



# JEFFERSON ELEMENTARY SCHOOL

1540 Fifth Street, Glendale, CA 91201-1925 • (818) 243-4279 • Kindergarten through Sixth Grade

Mrs. Rosa Alonso, Principal 2003-04

[www.gusd.net](http://www.gusd.net)

## 2003-2004 School Accountability Report Card

### 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, an important group who 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

### 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 29,433 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, single-track calendar system, the educational programs at Jefferson are tailored to meet the needs of a changing school population. The 544 students at Jefferson are known as the Tigers.

# 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.
- Students and staff will identify and work on strategies that promote a positive, cooperative, and collegial learning and working environment.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.7
American Indian	0.0
Asian	7.2
Caucasian	67.6
Filipino	2.2
Hispanic	22.1
Pacific Islander	0.0
Other	0.2

# 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.

Suspensions & Expulsions						
	Jefferson Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	27	14	17	3425	5489	4903
Suspension (%)	3.98%	2.26%	3.13%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

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.

Jefferson's school counselor is responding to the needs of students by designing a comprehensive program to maximize all student's performance by focusing on the academic, personal, social, and career domains in order to ensure continuous life-long learning. 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, Special Readers, Gold Slips, Perfect Attendance, PE Awards, President Physical Fitness Awards, Presidential Academic Achievement.

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.

## Academic Support

Jefferson Elementary School 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.

## 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 2003-2004 school year, the actual attendance rate for all grade levels for Jefferson was 96.36%.

## Class Size

Jefferson Elementary School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 20:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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 Elementary has implemented CSR in 100% of all K-3 classrooms for the past three years.

Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	19	20	19	4	2	3	0	0	0	0	0	0
1st	18	19	19	5	3	2	0	0	0	0	0	0
2nd	18	18	19	5	4	3	0	0	0	0	0	0
3rd	20	19	20	5	4	4	0	0	0	0	0	0
4th	32	32	27	0	0	0	1	1	3	2	2	0
5th	31	31	29	0	0	0	2	3	3	1	0	0
6th	26	31	33	0	0	0	4	3	1	0	0	2
K-3	0	18	20	0	3	2	0	0	0	0	0	0
4th-8th	23	31	0	1	0	0	0	1	0	1	0	0

## School Facilities

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.

The Measure K project is making it possible for Jefferson to improve the facilities of the school. One project that was undertaken in 2003-2004 was modernization of all classrooms and the administration building.

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 2003-2004, 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. At the time this report was published in April 2005, 100% of restrooms were in good working condition.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

### Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

## Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional minutes and days offered at Jefferson Elementary School (met/exceeded) state requirements as specified in the California Education Code. For the 2003-2004 school year, Jefferson offered 180 days of instruction comprised of 171 regular days and 7 minimum days for tracks A and D, and 170 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. 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.

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### Kindergarten (36,000 minimum requirement):

Tracks A, C = 36,110

Tracks B, D = 36,639

### Grades 1-3 (50,400 minimum requirement):

Track A = 50,530

Tracks B, C = 50,514

Track D = 50,610

### Grades 4-6 (54,000 minimum requirement):

Track A = 54,100

Tracks B, C = 54,063

Track D = 54,180

## Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Science	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills: Adventures in Time and Place	2000
K-6	Mathematics	Everyday Learning Corp: Everyday Mathematics, Revi	2001

core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

## Library & Computer Resources

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

	Computer Resources		
	2001-02	2002-03	2003-04
Computers	91	77	108
Students per computer	7.6	8.1	5.0
Classrooms connected to Internet	0	29	31

Each classroom at Jefferson contains an average of three computers. The school also provides a portable computer lab with 40 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.

## Curriculum Development

Throughout Glendale Unified School District, 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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

## Local Measures

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, report card grades
- 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.

## CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

## California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

## 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. API results are available at the end of this report.

## 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.

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 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

## Physical Fitness

In the spring of each year, Jefferson Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students 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).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
	5th Grade
<b>Jefferson Elementary</b>	
School Overall	52.1%
School (Boys)	41.5%
School (Girls)	65.9%
<b>Glendale Unified</b>	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
<b>California</b>	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Jefferson Elementary School had 28 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	35	32	28
Emergency Credentials	1	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	36	32	28
Average Years Teaching	14.4	15.8	16.9
Average Years in District	12.9	14.4	15.2
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
<b>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.</b>			

## 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.

## Counseling & Support Staff

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.

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.6
Health Aide	1	1
Nurse	1	0.6
Psychologist	1	0.4
Resource Specialist	1	1
Special Day Class Teacher	1	1
Speech/Language Specialist	1	0.8

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.

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

## Contact Information

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

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

## Federal Awards & Interventions

As a school receiving Title I federal funding, Jefferson Elementary School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Jefferson Elementary has met all AYP criteria, and therefore has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

## NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 32% of core academic classes at Jefferson Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 91.3% of core academic classes at Jefferson Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Jefferson Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	57.1%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	39.3%	41.5%
Bachelor's Degree	3.6%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%
*Indicates additional hours above and beyond degree.		

