



Glendale Unified School District

"Excellence is Worth the Effort"

Crescenta Valley High School

2000-2001 Annual School Report Card

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Principals' Message

We are very proud of Crescenta Valley High School. It is our belief that C.V. exemplifies all around excellence. This strongly held belief was validated in 1999 as C.V. was designated as a California Distinguished School and in 2000 was chosen as a National Blue Ribbon School, the most prestigious honor our nation can bestow on a school. From the most academically able students to those who struggle, we are committed to all students learning and achieving. We believe that no student should "fall through the cracks." It is our commitment to our students that all C.V. graduates have ample options when they leave the school. Whether in academics, the arts, athletics, or service to others, C.V. students model the best in American youth. We hope that this School Accountability Report Card better acquaints you with our school. It is great to be a FALCON!!

School Administration

Steve Ort, Assistant Principal
Sungsook Kim, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President
Pam Ellis, Vice-President
Greg Krikorian, Clerk
Jeanne Bentley, Member
Lina Harper, Member

District Administration

James R. Brown
Superintendent

Dr. Mary M'Kee
Assistant Superintendent,
Crescenta Valley Cluster

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Mission Statement

Crescenta Valley High School, the educational nucleus of our unique foothill community, guarantees our students the opportunity to attain the skills and values necessary to function as responsible and productive members of society, through our safe and caring environment, and our flexible, multicultural, technological instructional program which extends into the global community.

Community & School Profile

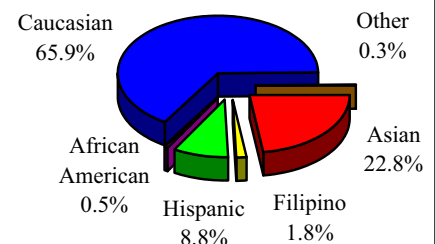
The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born 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 quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools (including a continuation and magnet high), and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

Crescenta Valley High is one of three comprehensive high schools in the Glendale Unified School District, drawing students from La Crescenta, Montrose, northern Glendale, and western La Canada Flintridge. The Crescenta Valley High campus is now in the finishing stage of a 45 million dollar renovation and renewal process. We are very proud of two new classroom buildings, a new library-career-media-center, and a new gymnasium. In addition, there is extensive renovation of existing buildings and very attractive landscaping. Though it originally began as an elementary school, Crescenta Valley opened its doors to ninth through twelfth graders in 1960 and currently serves almost 2,500 students on a traditional calendar system. The educational programs at the school are tailored to meet the needs of a changing school population. Crescenta Valley High School faculty and support staff are dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that becomes an integral part of their lives.

2000-01
Enrollment
2,413



Discipline & Climate for Learning

Students at Crescenta Valley High 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 Crescenta Valley High'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.

Attendance

Regular attendance at Crescenta Valley High is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Crescenta Valley High are expected to be in their seats and ready for instruction at the designated time.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Crescenta Valley High. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Crescenta Valley High expelled 20 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

	Suspensions and Expulsions					
	Crescenta Valley			Glendale Unified		
	98-99	99-00	00-01	98-99	99-00	00-01
Suspensions (#)	349	412	241	5100	4444	3647
Suspensions (%)	14.82	17.60	9.99	16.83	14.63	12.03
Expulsions (#)	6	7	7	59	40	47
Expulsions (%)	0.25	0.30	0.29	0.19	0.13	0.16

Homework

Crescenta Valley High feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents

are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

Extracurricular Activities

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

- Advanced Dance
- French Club
- Nat'l Honor Society
- Animal Welfare Club
- Gay/Straight Alliance
- Orchestra
- Armenian Club
- German Club
- Pep Club
- CA Scholarship Fed.
- Girls' League
- Pep Squad/Flags
- Calculus Club
- Green Earth Club
- SADD
- Choir
- Journalism
- (Students Against Destructive Decisions)
- Falcon Christian Fellowship
- Journeys
- Spanish Club
- Fellowship of Christian Athletes
- Key Club
- Speech/Debate Club
- Letterman's Club
- Mock Trial Club
- Yearbook

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area.

