



## Glendale Unified School District

"Excellence is Worth the Effort"

# Jefferson Elementary School

## 2002-2003 Annual School Report Card

1540 Fifth Street, Glendale, CA 91201-1925

(818) 243-4279

Kindergarten through Sixth Grade

www.gusd.net

### School Administration

Mrs. Rosa Alonso, Principal 2003-04  
Dr. John Burkholder, Principal 2002-03  
Mrs. Linda Edmond, 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

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 master 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!

-- Rosa Alonso  
Principal

### Mission Statement

Thomas Jefferson Elementary School, in a cooperative effort among 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 assessment to help guide curriculum decisions on both an individual student and schoolwide level in an effort to ensure that all students are given access to those teaching methodologies and content areas that will maximize educational outcomes.

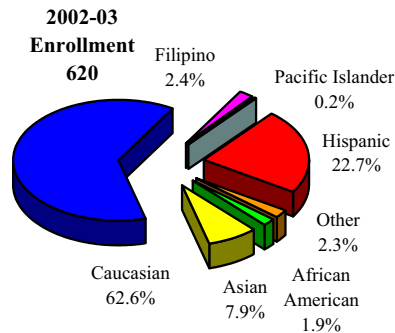
### Community & School Profile

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.

Jefferson Elementary School, which opened in 1920, is located in the southwestern section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Jefferson will move on to Toll Middle School and Hoover High School. Operating on a year-round calendar system, the educational programs at Jefferson are tailored to meet the needs of a changing school population. The 620 students as Jefferson are known as the Tigers



### Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Jefferson are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Jefferson'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 take place regularly after school.

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:

- Student of the Month
- Gold Slips
- PE Awards
- Presidential Academic Achievement
- Special Readers
- Perfect Attendance
- President Physical Fitness Awards

### 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 Jefferson 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:

- Thomas Jefferson Leadership Team
- Safety Committee
- Individual Education Plan (IEP) Teams
- School Site Council/English Learners Advisory Council
- Parent Teacher Association
- Technology Committee

### Contact Information

Parents who wish to participate in Jefferson's leadership teams, school committees, school activities, or become volunteers may contact Principal Rosa Alonso at (818) 243-4279.

### Curriculum Development

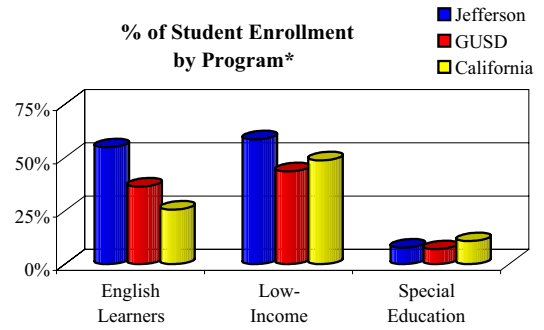
Throughout The District's schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, 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. Jefferson meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Jefferson 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 Jefferson'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.



\*Based on 2003 STAR testing data.

## Student Achievement & Testing

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

Language Arts			Math		
01	02	03	01	02	03
48	60	58	59	65	70

### Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	96	91	86	70	69	
1st	84	85		34	45	
2nd	83	76	88	47	51	62
3rd	72	80		59	66	
4th	25	33	52	50	58	37
5th	34	30		42	40	
6th	23	46	28	51	52	48

Not tested in 2003

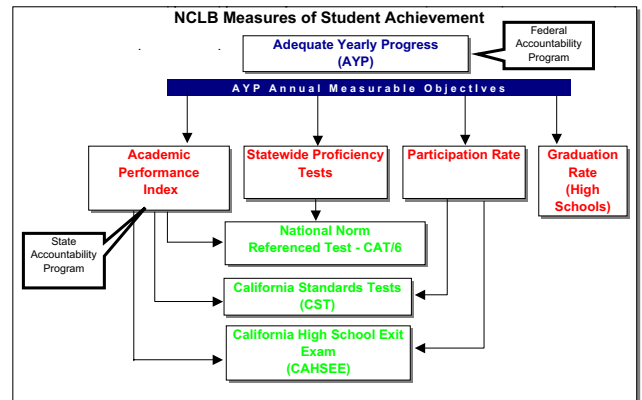
## Adequate Yearly Progress

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. Jefferson achieved Adequate Yearly Progress for 2003.

