Glendale Unified School District

"Excellence is Worth the Effort"

Dunsmore Elementary School

2000-2001 Annual School Report Card

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Kindergarten through Sixth Grade
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Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Attendance
- Class Size
- Instructional Minutes
- Minimum Days
- Textbooks & Instructional Materials
- Student Achievement & Testing
- Academic Performance Index
- School Facilities & Safety
- Counseling & Other Support Services
- Teacher Assignment
- Teacher Evaluation
- Substitute Teachers
- Training & Curriculum Improvement
- Special Education
- Quality of Instruction & Leadership
- Expenditures & Services Funded
- Salary & Budget Comparison
- Contact Information

Principal's Message

I'd like to welcome you to the Dunsmore Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with state legislature. More specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of the report card is to afford you further insight into the quality educational program we offer.

It is the belief of Dunsmore Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation an encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact, that we welcome any suggestions, ideas or comments you may have.

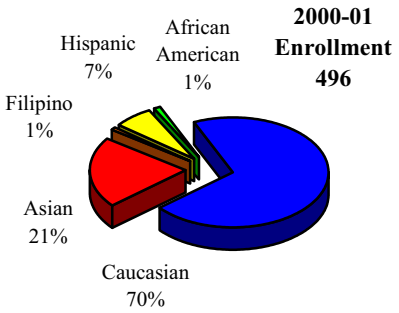
Thank you for assisting Dunsmore Elementary School in making our students' experience here not only a memorable one, but an enjoyable one.

Mission Statement

Dunsmore Elementary School, a supportive educational center nestled in an evolving foothill community, ensures that all students will achieve their highest social and academic ability through an engaging environment rich in staff and parent commitment, community involvement, the arts, technological resources, and innovative use of curriculum.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, 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 environment, beautiful landscaping, and 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, 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.

The Dunsmore Elementary community is located in the northern part of the city of Glendale, serving nearly 500 kindergarten through sixth grade students. Dunsmore Elementary teachers and staff are committed to providing a safe and productive learning experience. Operating on a traditional calendar system, the educational programs are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Discipline & Climate for Learning

Students at Dunsmore Elementary 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 Dunsmore Elementary'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 Dunsmore Elementary 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 excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Dunsmore Elementary 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 Dunsmore Elementary. 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 and behavior problems 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.

Dunsmore Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions

	Dunsmore			GUSD		
	99	00	01	99	00	01
Suspensions (#)	2	7	4	5100	4444	3647
Suspensions (%)	0.39	1.42	0.81	16.83	14.63	12.03
Expulsions (#)	0	0	0	59	40	47
Expulsions (%)	0.00	0.00	0.00	0.19	0.13	0.16

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:

- Kid's Art
- Chess Club
- Math Club
- Chorus
- Orchestra

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:

- Reading Program
- Citizenship Program
- Outstanding P.E.
- Perfect Attendance
- Presidential Award

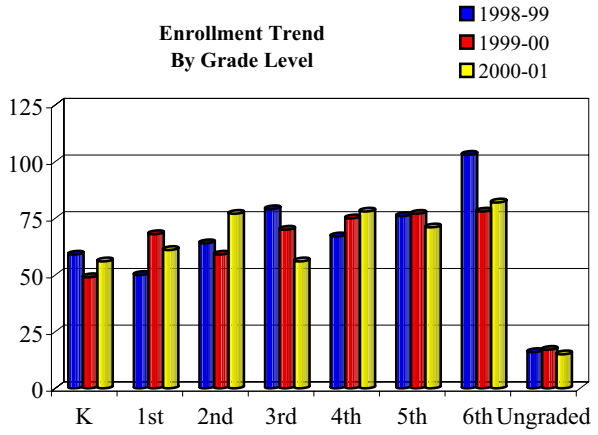
Homework

Dunsmore Elementary 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 timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

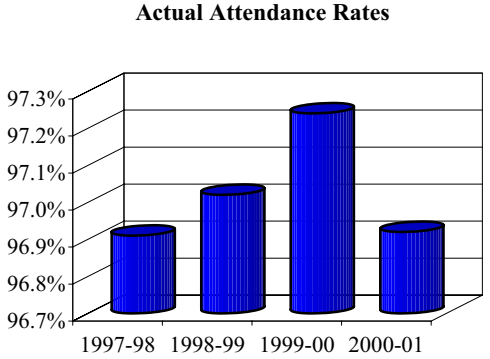
School Attendance

Student enrollment over the past three years at Dunsmore Elementary has decreased by 3.5%. Schoolwide enrollment at the beginning of the 2000-01 school year was 496 students. Dunsmore Elementary is a school

of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

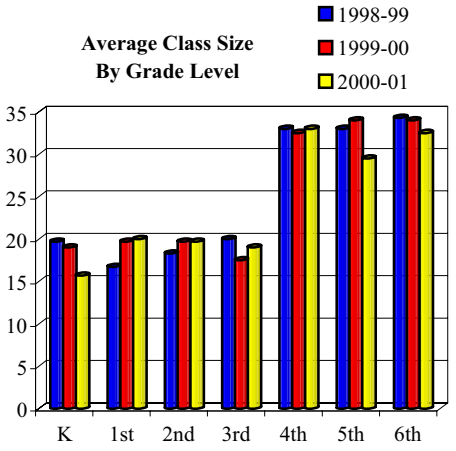


School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Dunsmore Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Dunsmore Elementary was 96.90%.



