

Glendale Unified School District

"Excellence is Worth the Effort"

Theodore Roosevelt Middle School

2002-2003 Annual School Report Card

1017 S. Glendale Ave., Glendale, CA 91205-2805

(818) 242-6845

Seventh and Eighth Grade

www.glendale.k12.ca.us



School Administration

Anne Gibson
Principal

Beatriz Bautista
Assistant Principal

Annais Wenn
Assistant Principal

2002-03 Board of Education

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

District Administration

James R. Brown
Superintendent

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

Dr. Mary McKee
Assistant Superintendent
Educational Services

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Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Roosevelt Middle School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing. We are at an exciting time at Roosevelt. We are currently modernizing the school. New science labs, internet connectivity and air conditioning were completed last year. We are also very proud of the academic growth we have shown over the past two years and know that the efforts our teachers put into improving their abilities is a critical factor in our progress. We expect the new administration building to be opened next year, moving the front of the school onto Acacia Street, making it easier for parents and community members to access.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Roosevelt Middle School change with the times and maintain flexibility in this and future generations.

-- Anne Gibson
Principal

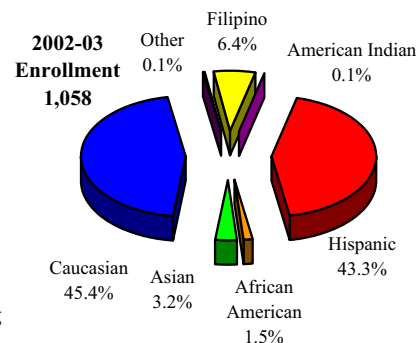
Mission Statement

Theodore Roosevelt Middle School, a culturally rich diverse urban community of learners, is the bridge from elementary to high school that empowers students to channel their energy and vitality to become thinking, literate, caring, responsible and creatively expressive adolescents, capable and eager to achieve their full potential as life long learners. We will achieve this through multi-dimensional learning experiences, in and out of school, in a highly personal, supportive and developmentally appropriate school climate fostering personal growth, intellectual development, cross-cultural understanding and cooperation, fully integrating all school, family, and community resources.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

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 special schools. Year-round and traditional calendar systems, com-



plimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The Roosevelt Middle School community is located in the heart of the city of Glendale, serving over 1,000 seventh and eighth grade students. Roosevelt teachers and staff are committed to providing a safe and productive learning experience. The educational programs at the school are tailored to meet the needs of a changing school population. Roosevelt Middle School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

Discipline & Climate for Learning

Students at Roosevelt are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Roosevelt's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

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. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Enrichment & Extracurricular 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:

- Builders Club
- Drill Team
- Marching Band
- Drama Club
- Journalism
- Music Club
- Food Club
- After-School Sports Program
- California Junior Scholarship Federation (CJSF)
- Advanced Via Individual Determination (AVID)
- Lunch Time Spirit Activities

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:

- Academic Achievement Award
- Perfect Attendance
- Student of the Month
- Distinguished Writer's Award
- Academic & Citizenship Recognition Program
- After-School Awards
- California Junior Scholarship Federation Award
- Awards Night
- Academic Excellence
- Bonus Tickets
- Presidential Physical Fitness Awards
- Presidential Academic Awards
- Assemblyman D. Frommer Award for Academic Excellence

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 in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Leadership

Leadership at Roosevelt is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. The school's Instructional Cabinet, comprised of department chair persons, establishes policies regarding logistical issues. The School Planning Team, comprised of teacher representatives, counselors, administrators, and parents, oversees curriculum issues.

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

- School Site Council
- Leadership Team
- Curriculum Study Council
- School Plan Committee
- Field Trip Committee
- Dress Code Committee
- Discipline Committee
- Technology Committee
- Modernization Committee
- Student Study Team
- Individual Educational Plan (IEP) Teams
- Individual Intervention Learning Plans

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

Contact Information

Parents who wish to participate in Roosevelt's leadership teams, school committees, school activities, or become volunteers may contact Principal Anne Gibson or Assistant Principals Beatriz Bautista, and Annais Wenn at (818) 242-6845.