	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 (AYP) 2003 Phase I

	California Standards Test (CST)			
	Participation Rate	% Proficient or Advanced		
		English/ Language Arts	Mathematics	
<b>Target</b>	<b>95%</b>	<b>13.6%</b>	<b>16%</b>	
<b>Met Target? Yes (Y) or No (N)</b>				
	Met	Rate	Met	%
<b>All Students</b>	Y	98.7%	Y	35.3%
<b>Subgroups:</b>				
Hispanic or Latino	Y	98%	Y	27.2%
Caucasian	Y	99%	Y	36.4%
SED	Y	99.1%	Y	30.9%
English Learners	Y	98.7%	Y	32.5%

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, Jefferson Elementary School qualified to participate in the 2000 and 2001 Governor's Performance Award.



## Standardized State Testing

Jefferson 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			Percent Tested	Growth					
	2000	2001	2002		00-01	01-02	02-03			
Students Tested	475	472	501		99	99	100			
API Score	635	672	679	API Growth Score	666	685	761			
Growth Target	8	6	6	Actual Growth	31	13	82			
Statewide Rank	5	5	5							
Similar Schools Rank	7	8	7							
Subgroups										
Socioeconomically Disadvantaged										
Base API Score	611	655	652	API Growth Score	648	658	740			
Growth Target	6	5	5	Actual Growth	37	3	88			
Caucasian										
Base API Score	672	692	687	API Growth Score	686	695	767			
Growth Target	6	5	5	Actual Growth	14	3	80			
Hispanic										
Base API Score	509	575	606	API Growth Score	562	598	692			
Growth Target	6	5	5	Actual Growth	53	23	86			

*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	Yes	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

## 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
All Students	44	49	58	38	43	27	34	39	25	32	34	37	39	37	47	54	61	65	64	66	67	48	54	54	58	57	66	60	63	53
Jefferson (Thomas) 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	50	45	48	36	43	24	35	31	17	30	29	33	38	40	48	58	60	61	69	64	67	54	57	55	69	63	68	56	67	57
Female	37	59	69	40	43	32	33	53	35	34	38	43	39	35	47	48	65	69	58	67	66	44	50	52	50	52	62	63	60	50
<b>Language Fluency</b>																														
English Learners (EL)	37	45	57	33	31	20	10	19	14	5	6	21	17	5	30	48	58	59	60	59	63	27	43	47	37	39	57	43	39	39
Non EL	74	67	63	64	76	56	73	67	56	72	69	65	69	77	71	79	74	88	86	84	81	80	71	70	88	80	81	84	93	73
<b>Socioeconomic Status</b>																														
SED	37	49	57	35	35	20	31	34	19	28	29	31	34	27	47	45	59	64	59	58	60	46	51	49	52	56	62	57	58	54
Non SED	68	50	62	53	68	48	50	60	41	50	52	59	57	65	48	82	71	68	93	91	86	58	67	66	82	60	82	71	77	52
<b>Ethnicity</b>																														
Asian													60	70															80	80
Caucasian	49	54	54	44	42	29	32	39	30	29	29	34	42	34	49	54	71	64	78	66	71	46	55	56	61	57	70	62	64	56
Hispanic	13	19		20	35	12	30	26	12	25	35	32	19	29	38	33	30		33	50	44	50	48	32	42	43	50	41	55	43

SED - Socioeconomically Disadvantaged

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.

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	01	02	03	
<b>All Students</b>															
<b>English/Language Arts</b>															
Jefferson Elementary	30	33	42	18	30	39	20	25	32	22	24	31	23	26	33
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>															
Jefferson Elementary		38	65		30	69		30	52		29	60		38	37
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.*

### 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 Jefferson 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.

