



Glendale Unified School District

"Excellence is Worth the Effort"

Crescenta Valley High School

A California Distinguished School

2001-2002 Annual School Report Card

2900 Community Ave., La Crescenta, CA 91214-3495

(818) 249-5871

Ninth through Twelfth Grade

www.glendale.k12.ca.us



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

Linda Evans, Co-Principal

Gary Talbert, Co-Principal

Steve Ort, Assistant Principal

Sungsook Kim, Assistant Principal

Linda Jensen, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President

Pam Ellis, Vice-President

Greg Krikorian, Clerk

Lina Harper, Member

Mary Boger, Member

District Administration

James R. Brown

Superintendent

Dr. Mary M^cKee

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

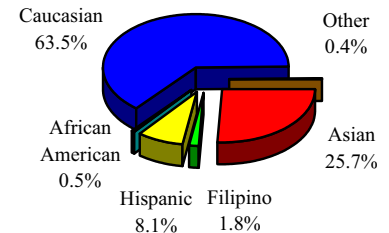
The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside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

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé 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, and dramatic towering 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. 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 School 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 School campus has completed a \$45 million renovation and renewal process. The entire school community is very proud of two new classroom buildings, a new library-career-media-center, and a new gymnasium. There is extensive renovation of existing buildings and very attractive landscaping. Though it originally began as an elementary school, Crescenta Valley High School opened its doors to ninth through twelfth graders in 1960 and currently serves about 2,500 students on a traditional calendar system. The educational programs at the school are tailored to meet the

2001-02 Enrollment 2,506



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.

Discipline & Climate for Learning

Students at Crescenta Valley High School 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 School'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.

The district annually provides a Student Conduct Code for each of its schools which is supplemented by a set of behavioral standards developed by Crescenta Valley High School. 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.

Crescenta Valley High School expelled 19 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Crescenta Valley			Glendale USD		
	99-00	00-01	01-02	99-00	00-01	01-02
Suspensions (#)	412	241	275	4444	3647	3,425
Suspensions (%)	17.60	9.99	10.97	14.63	12.03	11.30
Expulsions (#)	7	7	5	40	47	40
Expulsions (%)	0.30	0.29	0.20	0.13	0.16	0.13

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
- Animal Welfare Club
- Armenian Club
- CA Scholarship Fed.
- Calculus Club
- Choir
- Falcon Christian Fellowship
- Fellowship of Christian Athletes
- French Club
- Gay/Straight Alliance
- German Club
- Girls' League
- Green Earth Club
- Journalism
- Journeys
- Key Club
- Letterman's Club
- Mock Trial Club
- Nat'l Honor Society
- Orchestra
- Pep Club
- Pep Squad/Flags
- SADD (Students Against Destructive Decisions)
- Spanish Club
- Speech/Debate 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
- Basketball
- Cross Country
- Football
- Golf
- Soccer
- Softball
- Swimming
- Tennis
- Track
- Volleyball
- Water Polo

Homework

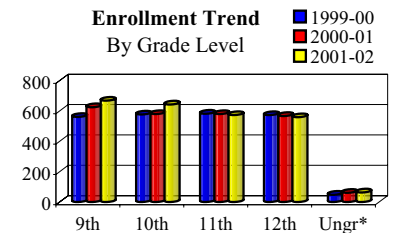
Crescenta Valley High School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major

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 to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Crescenta Valley High School has increased by 2.5%. Schoolwide enrollment at the beginning of the 2001-02 school year was 2,506 students.

Regular attendance at Crescenta Valley High School 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. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels at Crescenta Valley High School was 96.32%.

Glendale Unified School District'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 agencies. Students are referred to SARB when they have persistent attendance problems, 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

	Dropouts		
	1998-99	1999-00	2000-01
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
- Notes and phone calls home
- Verbal warnings
- Administration referral

School Administration Intervention

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

District Intervention

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

Class Size

Crescenta Valley High School maintained a schoolwide average class size of 29 students and a pupil/teacher ratio of 24:1 for the 2001-02 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Number of Classes by Size											
	Avg.			1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02	00	01	02
English	26	25	24	41	38	54	21	28	32	33	34	24
Math	27	27	26	23	20	36	21	25	14	31	35	32
Science	31	30	30	1	6	9	15	6	23	30	38	21
Social Science	32	29	30	4	6	10	6	11	4	32	28	33

During the 2001-02 school year, 100% of Crescenta Valley High School's ninth grade English and math classes participated in the Morgan-Hart class size reduction program for secondary education schools. The Morgan-Hart Class Size Reduction Act of 1989 provides funds to reduce ninth grade class sizes to a pupil/teacher ratio of 20:1 and a maximum of 22 students per classroom.