Curriculum Development

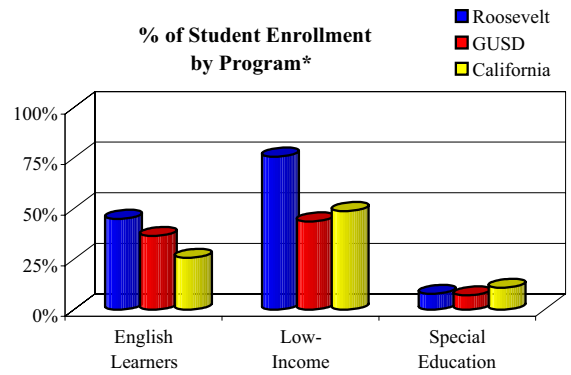
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district 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 department 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. Roosevelt meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Roosevelt 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 Roosevelt'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 Roosevelt Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program. In addition to school- and district-developed assessments, the state and federal government have set standards for student achievement. The school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The chart below illustrates the relationship between different measures of student achievement and the assessments used to determine progress.

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. Students in grades seven and eight are evaluated based on the results of their writing, and end of course exams each semester in English, Math and Science and their report card grades in English and Math. 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.

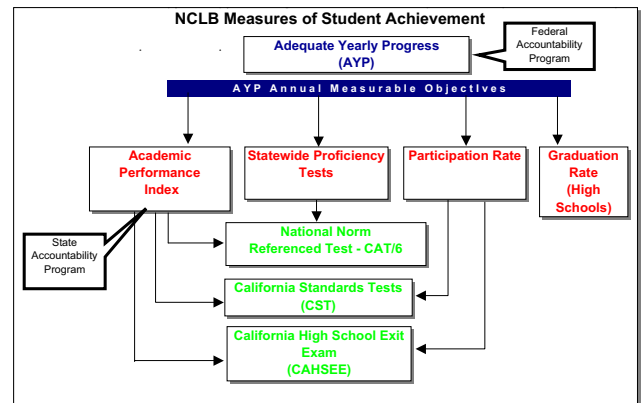
Language Arts			Math		
01	02	03	01	02	03
47	51	58	62	63	64

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. Roosevelt 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

	California Standards Test (CST)			
	Participation Rate	% Proficient or Advanced		
		English/ Language Arts	Mathematics	
Target	95%	13.6%	16%	
	Met Target? Yes (Y) or No (N)			
	Met	Rate	Met	%
All Students	Y	99.7%	Y	29.8%
Subgroups:				
Hispanic or Latino	Y	99.5%	Y	22.0%
Caucasian	Y	99.7%	Y	30.7%
SED	Y	99.6%	Y	26.3%
English Learners	Y	99.6%	Y	26.6%

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, Roosevelt qualified to participate in the 2000 and 2001 Governor's Performance Awards.



Standardized State Testing

Roosevelt 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	913	951	990	Percent Tested	99	99	99
API Score	593	623	646	API Growth Score	613	634	682
Growth Target	10	9	8	Actual Growth	20	11	36
Statewide Rank	4	4	5				
Similar Schools Rank	7	8	9				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	571	606	624	API Growth Score	594	611	662
Growth Target	8	7	6	Actual Growth	23	5	38
Caucasian							
Base API Score	614	635	653	API Growth Score	624	643	693
Growth Target	8	7	6	Actual Growth	10	8	40
Hispanic							
Base API Score	534	573	603	API Growth Score	559	588	640
Growth Target	8	7	6	Actual Growth	25	15	37

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

State Awards and Intervention Programs

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

Norm Referenced Test (SAT-9 & CAT/6) 2001, 2002, 2003

% At or Above 50th Percentile

	Reading						Math						
	7			8			7			8			
	01	02	03	01	02	03	01	02	03	01	02	03	
All Students													
Roosevelt Middle	31	34	39	35	31	35	46	56	46	48	52	53	
GUSD	56	54	54	56	56	47	67	71	63	67	68	66	
California	48	48	45	50	49	41	50	52	46	49	50	48	
Gender													
Male	30	32	32	35	24	34	42	53	42	47	45	50	
Female	32	37	45	35	37	36	49	60	50	48	57	56	
Language Fluency													
English Learners (EL)	4	8	14	6	3	11	20	34	24	23	25	31	
Non EL	57	61	63	58	58	52	71	78	69	68	76	68	
Socioeconomic Status													
SED	29	29	35	31	28	31	44	54	43	46	52	50	
Non SED	39	45	55	46	38	47	51	60	59	54	51	60	
Ethnicity													
Asian	63	52	69	56	75	55	82	81	85	78	90	77	
Caucasian	30	35	38	33	25	34	49	60	47	52	54	58	
Filipino	46	72	69	52	41	66	54	84	75	52	59	74	
Hispanic	26	25	34	32	33	27	36	43	38	38	43	39	