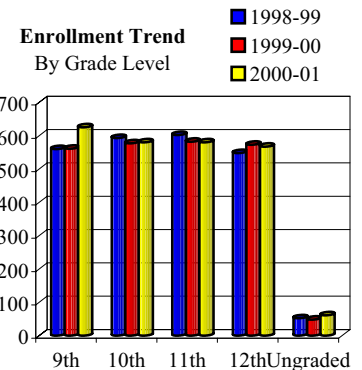
- Baseball
- Golf
- Tennis
- Basketball
- Soccer
- Track
- Cross Country
- Softball
- Volleyball
- Football
- Swimming
- Water Polo

School Attendance

Student enrollment over the past three years at Crescenta Valley High has increased by 2.5%. Schoolwide enrollment at the beginning of the 2000-01 school year was 2,413 students.

School districts receive financial support from the state for the education of the students they serve based on how many students attend

each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Crescenta Valley High. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels at Crescenta Valley High was 96.21%.



	Dropouts		
	1997-98	1998-99	1999-00
Dropouts (%)	0.0	0.0	0.0
Dropouts (#)	1.0	1.0	1.0

Intervention programs that promote attendance and reduce dropout rates include:

Teacher Intervention

- Clear presentation of expectations
- Verbal warnings
- Notes and phone calls home
- Administration referral

School Administration Intervention

- Student conference
- Phone call home
- Parent conference
- Student Support Services referral

District Intervention

- Twenty-day letter
- Weekly/monthly attendance monitoring
- Student interview
- Parent/home visit

Class Size

Crescenta Valley High maintained a schoolwide average class size of 28 students and a pupil/teacher ratio of 24:1 for the 2000-01 school year. Class size rates are based on grade level and subject area taught.

	Teaching Load Distribution											
	Number of Classes by Size											
	Avg.			1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01	99	00	01
English	30	26	25	1	41	38	38	21	28	39	33	34
Math	31	27	27	2	23	20	21	21	25	43	31	35
Science	32	31	30	0	1	6	9	15	6	40	30	38
Social Science	31	32	29	1	4	6	16	6	11	32	32	28
Foreign Lang.	30	31	30	4	1	3	19	15	15	20	22	22
PE	35	31	27	1	1	3	4	4	3	33	33	31

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Crescenta Valley High either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Crescenta Valley High offered 64,887 minutes of instructional time. Students received between 57 and 59 minutes of specialized instruction on regular days and 38 minutes on minimum days in each core subject area by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Crescenta Valley High offered 180 days of instruction comprised of 156 regular days, 5 minimum days, and 19 modified days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Minimum and modified days allow for enhanced staff development activities, students taking finals, and assemblies.

Textbooks & Instructional Materials

Crescenta Valley High sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Crescenta Valley High follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. The school's library is stocked with over 16,000 books

that are available for students to check out, in addition to a number of magazine and newspaper subscriptions. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency. Software programs installed on the library's computers also include a wide range of topics such as art, world geography, American society, poetry, SAT preparation, and virtual reference manuals.

	Computer Resources		
	1998-99	1999-00	2000-01
Computers	208	233	243
Students per computer	11.3	10.0	9.9
Classrooms connected to Internet	2	2	2

Toward the end of the 2000-01 school year, CVHS was approved for a Digital High School grant of over \$700,000. The allocated funds will be used for the modernization of the library-media-career center, as well as the purchase of new technology equipment. During the coming school year, 105 classrooms will be connected to the Internet and 450 new computers will be purchased. Crescenta Valley High's website provides a variety of resources and information for parents, staff, students, and community members.

School Facilities & Safety

Crescenta Valley High provides a safe, clean environment for students, staff, and volunteers. In the evenings, a team of ten custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Glendale Unified to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

With the utilization of "Measure K" funds, modernization and construction projects are underway at Crescenta Valley High. Phase I of the construction process - the opening of a new gymnasium and two new buildings housing 46 classrooms, taking students from the temporary 'modular classroom village' and placing them in permanent quarters - was completed during the 2000-01 school year. The new Library-Media-Career Center is scheduled to open in November, 2001, and Phases II (miscellaneous renovation) & III (remodeling) are also on schedule and in progress.

Safety of students and staff is a primary concern of Crescenta Valley High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan is updated and amended every March to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan will provide and maintain the high level of safety, assess current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Crescenta Valley High. These measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides two other assessments to determine the progress of each individual student:

- BenchMark Tests - administered by the District annually to measure the student's level in math and writing skills.
- Meets Grade Level Standards (MGLS) - administered by teachers three times a year to measure the student's level in math and language arts skills.