Instructional Time

During the 2001-02 school year, all instructional time requirements at Crescenta Valley High School 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 School 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.

For the 2001-02 school year, Crescenta Valley High School offered 180 days of instruction comprised of 156 regular days, 5 minimum days, and 19 modified days. Minimum and modified days allow for enhanced staff development activities, students taking finals, and assemblies.

Textbooks & Instructional Materials

Crescenta Valley High School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as provide students with a basic textbooks in every course. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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 thousands of 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 an educational technology 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. 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.

Crescenta Valley High School has received a Digital High School Grant for more than \$700,000. The funds were used for the modernization of the library/media-career center, as well as the purchase of new technology equipment. The Digital High School program enables all classrooms to be connected to the Internet. Also, it allows teachers to received technology training, which enhances their ability to incorporate technology into their lesson plans in meaningful ways that improve student achievement in all subject areas.

Crescenta Valley High School's website provides a variety of resources and information for parents, staff, students, and community members.

	Computer Resources		
	1999-00	2000-01	2001-02
Computers	233	243	467
Students per computer	10.0	9.9	5.4
Classrooms connected to Internet	2	2	51

School Facilities & Safety

Crescenta Valley High School provides a safe, clean environment for students, staff, and volunteers. The campus includes 110 classrooms, an auditorium, administrative offices, a library, gymnasiums, a pool, basketball, handball, and tennis courts, and track and field facilities on almost 20 acres of land. A team of ten custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

With the utilization of "Measure K" funds, several modernization and construction projects have been completed at Crescenta Valley High School. In addition to a new gymnasium and two new buildings housing 46 classrooms, the school has a new library-career-media-center. Restroom renovations and the office/school entrance modification will be completed in fall of 2002.

Crescenta Valley High School has a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their visits. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should call ahead of time. Visits will be restricted at certain times of the year, to minimize classroom disruption during activities such as SAT-9 testing.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering and exiting from school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was last updated and submitted for Board approval in the Spring of 2002 and is reviewed with school staff at the beginning of the school year. 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 School. These assessments measure student progress, as well as the effectiveness of the instructional program. Assessments, which include student performance on state standardized testing, performance on district administered Language Arts tests, and report card grades allow teachers to determine which students are meeting or exceeding the district's grade level standards.

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 2001-02 school year, 248 students received High Honors, 547 students received Honors, and 783 received School Recognition achievement levels.

California High School Exit Exam

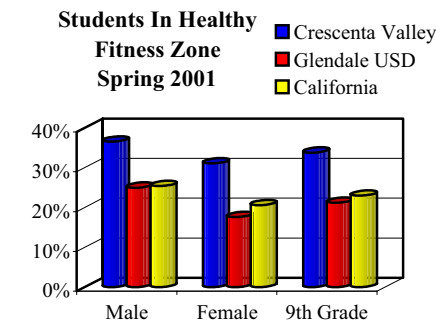
Crescenta Valley High School's tenth grade students participated in the California High School Exit Exam. Most sophomores tested (93.4%) passed the English-Language Arts portion of the exam. More than three quarters (87.8%) passed the Mathematics portion. Only students who did not pass the exam in the ninth grade, or passed only portion of the exam, were required to take the test. Students only re-test for the portion they did not pass. Passing this exam will be a graduation requirement in 2004.

Standardized State Testing

Crescenta Valley High School 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.

Physical Fitness

In the spring of each year, Crescenta Valley High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



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.

**SAT-9 Results - All Students
2000, 2001, 2002
% At or Above National Average**

Grade	Reading								
	10			11			11		
Year Ending	00	01	02	00	01	02	00	01	02
Crescenta Valley	56	57	61	55	55	60	55	56	64
Glendale USD	39	37	41	36	37	40	36	38	44
California	35	35	34	34	34	34	36	37	37
Math									
Crescenta Valley	76	79	86	76	67	78	71	69	74
Glendale USD	63	64	71	56	55	60	58	53	58
California	51	51	52	46	45	46	47	46	57
Language									
Crescenta Valley	81	78	81	69	68	74	71	72	78
Glendale USD	69	68	70	50	53	55	57	55	60
California	52	53	53	40	42	42	48	49	50
Spelling									
Crescenta Valley	61	63	65	67	68	73	64	60	64
Glendale USD	43	45	46	48	50	52	43	42	43
California	41	41	41	46	46	46	43	42	43