Class Size

Dunsmore Elementary maintained a schoolwide average class size of 22 students and a student/teacher ratio of 21:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level taught.



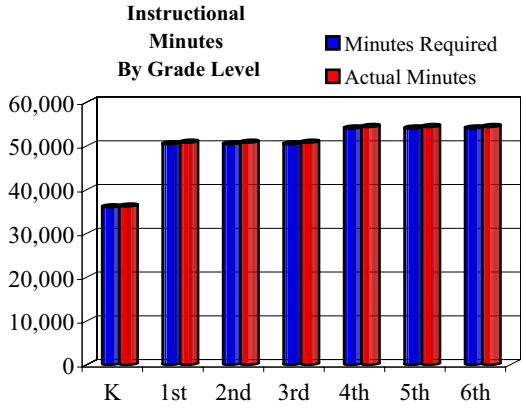
In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

Class Size Distribution
Number of Classrooms by Size

	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	0	2	3	0	0	0	0	0	0
1st	3	0	2	0	0	0	0	0	0
2nd	3	3	3	0	0	0	0	0	0
3rd	3	4	2	0	0	0	0	0	0
4th	0	0	0	0	0	0	1	2	2
5th	0	0	0	0	0	2	2	1	0
6th	0	0	0	0	0	0	3	2	2
K-3	2	2	4	0	0	0	0	0	0
3rd-4th	0	0	1	0	0	0	0	0	0
4th-8th	1	0	1	0	0	1	1	0	0

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Dunsmore Elementary either met or exceeded state requirements.



All students in grades kindergarten through sixth grade receive instruction in computer science and instrumental music in addition to the core subjects. Dunsmore Elementary provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Minimum Days

For the 2000-01 school year, Dunsmore Elementary offered 180 days of instruction comprised of 175 regular days and 5 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Dunsmore Elementary 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. Dunsmore Elementary 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 more than 7,000 books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. 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, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

Computer Resources

	1998-99	1999-00	2000-01
Computers	58	62	74
Students per computer	8.9	8.0	6.7
Classrooms connected to Internet	1	0	0

Dunsmore Elementary's website provides a variety of resources and information for parents, staff, students, and community members.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Dunsmore Elementary. Multiple 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 other assessments to determine the progress of each individual student:

- Benchmark tests - The district is annually administering the math test to grades K-6th and writing test to grades K-8th. The results determine whether the student is meeting the district's grade level standards.
- Multiple Measures - The teacher is administering the math and language arts tests three times a year to grades K-11th. The results determine whether the student is meeting the grade level standard goals of Dunsmore Elementary.

Standardized State Testing

Dunsmore Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, 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.

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

	Language Arts		Math	
	00	01	00	01
K	91	89	89	100
1st	82	72	97	84
2nd	77	77	85	91
3rd	82	81	82	86
4th	82	77	69	82
5th	74	81	74	70
6th	82	39	70	82

Math & Writing Benchmark
% of Students At or Above Proficiency Level
2000-2001

	Math		Writing	
	00	01	00	01
K	95	100	68	81
1st	96	89	73	70
2nd	92	92	67	70
3rd	84	75	88	83
4th	26	70	67	51
5th	64	49	68	89
6th	26	5	78	72

SAT-9 Results
All Students
1999, 2000, 2001
% At or Above National Average

Grade	2			3			4			5			6		
Reading															
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Dunsmore	78	86	75	85	78	84	72	86	83	82	73	81	80	84	81
Glendale Unified	47	54	58	46	50	51	47	50	53	48	46	51	52	55	53
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47
Math															
Dunsmore	88	86	89	85	87	88	74	77	86	85	82	83	88	91	88
Glendale Unified	60	68	68	57	64	63	51	63	65	57	61	64	67	70	71
California	49	57	58	48	56	59	44	51	54	45	50	55	50	55	58
Language															
Dunsmore	80	88	87	80	80	81	83	77	85	87	77	86	84	85	86
Glendale Unified	55	62	67	52	58	58	58	62	65	61	61	63	66	67	67
California	47	52	53	43	48	51	47	51	54	47	50	53	49	52	54
Spelling															
Dunsmore	80	79	78	68	73	81	68	79	71	79	65	81	73	70	70
Glendale Unified	50	58	62	47	54	57	42	51	55	50	50	55	49	54	52
California	43	50	52	40	46	51	38	43	46	42	45	49	41	44	46