Meeting Grade Level Standards % of Students At or Above Proficiency Level

	Language Arts		Math	
	00	01	00	01
9th	70	69	82	86
10th	73	73	79	74
11th	82	65	75	74

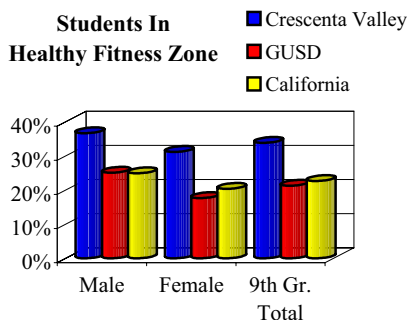
Golden State Exam

The Golden State Exam is a voluntary program that offers end-of-course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to exert extra effort in key subjects and receive public recognition for their achievements. During the 2000-01 school year, 174 students received High Honors, 459 students received Honors, and 777 received School Recognition achievement levels.

Standardized State Testing

Crescenta Valley High participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

SAT-9 Disaggregated Results 2001 % At or Above National Average						
Gender	Reading			Math		
	9	10	11	9	10	11
Male	53	51	57	75	73	73
Female	61	58	55	83	62	65
Ethnicity	<i>data currently unavailable</i>					
Language Fluency	<i>data currently unavailable</i>					
Limited English Proficient	3	3	12	46	47	48
Non Limited English Proficient	61	61	60	81	70	71
Socioeconomic Status	<i>data currently unavailable</i>					
Economically Disadvantaged	30	41	26	56	43	38
Non Economically Disadvantaged	60	56	58	81	70	71
Migrant Education	<i>data currently unavailable</i>					



Physical Fitness

In the spring of each year, Crescenta Valley High is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

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).

2001 California Standards Test Results

All Students

% of Students Scoring at:	English/Language Arts					
	9		10		11	
	A	P	A	P	A	P
Crescenta Valley	20	32	23	31	17	31
Glendale Unified	10	25	15	24	11	22
California	8	20	11	20	9	20

A = Advanced P = Proficient

2001 California Standards Test Results

Disaggregated

% of Students Scoring at:	English/Language Arts					
	9		10		11	
	A	P	A	P	A	P
Gender	<i>data currently unavailable</i>					
Male	13	30	17	31	17	28
Female	26	34	28	31	17	34
Ethnicity	<i>data currently unavailable</i>					
Language Fluency	<i>data currently unavailable</i>					
Limited English Proficient	0	8	0	5	4	8
Non Limited English Proficient	21	34	34	31	34	34
Migrant Education	<i>data currently unavailable</i>					
Socioeconomic Status	<i>data currently unavailable</i>					
Economically Disadvantaged	9	15	16	16	0	26
Non Economically Disadvantaged	21	34	23	33	18	32

A = Advanced P = Proficient

SAT-9 Results - All Students

1999, 2000, 2001

% At or Above National Average

Grade Year Ending	Reading								
	9			10			11		
	99	00	01	99	00	01	99	00	01
Crescenta Valley	56	56	57	52	55	55	52	55	56
Glendale Unified	37	39	37	33	36	37	34	36	38
California	34	35	35	33	34	34	35	36	37
	Math								
Crescenta Valley	84	76	79	74	76	67	74	71	69
Glendale Unified	63	63	64	53	56	55	54	58	53
California	48	51	51	44	46	45	45	47	46
	Language								
Crescenta Valley	79	81	78	60	69	68	71	71	72
Glendale Unified	63	69	68	45	50	53	52	57	55
California	49	52	53	38	40	42	47	48	49
	Science								
Crescenta Valley	61	61	63	67	67	68	65	64	60
Glendale Unified	41	43	45	46	48	50	39	43	42
California	40	41	41	45	46	46	42	43	42
	Social Science								
Crescenta Valley	63	62	69	56	56	56	75	74	80
Glendale Unified	47	47	50	40	39	41	61	62	62
California	44	46	47	37	37	38	57	57	59

College Preparation

Crescenta Valley High offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and Glendale Community College. In addition to programs and activities, Crescenta Valley High offers a variety of College Preparatory Classes in core subjects as well as fine arts and foreign language.

Students at Crescenta Valley High are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The following chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). Total enrollment for the 1999-00 school year was 2,341.

