



Glendale Unified School District

"Excellence is Worth the Effort"

Crescenta Valley High School

A California Distinguished School

2002-2003 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. 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
Mike Livingston, Co-Principal
Steve Ort, Assistant Principal
Sungsook Kim, Assistant Principal
Linda Jensen, Assistant Principal

2002-03 Board of Education

Pam Ellis, President
Greg Krikorian, Vice President
Mary Boger, Clerk
Lina Harper, Member
Chakib Sambar, Member

District Administration

James R. Brown, Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

Dr. Mary McKee
Assistant Superintendent
Educational Services

Mission Statement

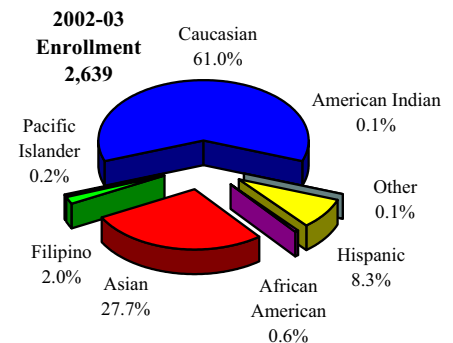
Crescenta Valley, the educational nucleus of our unique foothill community, guarantees our students the opportunity to attain the skills and values necessary to function as responsible and productive members of society, through our safe and caring environment, and our flexible, multicultural, technological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

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,500 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 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 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 opened its doors to tenth through twelfth graders in 1960, adding ninth grade in 1983, and currently serves about 2,800 students on a traditional calendar system. Crescenta Valley faculty and support staff are dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that will launch them into the world beyond high school.



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Discipline & Climate for Learning

Students at Crescenta Valley 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'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.

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
- American Football
- Animal Welfare Club
- Arabic Club
- Armenian Club
- Art Club
- CA Scholarship Fed.
- Calculus Club
- Choir
- Cultural Foods Dinner Club
- Falcon Christian Fellowship
- Falcoln Republicans
- Fellowship of Christian Athletes
- French Club
- Gay/Straight Alliance
- German Club
- Girls' League
- Green Earth Club
- Japanese Club
- Journalism
- Journeys
- Key Club
- Korean American Club
- Letterman's Club
- Math Club
- Mock Trial Club
- Nat'l Honor Society
- Orchestra
- Pep Club
- Pep Squad/Flags
- Pre-Medical Society
- Robotics
- Russian Club
- 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.

Homework

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.

School Leadership

Leadership at Crescenta Valley 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
- Instructional Leadership Council
- English Language Advisory Committee
- Staff Development Committee

The School Site Council, consisting of school staff, students, parents, and community members, 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.

Contact Information

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

Instructional Programs

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 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 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 also has two special programs to assist At-Risk students including the Individualized Education Program and a special study skills support course. Crescenta Valley 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.

Curriculum Development

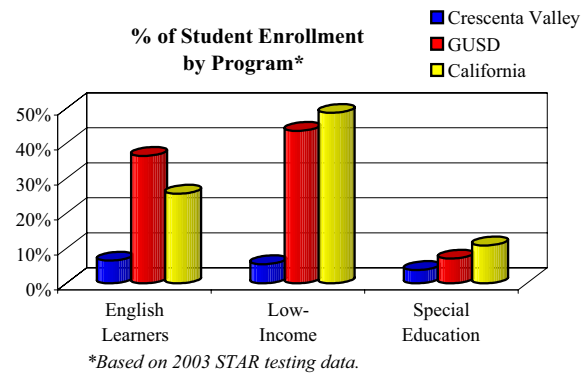
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While Crescenta Valley receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Crescenta Valley's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.

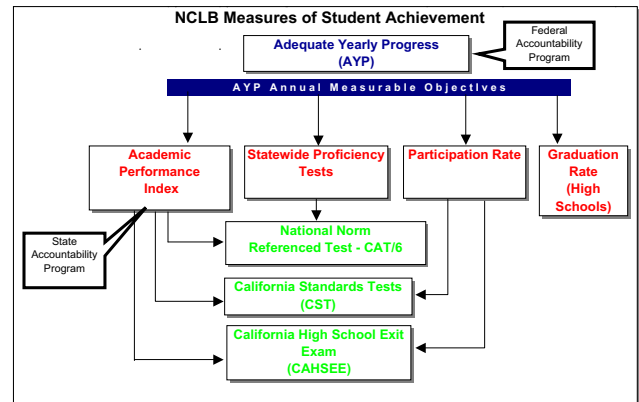


Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Crescenta Valley. 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.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.