SAT-9 Disaggregated Results
2001
% At or Above National Average

	Reading					Math				
Gender	2	3	4	5	6	2	3	4	5	6
Male	76	77	80	72	93	92	80	83	75	95
Female	73	93	86	91	71	85	96	89	91	80
Ethnicity	*data currently unavailable*									
Language Fluency										
Limited English Proficient	75	*	*	*	*	94	*	*	*	*
Non Limited English Proficient	75	82	88	85	86	88	86	88	85	91
Socioeconomic Status										
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Non Economically Disadvantaged	75	84	84	83	81	90	88	87	84	87
Migrant Education	*data currently unavailable*									

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

California Standards Test Results
All Students
2001

	English/Language Arts									
	2		3		4		5		6	
% of Students Scoring at:	A	P	A	P	A	P	A	P	A	P
Dunsmore	27	32	22	42	29	42	20	46	26	38
Glendale Unified	12	26	12	27	13	26	9	26	11	28
California	10	22	9	21	11	22	8	21	8	23

California Standards Test Results
Disaggregated
2001

	English/Language Arts									
	2		3		4		5		6	
% of Students Scoring at:	A	P	A	P	A	P	A	P	A	P
Gender										
Male	29	31	25	36	29	40	14	46	22	41
Female	23	35	19	48	30	43	26	47	29	34
Ethnicity	*data currently unavailable*									
Language Fluency										
Limited English Proficient	13	44	*	*	*	*	*	*	*	*
Non Limited English Proficient	31	29	17	40	30	44	21	49	28	41
Migrant Education	*data currently unavailable*									
Socioeconomic Status										
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Non Economically Disadvantaged	28	32	22	41	30	42	20	47	26	38

A = Advanced ***P = Proficient***

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

API School Results

	Base			Growth	
Base	**1999**	**2000**	**Growth**	**1999**	**2000**
Percent Tested	100	100	Percent Tested	100	100
API Score	854	856	API Growth Score	856	863
Growth Target	*	*	Actual Growth	2	7
Statewide Rank	10	10	Eligible for Awards	Yes	No
Similar Schools Rank	7	6	Eligible for II/USP	No	No

API Subgroup Results

	Base			Growth	
Base	**1999**	**2000**	**Growth**	**1999**	**2000**
Asian-American					
Base API Score	920	922	API Growth Score	922	928
Growth Target	*	*	Actual Growth	2	6
Caucasian					
Base API Score	837	845	API Growth Score	845	848
Growth Target	*	*	Actual Growth	8	3

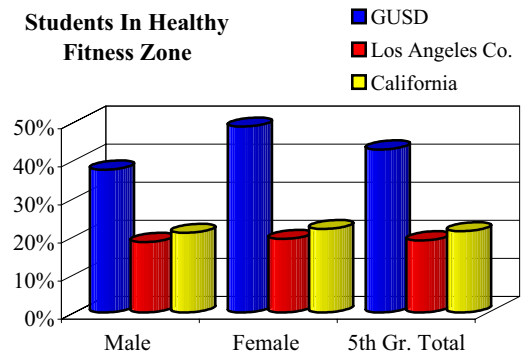
**The school scored at or above the interim Statewide Performance Target of 800.*

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.

Physical Fitness

In the spring of each year, Dunsmore Elementary is required by the state to administer a physical fitness test to all students in fifth 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. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided 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). Test results for the 2000-01 school year indicate that although there were no Dunsmore students in the HFZ for all six fitness tasks, 77.8% of female students tested and 56.4% of males successfully completed five of six tasks.



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 remaining two components of the PSAA Act. Due to specific criteria, including API and SAT-9 results, Dunsmore Elementary did not qualify to participate in either program.

School Facilities & Safety

Dunsmore Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities are all up-to-date and provide adequate space for students and staff. A team of three custodians, split into day and evening shifts, ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Funds were approved and allocated to replace concrete walkways. Work is scheduled to begin in 2002.

Safety of students and staff is a primary concern of Dunsmore Elementary. 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 during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situation 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.

