California Distinguished School

2001-2002 Annual School Report Card

440 W. Lomita Ave., Glendale, CA 91204-1512

(818) 241-1807

Kindergarten through Sixth Grade

www.glendale.k12.ca.us

School Administration

Linda Conover, Principal
Lynn Marso, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President
Pam Ellis, Vice-President
Greg Krikorian, Clerk
Lina Harper, Member
Mary Boger, Member

District Administration

James R. Brown
Superintendent

Mrs. Alice Petrossian
Assistant Superintendent,
Hoover Cluster

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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.

-- Linda Conover
Principal

Mission Statement

Thomas Edison Elementary School, a cohesive community with a committed, caring staff in a diverse neighborhood, will meet the needs of all students by equipping them physically, emotionally, and academically to become healthy, self-confident, and independent learners through a student-centered, multicultural, integrated, cooperative program within a safe and secure environment.

Objectives:

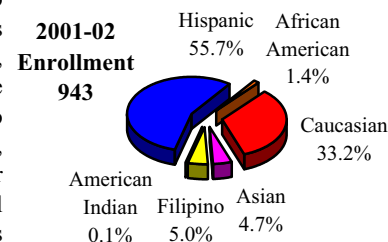
- All students will demonstrate academic creative skills to ensure success at the next grade level.
- Students will demonstrate positive self-esteem, social responsibility, and pride in home, school, and community.

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, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors 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 Nestlé 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 dramatic towering 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. 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 School community is located at the heart of the city of Glendale, serving a approximately 800 kindergarten through sixth grade students. As a California Distinguished School, Thomas Edison Elementary School's teachers and staff are committed to providing a safe and productive learning experience. Operating on a year-round calendar system, the school offers educational programs that 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 School 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 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. 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 schools which is supplemented by a set of behavioral standards developed by Thomas Edison Elementary School. 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.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School 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. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community.

The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility.

Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

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
- Effort Award
- Student of the Month
- Eagle Power Awards
- Tutor Awards
- Outstanding Effort Award

Thomas Edison Elementary School 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			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	49	82	89	4,444	3,647	3,425
Suspensions (%)	4.71	8.18	9.44	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Extracurricular & Enrichment 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. Enrichment activities, clubs, and programs include:

- Line Dancing
- Math Club
- Homework Club
- Honors Chorus
- Armenian School
- Summit Club
- Girl's Sports Programs
- Chorus
- Orchestra

Homework

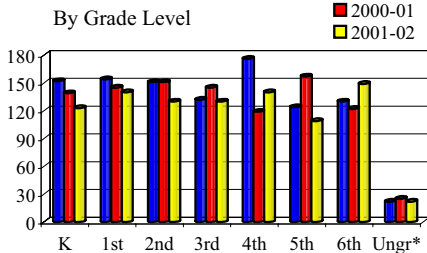
Thomas Edison Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each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

School Enrollment & Attendance

Student enrollment over the past three years at Thomas Edison Elementary School has decreased by 9.4%. Schoolwide enrollment at the beginning of the 2001-02 school year was 943 students. Thomas Edison Elementary School 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.

Regular attendance at Thomas Edison Elementary School 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. School districts receive

Enrollment Trend



*Ungraded includes any students enrolled in an ungraded program. May include special education students.

financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Thomas Edison Elementary School was 95.83%.

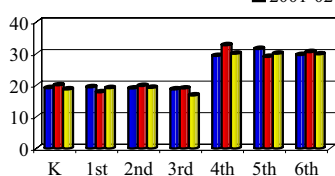
Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Thomas Edison Elementary School maintained a schoolwide average class size of 21 students and a student/teacher ratio of 19:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.

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 2001-02 school year 100% of all K-3 classrooms participated in this program.