California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, high schools must achieve a 11.2% at-or-above proficiency rate in English Language Arts and 9.6% for Mathematics on CAHSEE, a participation rate of 95% or greater on CAHSEE, an API of 560 or one point of API growth, and a graduation rate of 82.2% or a 0.2 increase over two years. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. At the time of publication, no determination had been made on Crescenta Valley's Adequate Yearly Progress for 2003. The school has appealed the state's initial decision that it had not achieved AYP due to low participation rates in the CAHSEE. The appeal is based on participation rates in overall STAR testing mitigating participation rates in CAHSEE.

Adequate Yearly Progress (AYP) 2003					
Crescenta Valley High School					
California High School Exit Exam (CAHSEE)					
	Participation Rate	% Proficient or Advanced			
		English/ Language Arts	Mathematics		
Target	95%	11.2%	9.6%		
Met Target? Yes (Y) or No (N)					
	Met	Rate	Met	%	Met %
All Students	Y	99.2%	Y	82.5%	Y 76.5%
Subgroups:					
Asian	Y	99%	Y	85.5%	Y 91.5%
Caucasian	Y	99.0%	Y	83.3%	Y 70.6%
English Learners	N	36.3%	Y	69.1%	Y 51.8%
		Academic Performance Index (API)		Graduation Rate	
Target	560 or 1 point growth		82.8% or 0.2 increase		
Met Target? Yes (Y) or No (N)					
	Met	Score	Increase	Met	Rate Increase
Schoolwide	Y	826	+29	Y	100 +0.2

SED = Socioeconomically Disadvantaged

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

Standardized State Testing

Crescenta Valley participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	1,613	1,716	1,821	Percent Tested	99	99	99
API Score	758	750	797	API Growth Score	754	784	826
Growth Target	2	3	1	Actual Growth	-4	34	29
Statewide Rank	9	9	10				
Similar Schools Rank	4	2	7				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	613	615	698	API Growth Score	613	663	742
Growth Target	2	2	1	Actual Growth	0	48	44
Asian							
Base API Score	804	819	833	API Growth Score	824	826	854
Growth Target	*	*	*	Actual Growth	20	7	21
Caucasian							
Base API Score	754	741	796	API Growth Score	746	784	822
Growth Target	2	2	1	Actual Growth	-8	43	26
Hispanic							
Base API Score	667	646	683	API Growth Score	642	647	748
Growth Target	2	2	1	Actual Growth	-25	1	65

**Schools or subgroups that receive an API of 800 or more are expected to maintain that level of achievement.*
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

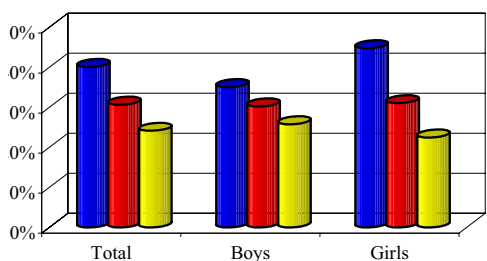
State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	No	No
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

Physical Fitness

In the spring of each year, Crescenta Valley 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).

% of 9th Grade Students in Healthy Fitness Zone 2002-03



Norm Referenced Test (SAT-9 and CAT/6) % At or Above 50th Percentile

Grade	Reading						Math								
	9			10			9			10			11		
Year Ending	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Crescenta Valley High	57	61	80	55	60	82	56	64	76	79	86	82	67	78	86
GUSD	37	41	63	37	40	64	38	44	57	64	71	67	55	60	74
California	35	34	50	34	34	49	37	37	47	51	52	46	45	46	52
Gender															
Male	53	58	73	51	58	78	57	62	72	75	85	82	73	77	87
Female	61	64	86	58	62	86	55	62	80	83	87	81	62	79	86
Language Fluency															
English Learners (EL)	3	30	39	3	7	61	12	16	31	46	68	79	47	77	85
Non EL	61	64	83	61	64	84	60	68	81	81	87	82	70	78	86
Socioeconomic Status															
SED	30	34	68	41	45	63	26	39	58	56	65	61	43	61	70
Non SED	60	64	81	56	61	84	58	66	77	81	88	83	70	79	87
Ethnicity															
Asian	63	70	82	59	60	86	64	62	75	90	94	92	84	93	95
Caucasian	58	59	81	56	63	80	55	68	77	78	86	81	63	72	83
Filipino	50	93	85	50	40	100	60	55	92	70	87	52	67	80	67
Hispanic	32	33	65	34	37	73	40	38	69	58	56	52	55	70	67

