



Glendale Unified School District

"Excellence is Worth the Effort"

Thomas Jefferson Elementary School

2001-2002 Annual School Report Card

1540 Fifth St., Glendale, CA 91201-1925

(818) 243-4279

Kindergarten through Sixth Grade

www.glendale.k12.ca.us

School Administration

Dr. John Burkholder
Principal

Mrs. Linda Edmond
Assistant Principal

2000-01 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

Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Enrollment & Attendance
- Class Size
- Instructional Time
- Substitute Teachers
- Student Achievement & Testing
- Academic Performance Index
- Textbooks & Instructional Materials
- Counseling & Other Support Services
- School Facilities & Safety
- Teacher Assignment
- Teacher Evaluation
- Training & Curriculum Development
- Specialized Instruction
- School 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 Thomas 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 education program offered at Thomas 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 Before and After School programs, tutoring, extended kindergarten, State preschool, and more. In addition, the teachers and staff here at Thomas Jefferson Elementary School 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 Thomas Jefferson Elementary School 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 teachers 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!

-- Dr. John Burkholder
Principal

Mission Statement

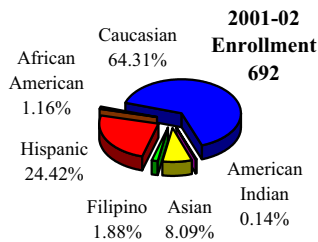
Thomas Jefferson Elementary School, in a cooperative effort among school staff members, students, parents and community members, is dedicated to providing students with the tools necessary to reach their highest academic potential in an environment that stresses curricular excellence with a focus on 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, 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 Jefferson Elementary School community is located in the southwestern section of the city of Glendale, serving almost 700 kindergarten through sixth grade students. The student population includes 70 percent of students who are English Language Learners. Operating on a year-round calendar system, the school provides 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 Jefferson Elementary School 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 School'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 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:

- 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

Thomas Jefferson 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					
	Jefferson			GUSD		
	00	01	02	00	01	02
Suspensions (#)	27	14	27	4,444	3,647	3,425
Suspensions (%)	3.58	1.90	3.90	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 Activities

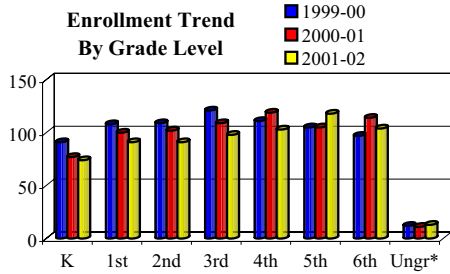
Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.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

Homework

Thomas Jefferson 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 Jefferson Elementary School has decreased by 8.2%. Schoolwide enrollment at the beginning of the 2001-02 school year was 692 students. Thomas Jefferson 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.



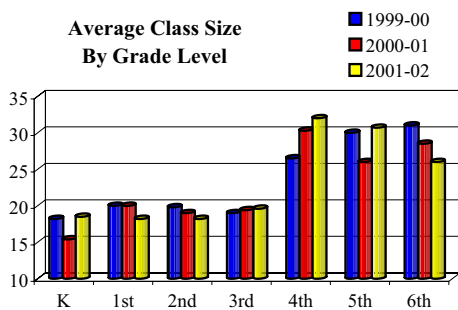
*Ungraded includes any students enrolled in an ungraded program. May include special education students.

Regular attendance at Thomas Jefferson 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 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 Jefferson Elementary School was 96.06%.

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

Class Size Distribution

Number of Classrooms by Size

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	0	5	4	0	2	0	0	0	0
1st	0	5	5	0	0	0	0	0	0
2nd	0	5	5	0	0	0	0	0	0
3rd	0	5	5	0	0	0	0	0	0
4th	2	0	0	2	1	1	0	2	2
5th	1	0	0	1	3	2	0	0	1
6th	0	0	0	0	4	4	1	0	0
K-3	0	1	0	0	0	0	0	0	0
3rd-4th	0	0	0	0	0	0	0	0	0
4th-8th	3	0	1	3	0	0	3	0	1

Instructional Time

During the 2001-02 school year, all instructional time offered at Thomas Jefferson Elementary School 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 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

	Minutes	Actual
	Required	Minutes
Kindergarten		
Track A, C & D	36,000	36,295
Track B	36,000	36,358
1st-3rd		
Track A	50,400	50,674
Track B	50,400	50,598
Track C	50,400	50,580
Track D	50,400	50,640
4th-6th		
Track A	54,000	54,321
Track B	54,000	54,244
Track C	54,000	54,216
Track D	54,000	54,287

For the 2001-02 school year, Thomas Jefferson Elementary School offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. Minimum days were used for Open House, Back-to-School Night, track changes and report card preparation. Each Wednesday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month can be used for ad hoc meetings or classroom planning.

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.

