

# Glendale Unified School District

"Excellence is Worth the Effort"

## Edison Elementary School

### 2002-2003 Annual School Report Card



435 S. Pacific Avenue, Glendale, CA 91204

(818) 241-1807

Kindergarten through Sixth Grade

www.gusd.net

#### School Administration

Linda Conover, Principal  
Lynn Marso, Assistant Principal

#### 2002-03 Board of Education

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

#### District Administration

James R. Brown  
Superintendent

Dr. Michael F. Escalante  
Superintendent  
(Effective February 1, 2004)

Alice Petrossian  
Assistant Superintendent  
Educational Services

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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 law, 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:

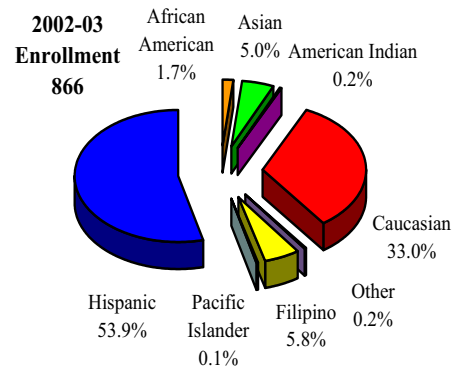
- All students will demonstrate academic creative skills to ensure success at the next grade level.
- Students will demonstrate positive self-esteem, social responsibility, and pride in home, school, and community.

#### 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 eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.



The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is

unmatched. The district serves approximately 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Edison Elementary School, which is approaching its 90th anniversary, opened a brand new facility in summer 2003. The school is located in the center of the city of Glendale and serves students in kindergarten through sixth grade. Students from Edison will move on to Roosevelt Middle School and Hoover High School. Students are known as the Eagles and their school colors are blue and white.

Operating on a year-round calendar system, the educational programs at Edison are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 866 included 72.5 percent English Language Learners and 83.9 percent eligible for free or reduced-priced meals.

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Edison are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Edison's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

## Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Line Dancing
- Math Club
- Chorus
- Honors Chorus
- Armenian School
- Homework Club
- Orchestra

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

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

## Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular

basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

## School Leadership

Leadership at Edison is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include:

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

## Community Involvement

Parents and the community are very supportive of the educational program at Edison. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- United Methodist Church of Glendale
- Albertson's
- Trader Joe's

## Contact Information

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

## Curriculum Development

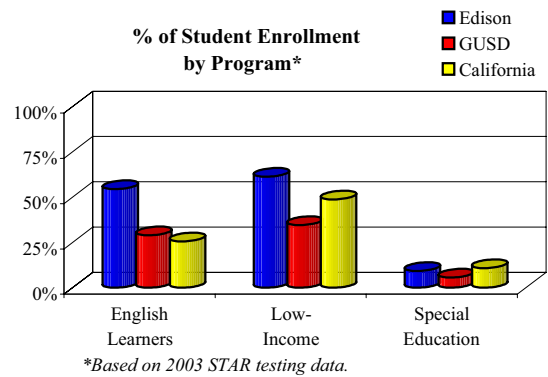
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Edison uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Edison Elementary School's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Edison Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Meeting Grade Level Standards % of Students At or Above Proficiency Level						
Language Arts			Math			
01	02	03	01	02	03	
50	59	53	59	67	88	

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003						
	Math			Writing		
	01	02	03	01	02	03
K	93	93	89	65	74	
1st	86	87		45	60	
2nd	75	68	85	40	51	54
3rd	71	79		52	53	
4th	60	49	35	39	25	22
5th	20	48		39	53	
6th	18	28	44	23	47	41

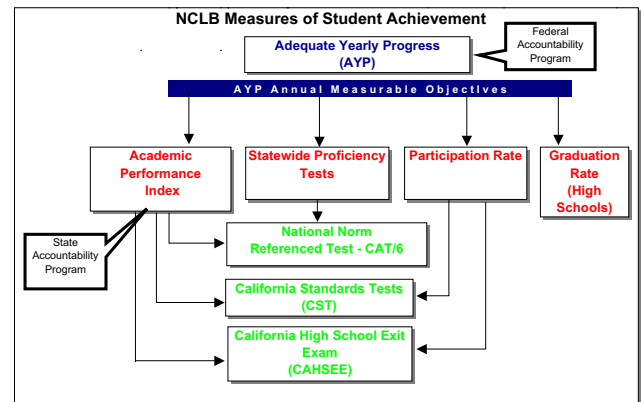
Not tested in 2002-03.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