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	01	02	03	
<b>Jefferson Elementary</b>															
Male	31	25	33	16	29	35	17	22	25	22	21	27	19	24	30
Female	28	50	51	19	32	45	23	31	41	23	27	38	27	27	36
English Learners	23	30	41	10	20	35	5	5	24	0	2	13	3	2	9
Non English Learners	58	44	40	57	61	46	44	52	50	55	53		52	56	47
SED	25	32	38	12	22	34	18	22	29	18	21	26	17	18	31
Non SED	50	38	52	47	57	55	32	40	41	39	33	50	50	48	41
Special Ed.					40			15						7	8
Caucasian		38	40		32	47		27	36		23	31		19	30
Hispanic		8			5	20		12	24		23	27		21	38

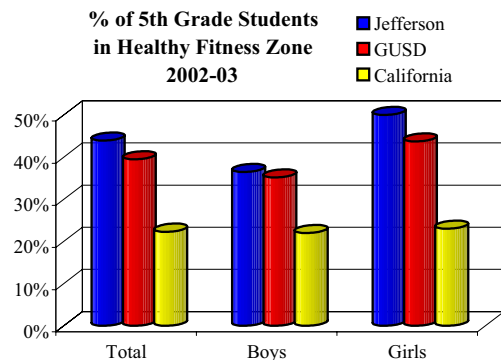
*SED - Socioeconomically Disadvantaged*

*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.*

## Physical Fitness

In the spring of each year, Jefferson 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).



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	02	03	02	03	
<b>Jefferson Elementary</b>														
Male	39	65	32	72	31	49	35	57	40	46				
Female	39	67	29	63	27	57	23	65	36	31				
English Learners	35	62	21	66	14	49	11	51	14	25				
Non English Learners	52	80	56	77	53	50	50		69	33				
SED	38	64	26	66	23	47	27	54	31	38				
Non SED	42	71	44	77	57	66	33	82	55	37				
Special Ed.			9	60		23			14	8				
Caucasian	43	63	34	75	34	57	30	63	37	42				
Hispanic	15		10	46	12	20	9	45	30	14				

*SED - Socioeconomically Disadvantaged*

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

## 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, Jefferson 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. Jefferson provides additional after school activities for GATE students.

Jefferson 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 Glendale Preparatory, 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 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 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 a resource specialist or enrolling 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.

The school's library, staffed by a library assistant, is stocked with thousands of books that are available for students to check out, including books in Spanish and Armenian in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research tech-

niques and library usage. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

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	

Each classroom at Jefferson contains an average of three computers. The school also provides a portable computer lab with 20 workstations for student use. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency. Software programs used schoolwide include Accelerated Reader which students may access from the library, the classroom, or the computer lab.

## Counseling & Other Support Services

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

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. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

## Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Jefferson had 32 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	35	35	32
Working Outside Subject	0	0	0
Emergency Credentials	3	1	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>38</b>	<b>36</b>	<b>32</b>
Average Years Teaching	12.8	14.4	15.8
Average Years in District	11.5	12.9	14.4

*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 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. The district schedules three staff development days annually.

Jefferson 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 strategies and training to develop students' reading comprehension, phonemic awareness, and vocabulary.

Jefferson 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. Jefferson 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

Jefferson provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1920, sit on 3.89 acres and include 27 classrooms, a library, a cafeteria, an outdoor lunch area, grassy fields, separate kindergarten play yard, and blacktop playground.

This school year, the Measure K project is making it possible for Jefferson to improve the facilities of the school. Projects scheduled for the 2002-03 year include adding three new classrooms and school modernization

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included roof repairs to school buildings for 2002-03, ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Jefferson has three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Jefferson. 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 noon aides 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. Jefferson 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 school's at-risk coordinator. Parents are advised of absences through written communication and phone calls. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Jefferson was 95.78%.

Jefferson 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		
	01	02	03	01	02	03
Suspensions (#)	14	27	14	3647	3425	5489
Suspensions (%)	1.90	3.90	2.26	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

### Class Size

Jefferson maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 20:1 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			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
K	5	4		0	0		0	0	
1st	5	5		0	0		0	0	
2nd	5	5		0	0		0	0	
3rd	5	5		0	0		0	0	
4th	0	0		2	1		2	2	
5th	0	0		1	2		0	1	
6th	0	0		0	4		0	0	
K-3rd	1	0		0	0		0	0	
3rd-4th	0	0		0	0		0	0	
4th-6th	1	1		3	0		0	1	

*Data unavailable at 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. Jefferson 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 Jefferson (met/exceeded) state requirements as specified in the California Education Code. For the 2002-03 school year, Jefferson 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 are used for Open House, Back to School Night, track changes, and report card preparation. Each Wednesday is a "Banking Day." Students arrive at school an hour later in the morning.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	Kindergarten	
Track A, C & D	36,000	26,295
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

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" each month can be used for ad hoc meetings or classroom 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.

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

*\*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%