

Glendale Unified School District

"Excellence is Worth the Effort"



La Crescenta Elementary School

2001-2002 Annual School Report Card

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(818) 249-3187

Kindergarten through Sixth Grade

Beverly Johnson, Principal

www.glendale.k12.ca.us

2001-02 Board of Education

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Principal's Message

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

This School Accountability Report Card is presented in accordance with Proposition 98, which defines the report as a requirement for every school in California. In compliance with state legislation, we have encountered the distinct privilege of revealing the accomplishments of the prior school year, and setting forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities.

Our goal in presenting you with information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, as well as myself, that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping La Crescenta Elementary School in making our students' experience here not only a memorable one, but an enjoyable one.

-- Beverly Johnson
Principal

Mission Statement

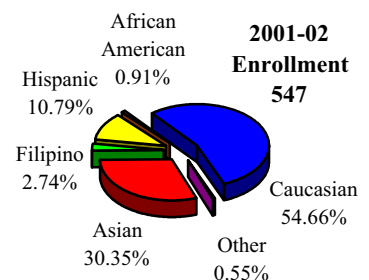
La Crescenta Elementary School, a nurturing, multicultural, learning community is committed to providing an active learning environment and equal access to curriculum emphasizing basic skills, problem solving strategies and the development of self-directed life-long learners.

Community & School Profile

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

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 environment, 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, 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 La Crescenta Elementary School community is located in the northern part of the city of Glendale, serving over 500 kindergarten through sixth grade students. The student population includes 26 percent who are English Language Learners, and 17 percent who are eligible for free or reduced-price meals. 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 La Crescenta Elementary 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 La Crescenta Elementary 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 sites which is supplemented by a set of behavioral standards developed by La Crescenta Elementary 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.

Building a positive self-image, as well as respect for others, is important to a student’s success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one “guiding word” per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Presidential’s Physical Fitness Award
- Presidential’s Academic Achievement Award
- Bulldog Readers
- PAWS for Praise

La Crescenta Elementary School 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						
	La Crescenta			GUSD		
	00	01	02	00	01	02
Suspensions (#)	3	2	8	4,444	3,647	3,425
Suspensions (%)	0.57	0.37	1.46	14.63	12.03	11.3
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Enrichment 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. Activities, clubs, and programs include:

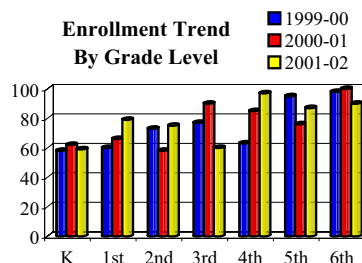
- Child Development Program
- After-School Programs
- Spanish Class
- Study Skills
- Armenian Classes

Homework

La Crescenta Elementary 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 La Crescenta Elementary School has increased by 4.4%. Schoolwide enrollment at the beginning of the 2001-02 school year was 547 students. La Crescenta Elementary School 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.

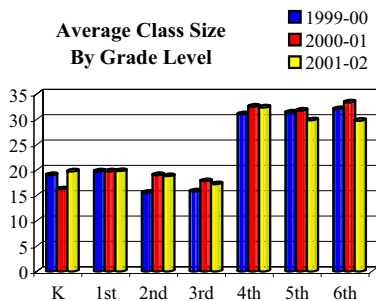


Regular attendance at La Crescenta Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. 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 for La Crescenta Elementary School was 97.01%.

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 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

La Crescenta Elementary School maintained a schoolwide average class size of 24 students and a student/teacher ratio of 24:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



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 2001-02 school year 100% of all K-3 classrooms participated in this program.