Average Class Size By Grade Level



	Number of Classrooms by Size								
	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	7	6	6	0	0	0	0	0	0
1st	8	5	7	0	0	0	0	0	0
2nd	7	5	5	0	0	0	0	0	0
3rd	7	6	6	0	0	0	0	0	0
4th	0	0	0	4	0	4	2	3	0
5th	0	0	0	0	4	3	4	1	0
6th	0	1	0	0	2	5	4	2	0
K-3	2	9	6	0	0	0	0	0	0
Combo 3-4	0	0	1	0	0	0	0	0	0
Combo 4-8	0	1	1	0	0	1	0	1	0

Instructional Time

During the 2001-02 school year, all instructional time offered at Thomas Edison Elementary School either met or exceeded state requirements. All students in grades kindergarten through sixth grade receive instruction in computer science in addition to the core subjects. Thomas Edison Elementary School 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 & Tracks

	Minutes Required	Actual Minutes
K (AM)		
Track A	36,000	36,563
Track B	36,000	36,638
Track C-D	36,000	36,563
K (PM)		
Track A	36,000	36,281
Track B	36,000	36,448
Track C	36,000	36,373
Track D	36,000	36,356
1st-3rd		
Track A	50,400	50,844
Track B	50,400	50,812
Track C	50,400	50,753
Track D	50,400	50,828
4th-6th		
Track A	54,000	54,384
Track B	54,000	54,372
Track C	54,000	54,303
Track D	54,000	54,378

For the 2001-02 school year, Thomas Edison Elementary School 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. Minimum days are used for Back-to-School Night, Open House, the last day of school, and track changes. Each Wednesday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" is used for instructional planning.

Counseling & Other Support Services

It is the goal of Thomas Edison Elementary School 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.

Counseling and Support Services Staff

Edison Support Staff	Number of Staff	FTE*	Availability Days Per Week
Health Aide	1	1	5
Nurse	1	0.6	3
Psychologist	1	0.7	3.5
Special Day Class Teacher	2	1	5
Resource Specialist	2	2	5
Speech Therapist	1	1	5

*FTE = Full-Time Equivalent

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Balboa Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergarteners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark % of Students At or Above Proficiency Level 2000-2001

	Math		Writing	
	01	02	01	02
K	93	93	65	74
1st	86	87	45	60
2nd	75	68	40	51
3rd	71	79	52	53
4th	60	49	39	25
5th	20	48	39	53
6th	18	28	23	47

Meeting Grade Level Standards % of Students At or Above Proficiency Level

Language Arts			Math		
00	01	02	00	01	02
45	50	59	60	59	67

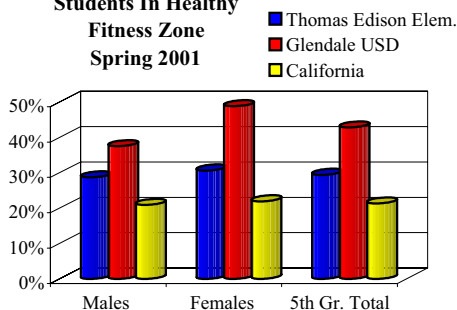
Standardized State Testing

Thomas Edison Elementary School 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 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 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).

Students In Healthy
Fitness Zone
Spring 2001



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.

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade Year Ending	Reading														
	2			3			4			5			6		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Thomas Edison Elem.	42	36	43	35	34	35	24	34	36	24	25	36	35	32	27
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
	Math														
Thomas Edison Elem.	77	55	56	53	43	55	47	55	54	41	47	69	52	50	60
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
	Language														
Thomas Edison Elem.	54	44	46	39	35	42	40	51	48	34	44	57	49	41	46
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
	Spelling														
Thomas Edison Elem.	42	42	46	44	36	49	31	42	35	31	34	49	40	41	41
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

SAT-9 Disaggregated Results 2001 & 2002 % At or Above National Average

	Reading								Math											
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Gender																				
Male	33	44	28	30	34	32	25	37	31	26	52	61	40	53	54	52	48	69	49	56
Female	38	40	39	39	33	41	25	35	33	29	56	51	47	56	55	57	46	69	51	66
Ethnicity																				
Hispanic	27	20	20	18	18	41	34	41	41	38										
Caucasian	39	40	44	33	45	70	44	66	53	64										
Language Fluency																				
English Learners (EL)	23	38	22	23	11	22	4	13	7	10	49	54	34	48	39	44	28	52	30	42
Non EL	80	58	76	83	68	74	56	68	62	46	77	65	79	79	80	86	76	93	74	81
Socioeconomic Status																				
SED	31	39	29	31	27	30	20	30	28	24	52	56	40	53	53	51	41	65	49	56
Non SED	62	58	57	59	69	61	55	67	43	42	68	58	61	65	65	66	77	89	53	77
Migrant Education	No data reported																			

SED = Socioeconomically Disadvantaged
Ethnic data for 2001-02 currently unavailable.