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 Subgroups English/Language Arts

Combined % of Students Scoring at Advanced & Proficient Levels

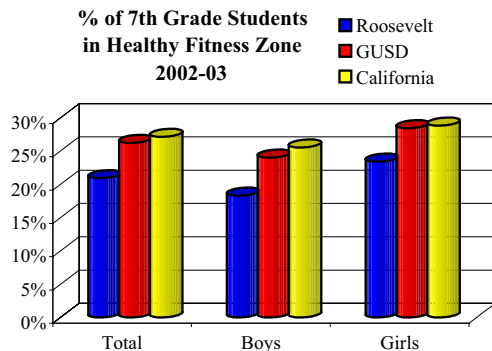
	7			8		
	01	02	03	01	02	03
Roosevelt Middle						
Male	15	24	25	16	16	24
Female	20	29	39	20	26	29
English Learners	1	4	9	1	1	8
Non English Learners	34	48	54	31	40	35
SED	15	20	30	17	19	23
Non SED	27	39	45	21	27	35
Special Ed.		3	5		2	3
Asian		52	69		57	52
Caucasian		26	32		19	30
Filipino		61	69		31	46
Hispanic		18	26		19	16

*SED - Socioeconomically Disadvantaged
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, Theodore Roosevelt Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



California Standards Test (CST)

Major Content Areas

Combined % of Students Scoring at Advanced & Proficient Levels

	7			8		
	01	02	03	01	02	03
All Students						
English/Language Arts						
Roosevelt Middle	18	26	32	18	21	27
GUSD	40	41	51	37	42	40
California	32	33	36	32	32	31
Mathematics						
Roosevelt Middle		35	36			33
GUSD		48	54			48
California		30	30			24

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

For detailed information on 2002 grade eight math scores, please visit www.star.cde.ca.gov

Data unavailable through the California Department of Education.

California Standards Test (CST)

- Major Subgroups

Math

Combined % of Students Scoring at Advanced & Proficient Levels

	7		8	
	02	03	02	03
Roosevelt Middle				
Male	36	35		33
Female	34	36		33
English Learners	15	18		24
Non English Learners	56	47		41
SED	34	33		30
Non SED	39	45		40
Special Ed.	2	7		8
Asian	62	62		55
Caucasian	41	38		37
Filipino	64	59		55
Hispanic	22	28		25

SED - Socioeconomically Disadvantaged

For detailed information on 2002 grade eight math scores, please visit www.star.cde.ca.gov and in order to maintain confidentiality, certain scores are not disclosed.

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 Roosevelt 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.

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, Roosevelt 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 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. Roosevelt provides specific courses for GATE students.

Roosevelt 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. The Roosevelt Read 180 program offers extended day classes to at-risk students. Also available is a two-hour extended day math program. After school tutoring is offered to enhance students' understanding and mastery of core subject matter. The school supports English Language Learners with appropriate evaluation and sheltered instruction based upon English acquisition levels.

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 available to answer 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 speech language specialist 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 provides students with their own textbooks; students are provided with a set of books to take home and a set to keep at school. All textbooks and instructional materials used within the school 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, which reviews instructional materials in each curricular area within a seven-year cycle.

The school's library is stocked with thousands of books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. A part-time library technician staffs the library, which is available to students after-school as well as during scheduled visits with their classes. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Completion of classroom renovations has allowed Internet access in all classrooms. Students receive computer-assisted instruction on a regular

Textbooks		
Subject/ Adoption Year	Publisher/Series	Grade Levels
Language Arts 2001	McDougal, Littell/ <i>Language of Literature</i>	7th-8th
Mathematics 1997	Glencoe/McGraw Hill/ <i>Mathematic Applications and Connection, Course 2, Pre-Algebra</i> South Western/ <i>Math Matters, Book 1</i> Glencoe/McGraw Hill/ <i>Mathematic Applications and Connection, Course 3, Merrill Algebra I, Applications and Connections, Geometry Applications and Connections</i> South Western/ <i>Math Matters, Book 2</i> McDougal, Littell/ <i>Geometry, Basic Geometry</i>	7th 8th
History/Social Studies 2000	Houghton Mifflin/ <i>Social Studies</i> Prentice Hall/ <i>American Nation</i>	7th 8th
Science 2000	Holt, Rinehart & Winston/ <i>Life Science</i>	7th
2001	Holt, Rinehart & Winston/ <i>Physical Science</i>	8th

schedule. The school's two computer labs offer students a wide variety of ways to develop technology skills as well as academics. Reading 180 is a computer-based program designed to assist at-risk students building their literacy skills. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Theodore Roosevelt Middle School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates the counseling and support services.