1999-00 Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment	1999-00 Course Enrollments
554	260	6,726	11,736
	46.9%*	57.3%**	

*Total graduates

**Total course enrollments

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

Advanced Placement

Crescenta Valley High offers 16 advanced placement courses for those students seeking to get a head-start on college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Total number of AP tests given was 635; 302 students took the tests.

Advanced Placement Courses Number of Classes by Subject

Computer Science	1
English	2
Foreign Language	4
Mathematics	3
Science	3
Social Science	3
Total	16

	Advanced Placement Exam					
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
1998-99	632	517	575	177	171	77
1999-00	602	548	635	198	186	82
2000-01	580	567	667	200	186	102

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSAA. Due to specific criteria, including API and SAT-9 results, Crescenta Valley High did not qualify to participate in either program.

Scholastic Assessment Test (SAT) Results

1999, 2000, 2001

	99	00	01
Grade 12 Enrollment			
Crescenta Valley	548	573	567
Glendale Unified	2,400	2,459	2,393
California	334,852	347,813	357,789
Percentage of Seniors Tested			
Crescenta Valley	57	61	59
Glendale Unified	37	41	43
California	37	37	45
Average Verbal			
Crescenta Valley	539	516	523
Glendale Unified	494	478	479
California	497	492	498
Average Math			
Crescenta Valley	589	571	565
Glendale Unified	551	543	533
California	514	517	517
Average Total			
Crescenta Valley	1,128	1,087	1,088
Glendale Unified	1,045	1,021	1,012
California	1,011	1,009	1,015

API School Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	95.7	99	Percent Tested	99	99
API Score	759	758	API Growth Score	758	754
Growth Target	2	2	Actual Growth	-1	-4
Statewide Rank	9	9	Eligible for Awards	No	No
Similar Schools Rank	5	4	Eligible for II/USP	No	No

API Subgroup Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Asian-American					
Base API Score	788	804	API Growth Score	804	824
Growth Target	790	*	Actual Growth	16	20
Hispanic or Latino					
Base API Score	671	667	API Growth Score	667	642
Growth Target	673	669	Actual Growth	-4	-25
Caucasian					
Base API Score	759	754	API Growth Score	754	746
Growth Target	761	756	Actual Growth	-5	-8
Socioeconomically Disadvantaged					
Base API Score	648	613	API Growth Score	613	613
Growth Target	650	615	Actual Growth	-35	0

*Scored at or above the interim Statewide Performance Target of 800.

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.

Work Force Preparation

It is the goal of Crescenta Valley High that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

Crescenta Valley High offers a variety of career-path related classes in the following career clusters:

- Business Professional/Office
- Sales
- Health
- Social Science
- Science and Technical
- Design, Communication, Art
- Education
- Auto Repair and Mechanics

Crescenta Valley High encourages juniors, seniors, and students who are age 16 or older to participate in the diverse opportunities provided by ROP (Regional Occupational Program) classes through the county of Los Angeles. Students are able to attain Career Preparation credits toward graduation through ROP participation. A list of ROP classes offered in Los Angeles County are available at the school, district, and county offices.

Counseling & Other Support Services

It is the goal of Crescenta Valley High 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 Co-Principals coordinate the counseling and support services at each school site.

Counseling and Support Services Staff			
	Number of Staff		Availability
		FTE	Days Per Week
Counselor	4	4	5
Health Clerk	1	1	5
Psychologist	1	0.75	3
Library Aide	1	1	5
At-Risk Aide	1	1	5
Special Education Teacher	6	6	5
Speech/Language Specialist	1	1	2

**FTE = Full-Time Equivalent*

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Crescenta Valley High had 88 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	90	89	88
Emergency Credentials	8	11	15
Without Credentials	1	1	1
Pre-Interns	0	0	1
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	99	101	105
Average Years Teaching	14.7	15.1	15.2
Average Years in District	12.9	13.4	13.5

Crescenta Valley High supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 113 employees: 30.97 percent with 30+ additional units beyond their bachelor's degree and 53.09 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Evaluation & Professional Development

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 and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

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. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. 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.