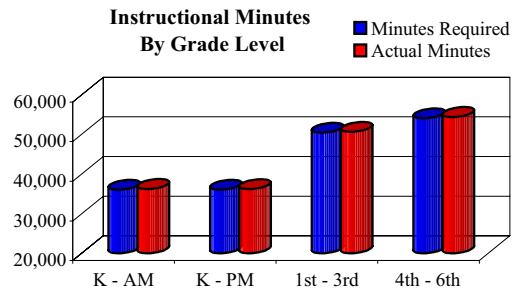
Class Size Distribution									
Number of Classrooms by Size									
	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	3	4	3	0	0	0	0	0	0
1st	3	3	4	0	0	0	0	0	0
2nd	4	2	4	0	0	0	0	0	0
3rd	6	5	4	0	0	0	0	0	0
4th	0	0	0	0	0	2	2	2	1
5th	0	0	0	0	0	4	3	3	0
6th	0	0	0	0	0	3	3	3	0
Combo 1-2	0	1	0	0	0	0	0	0	0
Combo 2-3	0	1	0	0	0	0	0	0	0
Combo 4-8	0	0	0	0	0	0	0	1	0

Instructional Time

During the 2001-02 school year, all instructional time offered at La Crescenta Elementary School either met or exceeded state requirements. All students in grades kindergarten through sixth grade receive instruction in music and computer science in addition to the core subjects. La Crescenta Elementary School provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

For the 2001-02 school year, La Crescenta Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days were used for Back-To-School Night, Open House, report card preparation, parent conferences, and the last day of school. Each Wednesday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" allow

teachers additional time to meet by grade level, for a full faculty meeting, for staff development, and teacher planning.



School Facilities & Safety

La Crescenta Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 26 classrooms, a library, a cafetorium, a lunch shelter, a separate kindergarten play yard, grassy fields, and blacktop playground. Facilities encompass more 39,00 square feet on the 2.97-acre site. School facilities are up-to-date and provide adequate space for students and staff. In the evenings, a team of three 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 high degree of adequacy that provides for good learning.

Measure K funds are being used for the following improvements at La Crescenta Elementary School:

- Ten additional modular classrooms
- Handicap accessible restrooms
- Remodeling of existing classrooms
- New landscaping

La Crescenta Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch yard supervisors, teachers, and administrators monitor the campus and ensure student safety.

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

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

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. 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 La Crescenta Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergarteners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

	Math		Writing	
	01	02	01	02
K	97	96	80	83
1st	95	89	75	82
2nd	95	94	69	74
3rd	86	89	80	80
4th	65	69	51	68
5th	63	51	75	74
6th	38	61	43	53

Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
73	74	80	74	77	83

Standardized State Testing

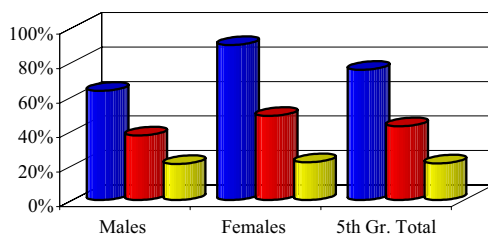
La Crescenta Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on 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.

Physical Fitness

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

**Students In Healthy Fitness Zone
Spring 2001**

■ La Crescenta Elem.
■ Glendale USD
■ California



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

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average															
Grade	Reading														
	2		3		4		5		6		6				
Year Ending	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
La Crescenta Elem.	78	66	68	62	75	65	72	76	73	57	66	69	61	66	69
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
Math															
La Crescenta Elem.	83	69	83	76	77	72	75	75	80	72	78	83	77	77	83
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
Language															
La Crescenta Elem.	91	73	83	69	78	78	77	81	85	62	72	76	72	73	79
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
Spelling															
La Crescenta Elem.	74	79	69	64	78	69	65	62	76	63	65	73	61	60	65
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

SAT-9 Disaggregated Results 2001 % At or Above National Average																				
	Reading						Math													
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Gender																				
Male	55	72	66	52	67	66	67	61	62	74	73	85	79	71	72	79	78	84	74	84
Female	79	65	83	81	86	79	65	78	71	63	64	82	76	74	79	80	78	83	83	83
Ethnicity																				
Asian	81	76	85	70	74	94	87	99	93	87										
Hispanic							50													
Caucasian	69	71	71	71	63	62	69	66	77	73										
Language Fluency																				
English Learners (EL)	50	58	54	38	42	26	27	33	18	8	61	77	70	63	62	58	67	67	59	62
Non EL	73	73	84	75	82	86	76	77	75	78	72	86	81	76	78	86	82	87	81	87
Socioeconomic Status																				
SED	50	67	50	47	62	85	57	50	100	42	63	67	85	57						
Non SED	70	68	79	64	76	77	67	66	68	71	73	80	83	75	77	83	80	83	80	88
Migrant Education	data currently unavailable																			

SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are required to be presented in this report card. In some instances, no students who met specific subgroup criteria were tested.
Ethnicity data is currently unavailable

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math								
	2	3	4	5	6	6	2	3	4	5	6				
All Students:	01	02	01	02	01	02	01	02	01	02	01	02	01	02	
La Crescenta Elem.	21	49	57	52	62	59	46	53	40	57	72	56	60	62	65
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32
Gender	data currently unavailable														
Male	45	61	51	39	55	53	39	40	30	56	72	57	59	55	66
Female	55	47	61	67	71	66	53	70	56	57	73	56	61	71	63
Ethnicity	data currently unavailable														
Language Fluency	data currently unavailable														
English Learners (EL)	45	42	38	25	33	21	7	23	6	8	65	44	41	50	54
Non EL	51	52	64	61	67	71	55	61	47	64	76	62	65	65	66
Migrant Education	data currently unavailable														
Socioeconomic Status	data currently unavailable														
SED	58	33	33	46	53	43	91	25	61	57					
Non SED	48	46	60	52	62	65	46	54	43	58	69	62	66	62	66

SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are required to be presented in this report card. In some instances, no students who met specific subgroup criteria were tested.

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	100	Percent Tested	100	100
API Score	770	803	803	API Growth Score	803	810
Growth Target	2	*	*	Actual Growth	33	7
Statewide Rank	9	9	8	Eligible for Awards	Yes	No
Similar Schools Rank	6	2	2	Eligible for II/USP	No	No
API Subgroup Results						
<i>Asian-American</i>						
Base API Score	859	880	884	API Growth Score	880	902
Growth Target	*	*	*	Actual Growth	21	22
<i>Caucasian</i>						
Base API Score	748	782	780	API Growth Score	782	784
Growth Target	2	1	1	Actual Growth	34	2
<i>Socioeconomically Disadvantaged</i>						
Base API Score	663	690	720	API Growth Score	690	719
Growth Target	2	1	1	Actual Growth	27	29

*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.

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 remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, La Crescenta Elementary School qualified to participate in the 1999-00 Governor's Performance Award, receiving \$35,941 for schoolwide use.



Textbooks & Instructional Materials

La Crescenta Elementary School 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

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts 1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics 1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies 2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science 2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Standards and Frameworks, as well as the school's curriculum council standards. 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. The school's library contains a large collection of videos 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.

In addition to the library, the school offers a literacy resource center. The center is an area specifically designed to provide children an assortment of activities to enhance literacy skills.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Every classroom includes at least one computer connected to the Internet. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources

	1999-00	2000-01	2001-02
Computers	92	95	97
Students per computer	8.2	8.1	7.7
Classrooms connected to Internet	26	26	26

Counseling & Other Support Services

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

Counseling and Support Services Staff			
La Crescenta Support Staff	Number of Staff		Availability Days Per Week
		FTE	
Psychologist	1	0.3	1 1/2
Counselor	1	0.2	1
Health Aide	1	1	5
Nurse	1	0.2	1
Resource Specialist	1	1	5
Speech Therapist	1	0.8	4

**FTE = Full-Time Equivalent*

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, La Crescenta Elementary School had 23 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	22	22	23
Emergency Permits	3	1	3
Without Credentials	0	0	0
Intern Credentials	0	2	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	25	25	26
Average Years Teaching	12.4	11.2	11.6
Average Years in District	9.4	8.6	9.2

La Crescenta Elementary 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 27 employees: 29.6 percent with 30+ additional units beyond their bachelor's degree and 44.4 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Library Assistant
- Chorus Teacher
- Orchestra Teacher
- Physical Education Teacher
- Resource Specialist Program (RSP) Assistant
- Classroom Assistants
- Child Development Center (CDC) Teachers
- Child Development Program (CDP) Assistants
- Education Assistants
- GATE Teacher
- Recreational After School Program (RAP) Assistants

Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools.