## **Individualized Instruction**

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 Elementary School is able to offer programs to meet the individual needs of its students.

## **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 funds to increase the achievement of all students. Jefferson Elementary School 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.

## **English Language Learners**

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.

## **GATE**

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.

## **Special Education**

The district's Special Education Program addresses the needs of 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 met. All students receive instruction in the least restrictive environment and are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

## Professional 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.

Jefferson Elementary School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, K-3rd grade teachers participated in a forty-hour Calabash Professional Learning System, which is a materials-based program that is California State Board of Education approved for K-6 Reading, Instruction focused on the five essential components of effective reading. Eighty additional hours of training in Language Arts were provided throughout the year.

Jefferson Elementary School's staff 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 Elementary School 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 educational 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 program.

## Safe School Plan

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 December 2003. An updated copy of the plan is available to the public at the school and at the district office.

## Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program

Current Expense of Education Per Student*		
2003-04		
Glendale Unified \$6,639	Statewide Average	
	All Unified School Districts \$6,987	All Districts \$6,919
<p><b>Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.</b></p> <p><b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b></p>		

- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

**CAT/6 Norm Referenced Test**

**2004-05**

**% At or Above 50th Percentile**

Subject Area	Reading								Math																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
<b>All Students</b>																															
Jefferson Elementary	58	62		27	42		25	29		37	45		47	56		65	78		67	75		54	54		66	70		53	74		
GUSD	52	54		39	40		44	45		45	50		57	59		62	66		64	63		62	59		62	67		72	72		
California	46	47		34	35		35	36		40	41		45	46		57	59		52	54		48	49		49	50		51	53		
<b>Subgroups</b>																															
<b>Gender</b>																															
Females	69	58		32	42		35	41		43	46		47	56		69	76		66	71		52	48		62	73		50	73		
Males	48	66		24	41		17	23		33	44		48	56		61	80		67	80		55	57		68	68		57	74		
<b>Socioeconomic Status</b>																															
Non SED	62	60		48	50		41	32		59	48		48	74		68	75		86	78		66	58		82	76		52	88		
SED^	57	63		20	38		19	29		31	44		47	51		64	79		60	74		49	52		62	68		54	69		
<b>Language Fluency</b>																															
English Learners	57	61		20	30		14	5		21	9		30	36		59	78		63	66		47	33		57	53		39	73		
Non English Learners	63	*		56	68		56	56		65	65		71	62		88	*		81	96		70	77		81	80		73	74		
<b>Special Programs</b>																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education	*	*		18	*		15	*		*	*		15	*		*	*		55	*		15	*		*	*		15	*		
Title 1	58	62		27	42		25	29		37	45		47	56		65	78		67	76		54	54		66	70		53	74		
<b>Ethnicity</b>																															
African American	*			*	*					*	*					*	*		*	*					*	*		*	*		
American Indian																															
Asian	*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
Caucasian	54	70		29	35		30	30		34	45		49	54		64	87		71	71		56	62		70	73		56	80		
Filipino	*	*		*	*		*			*	*		*	*		*	*		*	*		*		*	*		*	*			
Hispanic or Latino	*	18		12	*		12	13		32	38		38	48		*	36		44	*		32	25		50	58		43	43		
Pacific Islander																															

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Jefferson Elementary**

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
<b>Second Grade</b>									
All Students	33	42	47	39	65	69			
Females	50	51	42	39	67	64			
Males	25	33	51	38	65	74			
English Learners	30	41	47	35	62	71			
Non English Learners	44	44	*	52	81	*			
R-FEP†	**		*	**		*			
SED^	32	38	48	38	64	69			
Non SED	38	52	45	42	71	70			
Title 1		42	47		66	69			
Special Education		*	*		*	*			
African American	**	*		**	*				
Asian	**	*	*	**	*	*			
Caucasian	38	40	54	43	63	83			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	8	*	9	15	*	9			
<b>Third Grade</b>									
All Students	30	39	39	30	69	64			
Females	33	45	45	28	63	65			
Males	28	35	31	32	72	63			
English Learners	20	35	27	21	66	53			
Non English Learners	61	56	65	56	81	91			
R-FEP†	**	*	80	**	*	100			
SED^	22	34	36	26	66	58			
Non SED	57	55	45	44	77	78			
Title 1		39	39		69	65			
Special Education		40	*	9	60	*			
African American	**	*	*	**	*	*			
Asian	**	*	*	**	*	*			
Caucasian	32	47	41	34	75	62			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	5	20	*	10	46	*			
<b>Fourth Grade</b>									
All Students	26	32	38	29	52	56			
Females	31	41	41	27	57	55			
Males	22	25	36	31	49	57			
English Learners	5	24	12	14	49	35			
Non English Learners	52	56	67	53	63	79			
R-FEP†	53	*	74	57	*	84			
SED^	22	29	40	23	47	56			
Non SED	40	41	32	57	66	58			
Title 1		32	38		53	56			
Special Education		15	*		23	*			
American Indian	**			**					
Asian	**	*	*	**	*	*			
Caucasian	27	36	45	34	57	66			
Filipino	**	*		**	*				
Hispanic or Latino	12	24	13	12	20	25			