California Standards Test Results
% of Students Scoring at Advanced and Proficient Levels
2001 & 2002

	English/Language Arts						Math													
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
All Students																				
Thomas Edison Elem.	23	20	19	27	25	25	10	25	10	18	35	28	34	45	29					
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53					
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32					
Gender																				
Male	19	20	18	22	23	21	10	24	7	17	33	24	32	39	28					
Female	25	21	20	33	27	29	8	25	16	19	36	31	37	51	31					
Ethnicity	<i>Data unavailable</i>																			
Language Fluency																				
English Learners (EL)	11	13	9	16	3	8	1	8	0	4	31	19	20	22	15					
Non EL	63	45	53	71	57	69	22	48	22	33	49	59	74	77	45					
Socioeconomic Status																				
SED	17	16	13	24	19	18	9	17	8	16	32	25	28	42	27					
Non SED	52	38	47	50	57	52	13	61	17	27	46	41	56	61	43					
Migrant Education	<i>Data unavailable</i>																			

SED = Socioeconomically Disadvantaged

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	99	Percent Tested	100	99
API Score	563	612	618	API Growth Score	612	609
Growth Target	12	9	9	Actual Growth	49	-3
Statewide Rank	4	4	4	Eligible for Awards	Yes	No
Similar Schools Rank	8	7	6	Eligible for II/USP	No	No
API Subgroup Results						
Hispanic or Latino						
Base API Score	478	538	552	API Growth Score	538	536
Growth Target	10	7	7	Actual Growth	60	-2
Caucasian						
Base API Score	632	665	674	API Growth Score	665	669
Growth Target	10	7	7	Actual Growth	33	4
Socioeconomically Disadvantaged						
Base API Score	542	586	592	API Growth Score	586	580
Growth Target	10	7	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.

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 Schools 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, Edison Elementary qualified to participate in the 1999-00 Governor's Performance Award, receiving \$66,328 for schoolwide use.



Textbooks & Instructional Materials

Thomas Edison Elementary School 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. Glendale Unified School District follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts	
1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics	
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science	
2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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 videos 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. 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

	1999-00	2000-01	2001-02
Computers	150	128	168
Students per computer	6.9	7.8	5.6
Classrooms connected to Internet	0	0	0

School Facilities & Safety

Thomas Edison Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 35 classrooms, a computer lab, a library, an auditorium, a cafeteria with outdoor lunch shelter, administrative offices, grassy fields, an elementary playground, and a separate kindergarten play yard. Buildings encompass 59,125 square feet on a 3.8-acre site. School facilities are 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 School District 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 utilized to construct new school facilities, including a new library-community center and revitalized park. Construction is currently underway; projected completion is March 2003.

Thomas Edison Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges while they are on campus. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school, during recesses and lunch, a combination of administrators, noon aides, teachers and parent volunteers supervise activities and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order 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 the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Thomas Edison Elementary School had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Thomas Edison Elementary School 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 2001-02 school year, certificated staff consisted of 52 employees: 30.8 percent with 30+ additional units beyond their bachelor's degree and 40.4 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Credential Status

	1999-00	2000-01	2001-02
Fully Credentialed	43	42	39
Emergency Permits	9	6	7
Without Credentials	0	0	0
Intern Credentials	0	1	2
University Interns	0	0	2
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	52	49	50
Average Years Teaching	8.4	9.4	9.6
Average Years in District	7.1	8.3	8.5

Specially trained staff who provide additional instruction or services include:

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

This assemblage at Thomas Edison Elementary School is dedicated to providing the very best possible education for students.