### California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Edison achieved Adequate Yearly Progress for 2003.



Federal Programs		
	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0

Adequate Yearly Progress 2003 Phase I Participation & % Proficient or Above							
Edison Elementary							
California Standards Test (CST)							
	English/Language Arts		Mathematics				
	Participation	% Prof. & Adv.	Participation	% Prof. & Adv.			
<b>Target</b>	<b>95%</b>	<b>13.6%</b>	<b>95%</b>	<b>16.0%</b>			
<b>Met Target Yes (Y) or No (N)</b>							
	Met	%	Met	%	Met	%	Met
<b>All Students</b>	Y	99.6%	Y	27.9%	Y	100%	Y
<b>Subgroups:</b>							
Hispanic or Latino	Y	100%	Y	15.6%	Y	100%	Y
Caucasian	Y	99.1%	Y	35.1%	Y	100%	Y
SED	Y	99.6%	Y	22.5%	Y	100%	Y
English Learners	Y	99.6%	Y	23.8%	Y	100%	Y

SED = Socioeconomically Disadvantaged

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Edison Elementary School qualified to participate in the 2000 and 2002 Governor's Performance Award.



## Standardized State Testing

Edison participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

### API School Results

	All Students						
	Base			Growth			
	2000	2001	2002	00-01	01-02	02-03	
Students Tested	595	614	630	Percent Tested	99	99	100
API Score	612	618	666	API Growth Score	609	659	698
Growth Target	9	9	7	Actual Growth	-3	41	32
Statewide Rank	4	4	4				
Similar Schools Rank	7	6	8				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	586	592	644	API Growth Score	580	635	672
Growth Target	7	7	6	Actual Growth	-6	43	28
Caucasian							
Base API Score	665	674	724	API Growth Score	669	724	738
Growth Target	7	7	6	Actual Growth	4	50	14
Hispanic							
Base API Score	538	552	603	API Growth Score	536	591	635
Growth Target	7	7	6	Actual Growth	-2	39	32

*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.*

### State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	No	Yes
Eligible for II/USP	Yes	N/A
Applied for II/USP \$*	N/A	N/A
Received II/USP \$*	N/A	N/A

*\*II/USP was not funded in 2002.*

### Norm Referenced Test (SAT-9 & CAT/6)

#### % At or Above 50th Percentile

	Reading												Math																	
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
<b>All Students</b>	36	43	34	34	35	18	34	36	26	25	36	27	32	27	41	55	56	59	43	55	43	55	54	46	47	69	54	50	60	62
Edison Elementary	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
GUSD	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
California																														
<b>Gender</b>																														
Male	33	44	30	28	30	19	34	32	18	25	37	25	31	26	37	52	61	65	40	53	48	54	52	48	48	69	54	49	56	62
Female	38	40	38	39	39	16	33	41	32	25	35	28	33	29	45	56	51	55	47	56	37	55	57	44	46	69	54	51	66	63
<b>Language Fluency</b>																														
English Learners (EL)	23	38	34	22	23	15	11	22	17	4	13	4	7	10	20	49	54	58	34	48	37	39	44	39	28	52	31	30	42	45
Non EL	80	58	38	76	83	27	68	74	57	56	68	64	62	46	65	77	65	67	79	79	61	80	86	71	76	93	91	74	81	85
<b>Socioeconomic Status</b>																														
SED	31	39	25	29	31	15	27	30	21	20	30	23	28	24	38	52	56	53	40	53	38	53	51	41	41	65	50	49	56	63
Non SED	62	58	65	57	59	28	69	61	52	55	67	46	43	42	48	68	58	81	61	65	59	65	66	71	77	89	71	53	77	62
<b>Ethnicity</b>																														
African American																														
Asian							60														99									
Caucasian		62	32		38	26		45	30		46	32		33	44		67	62		68	48		59	50		77	57		71	61
Hispanic		24	27		26	8		21	19		23	15		19	31		42	50		43	30		41	39		61	39		52	58

SED - Socioeconomically Disadvantaged

Ethnicity data not reported for 2001.