Student Achievement & Testing

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

Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
52	48	60	52	59	65

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

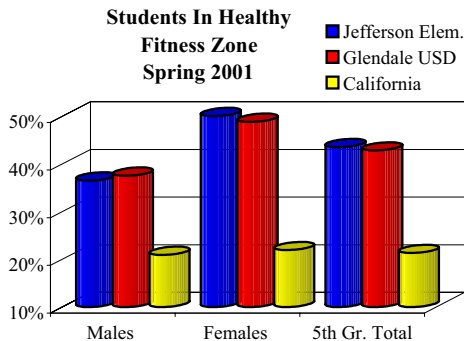
	Math		Writing	
	01	02	01	02
K	96	91	70	69
1st	84	85	34	45
2nd	83	76	47	51
3rd	72	80	59	66
4th	25	33	50	58
5th	34	30	42	40
6th	23	46	51	52

Standardized State Testing

Thomas Jefferson 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 Jefferson 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).



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.

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
Jefferson Elem.	39	44	49	33	38	43	27	34	39	29	32	34	46	39	37
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														
Jefferson Elem.	55	54	61	56	64	66	48	48	54	45	58	57	52	60	63
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														
Jefferson Elem.	40	60	52	47	57	61	47	62	63	52	55	58	61	63	61
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														
Jefferson Elem.	41	53	52	51	49	51	34	40	44	38	35	49	40	41	37
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		
Gender																				
Male	50	45	36	43	35	31	30	29	38	40	58	60	69	64	54	57	69	63	56	67
Female	37	59	40	43	33	53	34	38	39	35	48	65	58	67	44	50	50	52	63	60
Ethnicity																				
Asian										60										80
Hispanic	13		20		30		25		19		33		33		50		42		41	
Caucasian	49		44		32		29		42		54		78		46		61		62	
Language Fluency																				
English Learners (EL)	37	45	33	31	10	19	5	6	17	5	48	58	60	59	27	43	37	39	43	39
Non EL	74	67	64	76	73	67	72	69	69	77	79	74	86	84	80	71	88	80	84	93
Socioeconomic Status																				
SED	37	49	35	35	31	34	28	29	34	27	45	59	59	58	46	51	52	56	57	58
Non SED	68	50	53	68	50	60	50	52	57	65	82	71	93	91	58	67	82	60	71	77
Migrant Education																				
SED = Socioeconomically Disadvantaged																				
<i>Only numerically significant subgroups are required to be presented in this report card. In some instances, no students who met specific subgroup criteria were tested.</i>																				
<i>Ethnicity data currently unavailable.</i>																				

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math					
	2	3	4	5	6		2	3	4	5	6	
All Students	01	02	01	02	01	02	01	02	01	02	01	02
Jefferson Elem.	30	33	18	30	20	25	22	24	23	26	38	30
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50
California	32	32	30	34	33	36	28	31	31	31	43	38
Gender	data currently unavailable											
Male	31	41	16	53	17	65	22	58	19	69	39	32
Female	28	50	19	32	23	31	23	27	27	27	39	29
Ethnicity	data currently unavailable											
Language Fluency	data currently unavailable											
English Learners (EL)	23	30	10	20	5	5	0	2	3	2	35	21
Non EL	58	44	57	61	44	52	55	53	52	56	52	56
Migrant Education	data currently unavailable											
Socioeconomic Status	data currently unavailable											
SED	25	32	12	22	18	22	18	21	17	18	38	26
Non SED	50	38	47	57	32	40	39	33	50	48	42	44

SED = Socioeconomically Disadvantaged

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	99	99	Percent Tested	99	99
API Score	597	635	672	API Growth Score	635	666
Growth Target	10	8	6	Actual Growth	38	31
Statewide Rank	5	5	5	Eligible for Awards	Yes	Yes
Similar Schools Rank	8	7	8	Eligible for II/USP	No	No

API Subgroup Results

<i>Hispanic or Latino</i>						
Base API Score	484	509	575	API Growth Score	509	562
Growth Target	8	6	5	Actual Growth	25	53
<i>Caucasian</i>						
Base API Score	618	672	692	API Growth Score	672	686
Growth Target	8	6	5	Actual Growth	54	14
<i>Socioeconomically Disadvantaged</i>						
Base API Score	570	611	655	API Growth Score	611	648
Growth Target	8	6	5	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.

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, Thomas Jefferson Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$71,818 for schoolwide.



Textbooks & Instructional Materials

Thomas Jefferson 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 district's curriculum 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 thousands of 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 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. The school offers a 20-workstation portable computer lab with Internet access. All classrooms have an average of three computers and each classroom is connected to the Internet. 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.