This assemblage at La Crescenta Elementary School is dedicated to providing the very best possible education for students.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal who has 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. 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.

Throughout Glendale Unified School District's elementary schools, 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 adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

LaCrescenta Elementary 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. La Crescenta Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on analysis of state standardized testing data, grade-level articulation, and follow-up training on the Accelerated Reading program.

La Crescenta Elementary 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. La Crescenta Elementary 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.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program received differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, La Crescenta Elementary School provides after school activities for GATE students.

La Crescenta Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Intervention programs are offered to enhance students' understanding and mastery of core subject matter. Students

in grades four through six may participate in the Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

Most teachers at La Crescenta Elementary School are certified for teaching English Language Learners. This allows them to incorporate English Language Development components into their lesson plans for English Learners. The school offers instructional aides to work with students in the classroom to assist them with English acquisition.

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 La Crescenta Elementary School is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of the principal, teachers representing both lower and upper grades, parents, and an education assistant, meets monthly to discuss schoolwide issues of instruction and safety.

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
- Leadership Team
- Math Team
- Technology Team
- Individual Education Plan (IEP) Teams

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.

La Crescenta Elementary 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

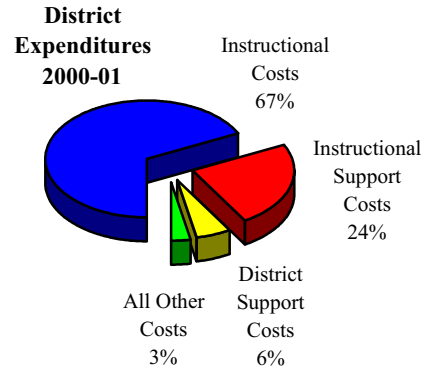
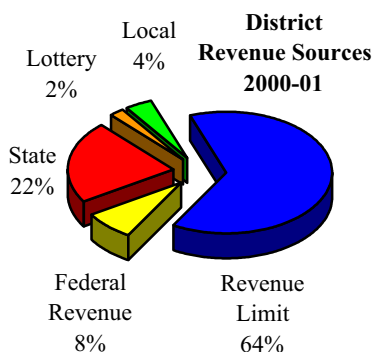
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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		
Glendale USD	All Unified 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:

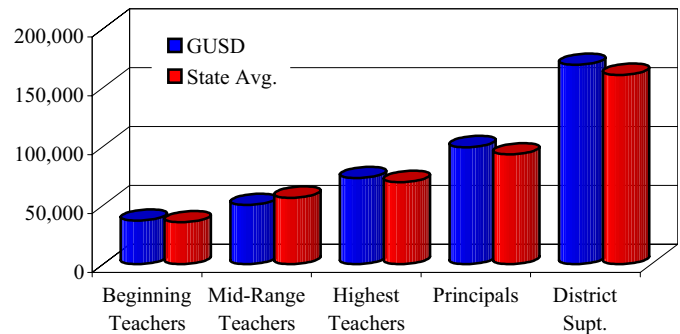
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



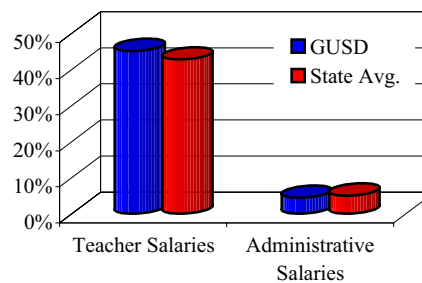
Salary & Budget Comparison

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 La Crescenta Elementary Schools leadership teams, school committees, school activities, or become volunteers may contact Principal Beverly Johnson at (818) 249-3187.