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

## California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

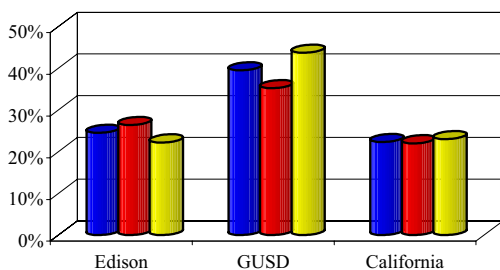
### How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Balboa students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

## Physical Fitness

In the spring of each year, Edison is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**% of 5th Grade Students in Healthy Fitness Zone 2001-02**



## Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Edison is able to offer programs to meet the individual needs of its students.

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Edison provides additional after school activities for GATE students.

### California Standards Test (CST)

#### Major Content Areas

#### Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03			
	<b>All Students</b>														
<b>English/Language Arts</b>															
Edison Elementary	23	20	22	19	27	24	25	25	33	10	25	27	10	18	29
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
<b>Mathematics</b>															
Edison Elementary		35	46		28	39		34	47		45	45		29	44
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

### California Standards Test (CST) - Major Subgroups

#### English/Language Arts

#### Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03			
<b>Edison Elementary</b>															
Male	19	20	26	18	22	26	23	21	27	10	24	24	7	17	23
Female	25	21	19	20	33	22	27	29	39	8	25	31	16	19	34
English Learners	11	13	17	9	16	17	3	8	23	1	8	7	0	4	8
Non English Learners	63	45	42	53	71	27	57	69	54	22	48	36	22	33	58
SED	17	16	14	13	24	18	19	18	29	9	17	23	8	16	26
Non SED	52	38	52	47	50	48	57	52	57	13	61	50	17	27	36
Special Ed.			0		23	0		0	11		15	6		11	7
Caucasian		29	20		38	33		26	41		36	32		27	38
Hispanic		7	16		18	10		15	24		11	15		9	11

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

### California Standards Test (CST) - Major Subgroups

#### Math

#### Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6	
	02	03	02	03	02	03	02	03	02	03
<b>Edison Elementary</b>										
Male	33	55	24	42	32	45	39	46	28	33
Female	36	38	31	36	37	48	51	45	31	54
English Learners	31	42	19	33	20	41	22	28	15	29
Non English Learners	49	63	59	45	74	38	77	36	45	67
SED	32	38	25	37	28	40	42	42	27	41
Non SED	46	74	41	48	56	81	61	63	43	54
Special Ed.	27	25	36	13	0	22	8	0	21	14
Caucasian	51	44	27	52	39	55	56	52	38	47
Hispanic	15	41	23	21	21	36	32	30	23	36

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Edison offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Summit Club, which pairs at-risk students with adult mentors.

Edison offers alternatives to English Language Learners. A Newcomer's Academy aid recent immigrants with specialized vocabulary and cultural assistance. Differentiated instruction is offered based on students' levels of English acquisition.

Edison is in the second year of implementing Project Aguila, a dual-language immersion program. 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. 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. Participants are expected to make a seven-year commitment to the program, which begins in kindergarten.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with one of the school's two resource specialists, the speech therapist, or enrollment in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

### Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks		
Subject/ Year Adopted	Series	Grades
<b>Language Arts</b>		
2002	Houghton Mifflin	K-5
	McDougal Littell	6
<b>Mathematics</b>		
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
<b>History/Social Studies</b>		
2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6
<b>Science</b>		
2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001	Harcourt Brace: <i>Harcourt Science</i>	K-5

The school will share its new library with the city of Glendale, therefore it is significantly larger than a traditional elementary school library. Students will have access to the library through a separate entrance, and the children's section of the library includes a story room and outdoor reading garden. It will be open to students Monday through Friday until 1:30 p.m. The library is stocked with thousands of books that are available for students to check out, including books in Armenian, Korean, and Spanish in addition to English. The library is automated with a computerized catalog and delivery service that provides access to over 600,000 items in the library system. Computers in the library are connected to the Internet so students are able to access resources and information online.