SED - Socioeconomically Disadvantaged

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

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Crescenta Valley students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST)*
Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts						Social Science							
	9		10		11		9		10		11			
Crescenta Valley High	01	02	03	01	02	03	01	02	03	02	02	03	02	03
All Students	52	62	71	54	64	66	48	60	63	48	48	59	62	63
Male	43	58	65	48	55	61	45	56	57	47	55	62	67	67
Female	60	66	77	59	71	70	51	63	69	48	44	55	58	60
English Learners	8	33	36	5	11	34	12	11	19	21	26	45	21	20
Non English Learners	55	65	72	59	68	71	52	64	70	50	51	59	66	69
SED	24	37	48	32	40	44	26	39	38	27	35	30	44	50
Non SED	55	65	73	56	65	67	50	61	65	49	50	61	64	64
Special Ed.		18	14		15	19		14	10		20	38	36	7
Asian		73	77		67	72		67	68		59	57	69	63
Caucasian		59	71		66	63		60	64		45	49	55	64
Filipino		87	77			79		55	83		53		71	64
Hispanic		33	53		36	52		35	40		26	30	35	35

SED - Socioeconomically Disadvantaged

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

*Summative scores for Math and Science are unavailable from the State Department of Education. For scores from individual course tests, please visit the STAR website at <http://star.cde.ca.gov/star2003/>.

Data unavailable through the California Department of Education.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all three components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the three portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

College Preparation

Crescenta Valley 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.

2001-02 Total Graduates	Graduates with UC/CSU		2001-02 Total Course Enrollments
	Required Courses	UC/CSU Course Enrollment	
533	233	7,915	12,445
	43.7%	63.6%	

Students at Crescenta Valley 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 2001-02 school year was 2,506.

Advanced Placement

Crescenta Valley 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 773 in 2003; the pass rate was 75%.

	Advanced Placement Exam					
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
00-01	580	567	319	202	188	107
01-02	573	559	361	232	196	152
02-03	654	569	403	251	220	109

	Advanced Placement Classes	
	Number of Classes	Enrollment
Art History	1	17
Computer Science	1	24
English	2	154
Foreign Language	5	161
Mathematics	2	155
Science	4	190
Social Science	3	211
Total	18	912

SAT I Test Results

	01	02	03
	Grade 12 Enrollment		
Crescenta Valley	567	559	569
GUSD	2,393	2,538	2,635
California	357,789	365,907	385,181
% of Seniors Tested			
Crescenta Valley	56.96	58.68	61.34
GUSD	42.95	39.75	39.85
California	36.63	37.26	36.73
Average Verbal			
Crescenta Valley	523	523	529
GUSD	480	493	497
California	492	490	494
Average Math			
Crescenta Valley	565	580	573
GUSD	533	547	546
California	516	516	518
Average Total			
Crescenta Valley	1,088	1,103	1,102
GUSD	1,013	1,040	1,043
California	1,008	1,006	1,012

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.

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. 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 have been completed as well.

Crescenta Valley 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.

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; and 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.

Counseling & Other Support Services

It is the goal of Crescenta Valley 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 & Support Services Staff			
Crescenta Valley Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	5	5	5
Psychologist	1	5	1
Speech/Language Specialist	1	2	1
Health Clerk	1	5	1
Library Aide	1	5	1
Special Education Teacher	8	5	7

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at the District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Crescenta Valley had 97 fully credentialed teachers.

	Teacher Credential Status		
	01	02	03
Fully Credentialed	88	87	97
Working Outside Subject	0	0	0
Emergency Credentials	15	16	14
Interns	1	3	4
Waivers	1	0	0
Total Teachers	105	106	111
Average Years Teaching	15.2	14.9	15.4
Average Years in District	13.5	13.3	13.8

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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

The 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.

School Enrollment & Attendance

Regular attendance at Crescenta Valley 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 2002-03 school year, the actual attendance rate for all grade levels at Crescenta Valley was 97.96%.

Intervention programs that promote attendance and reduce dropout rates include:

	Dropouts		
	99-00	00-01	01-02
Dropouts (#)	1	1	0
Dropout Rate (%)	0.0	0.0	0.0

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

	Suspensions and Expulsions					
	Crescenta Valley			GUSD		
	01	02	03	01	02	03
Suspensions (#)	241	275	324	3647	3425	5489
Suspensions (%)	9.99	10.97	12.28	12.02	11.30	18.45
Expulsions (#)	7	5	2	47	40	46
Expulsions (%)	0.29	0.20	0.08	0.15	0.13	0.15

Class Size

Crescenta Valley maintained a schoolwide average class size of 21 students and a pupil-to-teacher ratio of 23:1 for the 2002-03 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Number of Classes by Size											
	Avg. Class Size			1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	25	24		38	54		25	32		34	24	
Math	27	26		20	36		25	14		35	32	
Science	30	30		6	9		6	23		38	21	
Social Science	29	30		6	10		11	4		28	33	

Data unavailable at the time of publication.

Instructional Time

During the 2002-03 school year, all instructional time requirements at Crescenta Valley 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 offered 64,887 minutes of instructional time. For the 2002-03 school year, Crescenta Valley 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.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%