**California Standards Test Results
% of Students Scoring at Advanced or Proficient Levels
2001 & 2002**

	English/Language Arts			Math			Science			Social Science		
	9	10	11	9	10	11	9	10	11	9	10	11
	01	02	01	02	01	02	01	02	01	02	01	02
All Students												
Crescenta Valley	52	62	54	64	48	60						
Glendale USD	35	45	39	42	33	39						
California	28	33	31	33	29	31						
Gender												
Male	43	58	48	55	45	56						
Female	60	66	59	71	51	63						
Ethnicity	Data unavailable											
Language Fluency												
English Learners (EL)	8	33	5	11	12	11						
Non EL	55	65	59	68	52	64						
Socioeconomic Status												
SED	24	37	32	40	26	39						
Non SED	55	65	56	65	50	61						
Migrant Education	Data unavailable											
Summative scores for core subject areas are currently unavailable. For the results of course specific tests, please refer to the STAR website www.star.cde.ca.gov/star2002/.												

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	95.7	99	99	Percent Tested	99	99
API Score	759	758	750	API Growth Score	758	754
Growth Target	2	2	3	Actual Growth	-1	-4
Statewide Rank	9	9	9	Eligible for Awards	No	No
Similar Schools Rank	5	4	2	Eligible for II/USP	No	No

API Subgroup Results

Asian-American						
Base API Score	788	804	819	API Growth Score	804	824
Growth Target	790	*	*	Actual Growth	16	20
Hispanic or Latino						
Base API Score	671	667	646	API Growth Score	667	642
Growth Target	673	669	648	Actual Growth	-4	-25
Caucasian						
Base API Score	759	754	741	API Growth Score	754	746
Growth Target	761	756	743	Actual Growth	-5	-8
Socioeconomically Disadvantaged						
Base API Score	648	613	615	API Growth Score	613	613
Growth Target	650	615	617	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.

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 Schools 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 School did not qualify to participate in either program.

SAT-9 Disaggregated Results 2001 & 2002 % At or Above National Average

Gender	Reading						Math					
	9		10		11		9		10		11	
	01	02	01	02	01	02	01	02	01	02	01	02
Male	53	58	51	58	57	62	75	85	73	77	73	76
Female	61	64	58	62	55	66	83	87	62	79	65	71
Ethnicity												
Asian	63	59	64	64	90	84	90	84	90	90	84	90
Filipino	50	50	60	60	70	67	70	67	70	70	67	70
Hispanic	32	34	40	40	58	55	43	55	43	43	55	43
Caucasian	58	56	55	55	78	63	65	78	63	65	78	63
Language Fluency												
English Learners (EL)	3	30	3	7	12	16	46	68	47	77	48	67
Non EL	61	64	61	64	60	68	81	87	70	78	71	74
Socioeconomic Status												
SED	30	34	41	45	26	39	56	65	43	61	38	50
Non SED	60	64	56	61	58	66	81	88	70	79	71	76
Migrant Education												
No data reported												

SED = Socioeconomically Disadvantaged

Ethnic data for 2001-02 currently unavailable.

College Preparation

Crescenta Valley High School 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 School offers a variety of College Preparatory Classes in core subjects, as well as fine arts and foreign language.

Students at Crescenta Valley High School 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 2000-01 school year was 2,413.

2000-01 Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment	2000-01 Course Enrollments
544	230	8,617	14,222
	42.3%*	60.6%**	
*Total graduates		**Total course enrollments	

Advanced Placement

Crescenta Valley High School offers 18 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 667; 318 students took the tests.

Advanced Placement Courses

Number of Classes by Subject

	Number	
	of Courses	Enrollment
Art History	1	18
Computer Science	1	22
English	2	168
Foreign Language	5	101
Mathematics	2	123
Science	4	194
Social Science	3	216
Total	18	842

Advanced Placement Exam

	Enrollment		AP Exams Taken	Number of Exams With a Score of:		
	11th	12th		3	4	5
	1999-00	602	548	635	198	186
2000-01	580	567	667	200	186	102
2001-02	573	559	741	152	196	232

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.

Scholastic Assessment Test (SAT) Results			
2000, 2001, 2002			
	00	01	02
Grade 12 Enrollment			
Crescenta Valley	573	567	559
Glendale USD	2,459	2,393	2,538
California	347,813	357,789	365,907
Percentage of Seniors Tested			
Crescenta Valley	61	59	59
Glendale USD	41	43	40
California	37	45	37
Average Verbal			
Crescenta Valley	516	523	523
Glendale USD	478	479	493
California	492	498	490
Average Math			
Crescenta Valley	571	565	580
Glendale USD	543	533	547
California	517	517	516
Average Total			
Crescenta Valley	1,087	1,088	1,103
Glendale USD	1,021	1,012	1,040
California	1,009	1,015	1,006

Work Force Preparation

It is the goal of Crescenta Valley High School 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 School 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 School 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 is available at the school, district, and county offices.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, Burbank. Grants from this group fund work-related programs at local

schools. The goal is to provide students with the skills employers are seeking in their workforce. Using surveys and evaluations, Glendale Unified School District monitors the success of the programs and reports to the Verdugo School-to-Career Advisory board of directors. Through this partnership, Crescenta Valley High School was able to offer students the Focus on the Future program, which pairs 11th grade students with a member of the local business community to discuss post-high goals.