Counseling & Other Support Services

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

Counseling and Support Services Staff

Dunsmore Support Staff	Number of Staff	FTE	Availability Days Per Week
Health Clerk	1	0.875	5
Nurse	1	0.2	1
Psychologist	1	0.3	1 1/2
Special Education Teacher	3	1	5
Speech Therapist	3	1	4

**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, Dunsmore Elementary had 22 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	84	89	22
Emergency Permits	26	22	2
Without Credentials	10	9	0
Intern Credentials	2	7	0
District Interns	0	2	0
Working Outside Subject	0	0	0
Total Teachers	122	129	24
Average Years Teaching	11.3	12.1	16.8
Average Years in District	7.4	8.0	15.2

Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Dunsmore Elementary 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 25 employees: 52 percent with 30+ additional units beyond their bachelor's degree and 40 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Physical Education Teacher
- Child Development Center (CDC) Coordinator
- Choral Director
- Instrumental Music Teacher
- Librarian

This assemblage at Dunsmore Elementary is dedicated to provision the very best possible education for our students. They are entirely devoted, hardworking professionals.

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

All training and curriculum development at Dunsmore Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Dunsmore Elementary's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

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 principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. 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.

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. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

For the 2000-01 school year, staff at Dunsmore Elementary 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.

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, and program implementation. The director administers the program of the district 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. They all work together to ensure that the needs of special students are being met.

Quality of Instruction & Leadership

Leadership at Dunsmore Elementary is a responsibility shared between district administration, the principal, school administration, 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.

- Report Card Development Committee
- Math Textbook Selection Committee
- Language Arts Committee
- School Safety Committee
- Curriculum 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.

- School Site Council
- Literacy Team
- Math & Science
- Fine Arts
- History
- Health
- Library Media
- Technology
- Safety Committee
- Junior Fire
- United Way
- Red Cross

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.

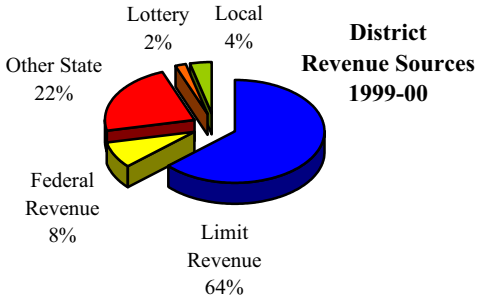
Current Expense of Education Per Student*
1999-00

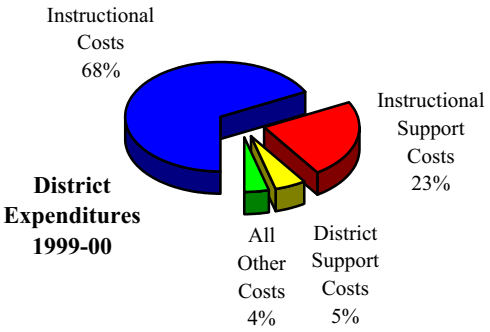
	Statewide Average	
Glendale Unified	All Unified Districts	All Districts
$5,354	$5,758	$5,705

**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:

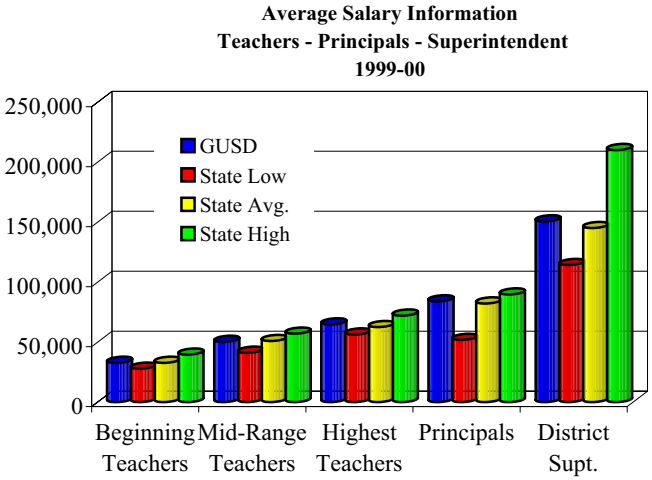
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Demo. Programs, Reading & Math
- Mandated Costs Reimbursements
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Mentor Teacher
- Year Round School Incentive
- Class Size Reduction
- Other Instructional Allowances
- Healthy Start
- School Based Coordination Program

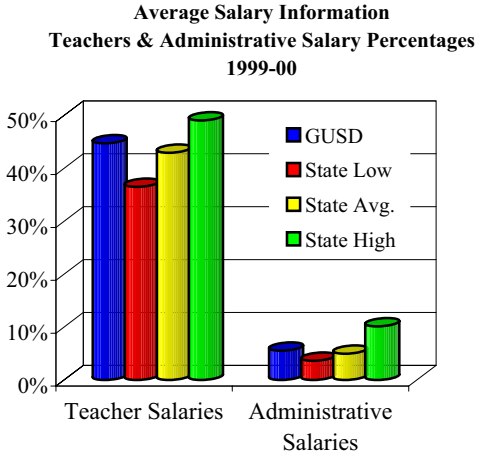




Salary & Budget Comparison

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.





Contact Information

Parents who wish to participate in Dunsmore Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Gary Goold at (818) 248-1758.