<b>Fifth Grade</b>							
All Students	24	31	50	28	60	66	19
Females	27	38	51	22	65	68	15
Males	20	27	50	35	57	63	23
English Learners	2	13	12	11	51	48	3
Non English Learners	53	62	72	50	76	75	28
R-FEP†	64	67	80	54	80	85	33
SED^	21	26	48	27	54	67	17
Non SED	33	50	55	33	82	62	24
Title 1		31	51		60	66	19
Special Education		*	*		*	*	*
African American	**		*	**		*	*
Asian	**	*	*	**	*	*	*
Caucasian	23	31	55	30	63	71	26
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	23	27	33	9	45	54	4
<b>Sixth Grade</b>							
All Students	25	33	41	38	37	51	
Females	26	36	47	35	31	44	
Males	24	30	37	41	46	55	
English Learners	2	9	23	14	25	36	
Non English Learners	56	67	46	69	57	55	
R-FEP†	63	77	46	83	73	57	
SED^	18	31	37	31	38	44	
Non SED	48	41	52	55	37	74	
Title 1		33	41		38	51	
Special Education	7	8	*	14	8	*	
African American		*			*		
Asian	**	*	*	**	*	*	
Caucasian	19	30	39	37	42	54	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	21	38	33	30	14	29	
† R-FEP - Redesignated – Fluent English Proficient							
^SED - Socioeconomically Disadvantaged							
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.							
No students tested at grade level.							
**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.							

## API School Results

Base		Growth					
All Students	2001	2002	2003	2002	2003	2004	
Percent Tested	99	99	99	Percent Tested	99	100	100
API Score	672	679	762	API Growth Score	685	761	792
Growth Target	6	6	2	Actual Growth	13	82	30
Statewide Rank	5	5	7	Eligible for Awards	No	Yes	Yes
Similar Schools Rank	8	7	9	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	655	652	741	API Growth Score	658	740	775
Growth Target	5	5	2	Actual Growth	3	88	34
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Caucasian							
Base API Score	692	687	771	API Growth Score	695	767	807
Growth Target	5	5	2	Actual Growth	3	80	36
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	575	606	689	API Growth Score	598	692	700
Growth Target	5	5	2	Actual Growth	23	86	11
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

**\*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

**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.**

**Adequate Yearly Progress**

Year Ending Target	California Standards Test (CST)													
	English/Language Arts													
	Jefferson Elementary								GUSD					
	Participation Rate				% Proficient & Advanced				Participation Rate			% Proficient & Advanced		
03	04	03	04	03	04	03	04	03	04	03	04	03	04	
95%	95%	13.6%	13.6%	95%	95%	12.0%	12.0%							
Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	

**Subgroups**

All Students	Yes	99	Yes	99	Yes	35.3	Yes	43.2	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	99	Yes	99	Yes	32.5	Yes	41.0	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	99	Yes	100	Yes	30.9	Yes	40.4	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	97			*	68.0			Yes	99			Yes	72.3
Special Education	*	94	*	100	*	20.4	*	12.5	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	97	*	97	*	50.0	*	68.0	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	41.6	*	*	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	99	Yes	100	Yes	36.4	Yes	46.5	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	98	Yes	100	Yes	27.2	Yes	23.5	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

**Math**

Year Ending Target	Math													
	Jefferson Elementary								GUSD					
	Participation Rate				% Proficient & Advanced				Participation Rate			% Proficient & Advanced		
	03	04	03	04	03	04	03	04	03	04	03	04	03	04
95%	95%	16.0%	16.0%	95%	95%	12.8%	12.8%							
Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	

**Subgroups**

All Students	Yes	99	Yes	99	Yes	56.5	Yes	61.5	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	99	Yes	99	Yes	55.9	Yes	60.4	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	99	Yes	99	Yes	52.3	Yes	57.0	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	84.6			Yes	99			Yes	86.3
Special Education	*	94	*	100	*	32.6	*	12.5	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	100	*	100	*	91.1	*	84.6	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	83.3	*	*	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	99	Yes	99	Yes	59.4	Yes	66.9	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	98	Yes	100	Yes	34.3	Yes	35.2	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

**Academic Performance Index (API)**

Target	Jefferson Elementary								GUSD			
	03		04		03		04		03		04	
	Minimum score of 560 or 1 point increase											
Scores	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
	Yes	761	Yes	793	Yes	767	Yes	779				

**^SED = Socioeconomically Disadvantaged**  
**\*Only numerically significant subgroups are required to be reported**