Glendale Unified School District				
Enrollment, Concentration, and Completion of Career/Technical Courses				
Total Enrollment: 2,297 Students				
	Number	12th Graders	Program	
Program	Completing	Completing	Completers	
Enrollment*	Program	Program	Earning Diploma	
Male	1,260	273	43	40
Female	1,037	220	21	21
Total Students	2,297	493	64	61
SED	194	25	1	0
English Learners	81	50	43	43
Completion Rate: 21.5%		Graduation Rate: 94.9%		

**Number students enrolled in second and succeeding courses of a program sequence.
Source: Report of Student Enrollment and Program Completion in Career Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education and ROCP's.*

Counseling & Other Support Services

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

Counseling and Support Services Staff			
	Number of Staff	FTE	Availability 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	8	7	5
Speech/Language Specialist	1	1	2

FTE = Full-Time Equivalent

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Crescenta Valley High School had 87 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	89	88	87
Emergency Credentials	11	15	16
Without Credentials	1	1	0
Pre-Interns	0	1	3
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	101	105	106
Average Years Teaching	15.1	15.2	14.9
Average Years in District	13.4	13.5	13.3

Crescenta Valley High School 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 2001-02 school year, certificated staff consisted of 116 employees: 27.6 percent with 30+ additional units beyond their bachelor's degree and 53.4 percent holding advanced graduate degrees, such as a masters or doctorate degree.

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 co-principals and assistant principals. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools.

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. Throughout Glendale Unified School District's schools, curricula in all of the core content areas have been aligned with the state standards. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Crescenta Valley High School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Crescenta Valley High 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. Curricular developments at Crescenta Valley High School during the 2001-02 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.

Crescenta Valley High School 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. Crescenta Valley High School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- 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 Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Crescenta Valley High School provides differentiated instruction and special programs/activities for GATE, At-Risk, Special Education, and English Language Learner students. For GATE students, the school offers coursework in all areas that meet university requirements, as well as special activities. To meet the needs of English Language Learners, the school provides English-as-a-Second-Language classes and a sheltered program, has an English Language Development Specialist to monitor student needs, and provides inservices to teachers on sheltering techniques and reclassifying students. Crescenta Valley High School also has two special programs to assist At-Risk students including the Individualized Education Program and a special study skills support course. Crescenta Valley High School has special day classes for Severely Handicapped (SH) students, as well as learning disabled students through special education programs. The SH program provides a wealth of opportunities for students to learn independent living skills. Disabled students are all mainstreamed to some degree.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program 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. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Crescenta Valley High School is a responsibility shared between district administration, the co-principals, instructional staff, students, and parents. The school's Instructional Leadership Team, comprised of administrators and teacher representatives from each core subject area, meets regularly to oversee the instructional program at the school and discuss other schoolwide issues.

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

- 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.

Crescenta Valley High School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 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* 2000-01		
Statewide Average		
All Unified		
Glendale USD	Districts	All Districts
\$6,143	\$6,414	\$6,360

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

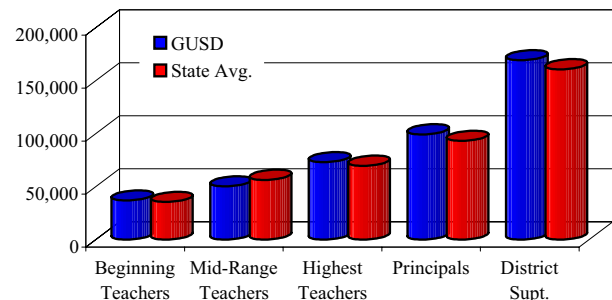
In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, 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
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling

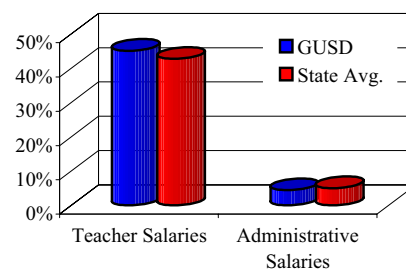
Salary & Budget Comparison

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
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

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