Each classroom at Edison will be equipped with computers connected to the Internet. Lower grades will have an average of three computers per class, while classrooms for grades four and five contain up to five computers. All classrooms are also equipped with 36-inch televisions, VCRs, and DVD players. The library's computers will serve as the school's computer lab during non-public hours. Students will visit the computer lab weekly with their classes. Computer skills and concepts prepare students for technological growth and opportunities. Students will receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

### Counseling & Other Support Services

It is the goal of Edison Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Edison Support Staff	Number	Days Available Per Week	Full Time Equivalent
	of Staff		
Psychologist	1	3.5	0.7
Nurse	1	3	0.6
Health Aide	1	5	1
Speech Therapist	1	5	1
Resource Specialist	2	5	2
Special Day Class Teacher	2	5	2

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment.

### Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Edison had 40 fully credentialed teachers.

Edison 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 2002-03 school year, certificated staff consisted of 48 employees: 27.1 percent with 30+ additional units beyond their bachelor's degree and 52.1 percent holding advanced graduate degrees, such as a master's or doctorate degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	42	39	40
Working Outside Subject	0	0	0
Emergency Credentials	6	7	3
Interns	1	4	7
Waivers	0	0	0
<b>Total Teachers</b>	<b>49</b>	<b>50</b>	<b>46</b>
Average Years Teaching	9.4	9.6	8.5
Average Years in District	8.3	8.5	7.5

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

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

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

## Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

## Staff Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Edison 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 2002-03 school year, staff development focused on developing methods for improving student achievement in reading comprehension. Teachers were trained in "Strategies That Work," a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding. A five-year grant under the federal Title VII bilingual education program has allowed Edison to provide a Program Specialist and Curriculum Coach to facilitate programs for English Language Learners. These staff members lead

monthly discussions about research and strategies for increasing the reading comprehension skills of English Language Learners.

Edison 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. Edison further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

## School Facilities & Safety

Edison provides a safe, clean environment for students, staff, and volunteers. The new facilities sit on nearly four acres of the 9.5-acre Edison School/Pacific Park Complex and include 34 classrooms, three specialty rooms, an arts and science room, a family center, and administrative offices. During school hours, students will have access to the complex's shared-use facilities including a library, gymnasium with indoor/outdoor stage, food services, and athletic fields. The new facilities were funded in large part by Measure K.

The district's scheduled maintenance program ensures that all classrooms and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Edison has four custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Edison. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff members and parent volunteers monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Edison reviews the plan annually; the plan was last updated and reviewed with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

## School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by the attendance clerk. Parents are advised of absences through phone calls and confer-

ences with the assistant principal. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Edison was 95.86%.

Edison has expelled 1 student during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Edison			GUSD		
	01	02	03	01	02	03
Suspensions (#)	82	89	68	3647	3425	5489
Suspensions (%)	8.18	9.44	7.85	12.02	11.30	18.45
Expulsions (#)	0	0	1	47	40	46
Expulsions (%)	0.00	0.00	0.12	0.15	0.13	0.15

### Class Size

Edison maintained a schoolwide average class size of 21.7 students and a pupil-to-teacher ratio of 19:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03
K	6	6		0	0		0	0	
1st	5	7		0	0		0	0	
2nd	5	5		0	0		0	0	
3rd	6	6		0	0		0	0	
4th	0	0		2	4		3	0	
5th	0	0		5	3		1	0	
6th	0	0		4	5		2	0	
K-3rd	9	6		0	0		0	0	
Combo 3rd-4th	0	1		0	0		0	0	
Combo 4th-6th	1	1		0	1		1	0	

*Data unavailable at the time of publication.*  
*Combination classes may be any combination of grades within the designated grade levels.*

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Edison has implemented CSR in 100% of all K-3 classrooms for the past three years.

### Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Edison exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Edison 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 Friday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to

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

meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month is used for instructional planning.

### Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), The District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, The District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

### 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	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
	Percentage of Total Budget	
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%