Training & Curriculum Improvement

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by Co-Principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

Curricular improvements at Crescenta Valley High during the 2000-01 school year were apparent as facets of a continual effort rather than a one-time enhancement in standard curriculum. Crescenta Valley High school realizes the importance of a customized educational experience, addressing the specific needs of each student. In testament to that acknowledgment, all students have been involved in a more rigorous curriculum under the guidance of administration than ever before. Literacy has become a schoolwide focus, resulting in the development of a comprehensive literacy plan which proves beneficial in ensuring student success both academically and professionally. "At-risk" students are also becoming focal points of targeted improvements; three separate programs have been implemented in appreciation of the need for continual strategic enhancements.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories. Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, 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. During the 2000-01 school year, almost 200 employees participated in these three programs. The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program, which allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

Crescenta Valley High will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence for years to come.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, appropriate individual education plans, and program implementation. The director administers the program of the district and assigns a teacher specialist and 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. They all work together to ensure that the needs of special students are being met.

Quality of Instruction & Leadership

Leadership at Crescenta Valley High is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Assessment Advisory Committee
- Administrative Expulsion Panel
- Crisis Intervention
- Career Academies Committee
- District Review Committee - School Board Management
- Emergency Preparedness Committee
- PAR Panel Assistance Review
- Continuation Placement Committee
- Title VI Advisory Committee
- Social Studies Steering Committee
- Science Steering Committee
- Consumer Science Curriculum Committee
- Science Curriculum Committee
- Glendale School Management Association

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
- Booster Clubs
- Student Study Teams
- Individual Education Plan Teams
- Safety Committee
- GATE Advisory Committee
- Instructional Leadership Council
- English Language Advisory Committee
- Staff Development Committee

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

Expenditures & Services Funded

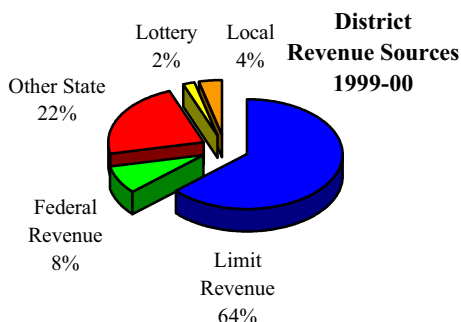
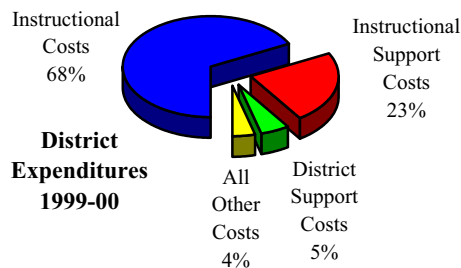
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1999-00		
Glendale Unified	Statewide Average	
	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

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

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

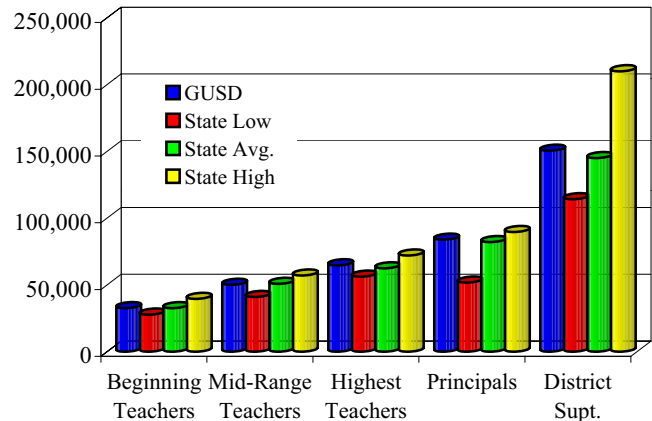
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Reading & Math Programs
- Instructional Materials
- Staff Development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



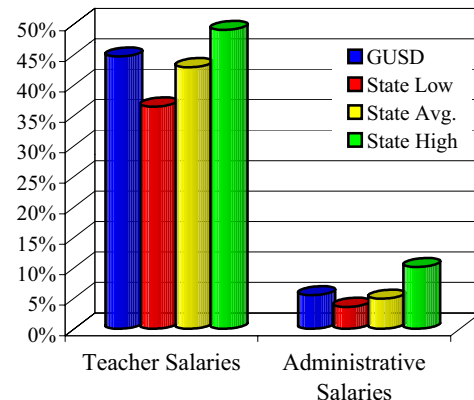
Salary & Budget Comparison

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
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Crescenta Valley High's leadership teams, school committees, school activities, or become a volunteer may contact Linda Evans or Gary Talbert, Co-Principals at (818) 249-5871.