Counseling & Support Services Staff			
Roosevelt Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	2	5	1.8
Psychologist	1	2	0.4
Health Aide	1	5	1
Nurse	1	2	0.4
Speech/Language Specialist	1	2	0.4
Special Education Teacher	4	5	4
Gear Up Coordinator	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 2002-02 school year, Roosevelt had 41 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	34	39	41
Working Outside Subject	0	0	0
Emergency Credentials	13	8	4
Interns	1	1	5
Waivers	2	2	1
Total Teachers	49	50	51
Average Years Teaching	9.7	10.6	9.3
Average Years in District	8.0	7.9	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 principals. 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 teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools.

School Facilities & Safety

Roosevelt provides a safe, clean environment for students, staff, and volunteers. The campus includes 46 classrooms, a gymnasium, an activity room, an auditorium, a cafeteria and outdoor lunch court, a library, grassy fields and blacktop playground. The school site covers

six acres, and the buildings encompass more than 100,000 square feet. School facilities are up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of seven custodians (including a lead custodian) ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Measure K funds, supplemented by state bond funds as available, are allocated for improvements at Roosevelt. Phase One has been completed, including installing air conditioning in all rooms, connecting all classrooms to the Internet, constructing a new science lab, and building nine modern science classrooms. Also, an additional court surface was created. For Phase Two, scheduled to begin in the summer of 2003, a new administrative office will be built, moving the main entrance to the school off of Glendale Avenue and on to Acacia Avenue with the goal of improving student safety.

Roosevelt is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their visits. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Before and after school and during lunch administrators, teachers and campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code, and discipline policies

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

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.

Roosevelt 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 improvements in students' reading and writing skills. Teachers were trained for implementation of the federal GEAR UP program, which is designed to encourage students to attend college by providing additional support beginning in seventh grade and continuing through high school. Teachers also received training in backwards planning from the UCLA School of Management, which helps teachers map curriculum to ensure students will meet standards at each grade level.

Roosevelt 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. Theodore Roosevelt Middle School further supports teachers and paraprofessionals by participating in several district programs.

Throughout Glendale Unified School District's schools curricula in all of the core content areas have been aligned with the state standards. Theodore Roosevelt Middle School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to 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 opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training.

School Enrollment & Attendance

Regular attendance at Roosevelt is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. 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. During the 2002-03 school year, the actual attendance rate for all grade levels for Roosevelt was 95.74%.

Student enrollment over the past three years at Roosevelt has decreased by 3.9%. Schoolwide enrollment at the beginning of the 2002-03 school year was 1,058 students.

Roosevelt has expelled 8 students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Roosevelt			GUSD		
	01	02	03	01	02	03
Suspensions (#)	507	331	595	3647	3425	5489
Suspensions (%)	49.80	32.51	56.24	12.02	11.30	18.45
Expulsions (#)	2	3	3	47	40	46
Expulsions (%)	0.20	0.29	0.28	0.15	0.13	0.15

Class Size

Roosevelt maintained a schoolwide average class size of 23 students and a student/teacher ratio of 21:1 for the 2002-03 school year. The ratio of students per teacher varies by grade level and subject area.

	Teaching Load Distribution								
	Number of Classes by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
English	17	33		40	24		9	8	
Math	1	4		22	32		15	3	
Science	2	3		20	19		11	10	
Social Science	2	2		14	17		12	9	

Data unavailable at time of publication

Instructional Time

During the 2002-03 school year, all instructional times offered at Roosevelt exceeded state requirements. Some students in grades seventh and eighth receive instruction in applied technology, drama, arts, woodshop, music, and food in addition to the core subjects.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	7th	54,000
8th	54,000	61,299

For the 2002-03 school year, Roosevelt offered 180 days of instruction comprised of 171 regular days and 9 minimum days. Minimum days are used for Back to School Night, Open House, the last day of school, and state testing. Each Thursday is a "Banking

Day" when students to arrive one hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by department, once by academic team and once for staff development. The fourth banking day can be used for ad hoc meeting 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.

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%