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 and 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

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool of over 300 qualified substitutes is available to Glendale's schools.

Training & Curriculum Development

The Glendale Unified School 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. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, 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 adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Thomas Edison Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Thomas Edison 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 2001-02 school year, staff development focused on student reading skills and curriculum calibration. Reading strategies were developed through a partnership with the University of California, Los Angeles for all students. Teaching reading skills to English Language Learners was another focus of staff development. Staff members also worked to develop "Essential Standards," targets based on state standards, that specifically reflect the needs of students at Thomas Edison Elementary School.

Thomas Edison Elementary School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Thomas Edison Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- 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 Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.

- 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.

Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School 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 capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Thomas Edison Elementary School provides after school activities for GATE students.

Thomas Edison Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Intersession intervention programs are available to at-risk students in Language Arts and Math. Students in grades four through six may participate in the Summit Club, which pairs at-risk students with adult mentors. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Thomas Edison Elementary School offers alternatives to English Language Learners. A Newcomers Academy assists recent immigrants with specialized vocabulary and cultural assistance. Differentiated instruction is offered based on students' levels of English acquisition.

During the 2001-02 school year a new program was introduced to offer students dual language immersion. Project Aguila is designed for students to gain proficiency in both English and Spanish by offering a challenging and rigorous academic program in which Spanish is used as the primary language of instruction. Project Aguila was introduced in kindergarten, and participants are expected to make a seven-year commitment to the program. The project is aligned with the district's core curriculum, and offers a unique opportunity for both native English-speaking children and Spanish-speaking children to build self-esteem, as well as share cultural awareness and sensitivity.

Thomas Edison Elementary School offers an after school homework club and a Recreation and Academics Program (RAP).

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.

School Leadership

Leadership at Thomas Edison Elementary School is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and

parents. The school's advisory council, comprised of administrators, teachers, parents, and classified staff guide the school's policies and instructional focus.

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

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Thomas Edison Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

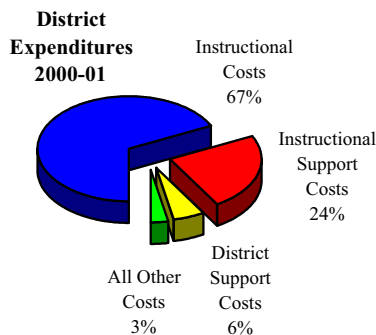
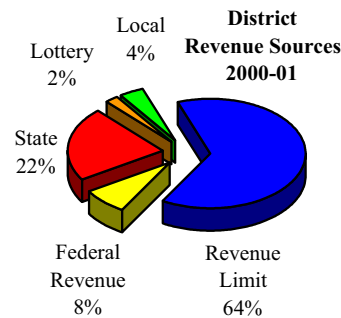
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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* 2000-01		
Glendale USD	Statewide Average	
	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

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

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

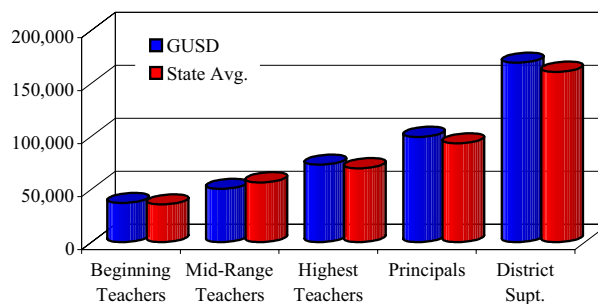
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- Year Round School Incentive
- School Based Coordination Program
- Peer Assistance and Review
- School Improvement Program
- Educational Technology Assistance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



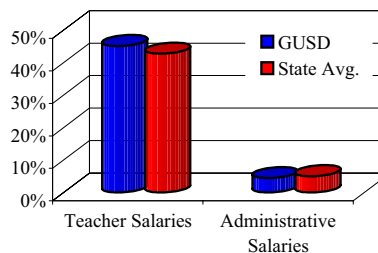
Salary & Budget Comparison

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
2000-01



Average Salary Information
Teachers & Administrative Salary Percentages
2000-01



Contact Information

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