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

Computer Resources

	1999-00	2000-01	2001-02
Computers	57	74	91
Students per computer	13.2	10.0	7.6
Classrooms connected to Internet	0	0	All

Counseling & Other Support Services

It is the goal of Thomas Jefferson 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			
Jefferson Support Staff	Number of Staff		Availability
	Staff	FTE	Days Per Week
Psychologist	1	0.4	2
Counselor	1	0.6	3
Nurse	1	0.6	3
Health Aide	1	1	5
Speech/Language Specialist	1	0.8	4
Special Day Class Teacher	1	1	5
Resource Specialist	1	1	5

**FTE = Full-Time Equivalent*

Verdugo Mental Health Counseling Services provided on-site student counseling to further assist students at Thomas Jefferson Elementary School. A Verdugo Mental Health Counselor visited the campus twice weekly to meet with students.

School Facilities & Safety

Thomas Jefferson Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 27 classrooms, a library, a cafeteria, an outdoor lunch area, grassy fields, separate kindergarten play yard, and blacktop playground. Building encompasses 45,899 square feet of the 3.89-acre site. School facilities are 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 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.

Improvements funded by Measure K at Thomas Jefferson Elementary School, including data network installation and related electrical work, and other classroom modernizations are scheduled to take place during the 2002-03 school year.

Thomas Jefferson Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. 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 and during lunch, staff members and noon aides supervise the campus 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 Jefferson Elementary School had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	34	35	35
Emergency Permits	4	3	1
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	38	38	36
Average Years Teaching	12.6	12.8	14.4
Average Years in District	11.4	11.5	12.9

Thomas Jefferson 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 38 employees: 52.6 percent with 30+ additional units beyond their bachelor's degree and 39.5 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Physical Education Teacher
- Librarian
- Instrumental Music Teacher
- Choir Director

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

This assemblage at Thomas Jefferson 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 of Educators include:

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

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 Jefferson 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 Jefferson 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 improving student performance in reading and writing. Funding from the Reading Excellence Grant has provided on-site training to teacher to help students increase their reading comprehension. The school piloted an expository writing program for students to enhance writing skills. In response to teachers' requests, the school also is providing more opportunities for teachers to share skills with each other, either one-on-one or in small groups, increasing the knowledge-base of all teachers and creating a supportive atmosphere in the school.

Thomas Jefferson 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 Jefferson 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 Jefferson Elementary School provides after school activities for GATE students.

Thomas Jefferson 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. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards. Intersession intervention programs are offered to enhance students' understanding and mastery of core subject matter. On-site counselors are available to work with at-risk students and their families. Students in grades four through six may participate in the Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The school uses Specially Designed Academic Instruction in English (SDAIE) methods in classrooms to help English Language Learners increase their acquisition of English. Teachers receive special training and certification in SDAIE methods. The school's mobile computer lab provides English Language Development software to further enhance students abilities to read and comprehend English.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program 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. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Thomas Jefferson Elementary School is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The Thomas Jefferson Elementary School Leadership Team, comprised of administrators, teachers representing each track and grade level, classified staff, special education services, and parents, meets regularly to discuss school policies and strategies.

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
- Safety Committee
- Literacy Committee
- Individual Education Plan (IEP) Teams
- Technology Committee
- Social Studies Committee
- Science Committee

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 Jefferson 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

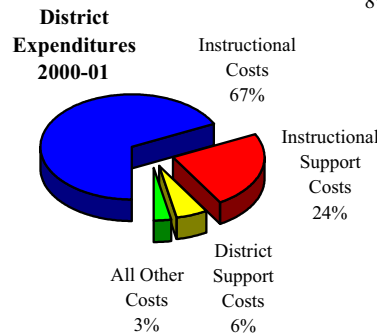
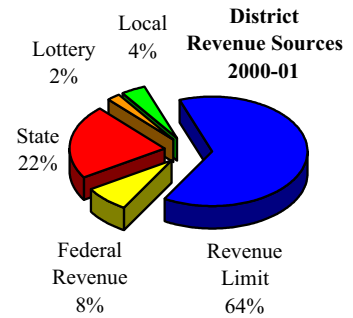
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition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

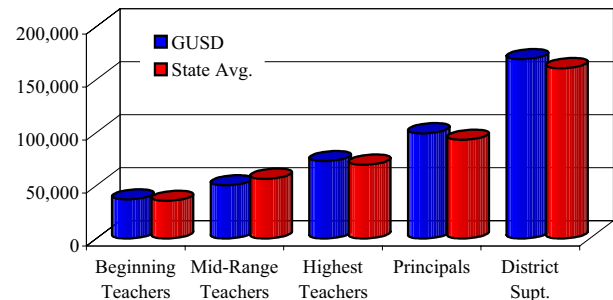
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



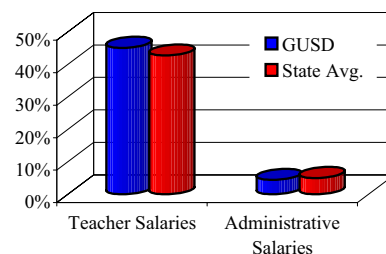
Salary & Budget Comparison

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