



Glendale Unified School District

"Excellence is Worth the Effort"

La Crescenta Elementary School

2002-2003 Annual School Report Card

4343 La Crescenta Avenue, La Crescenta, CA 91214-3806

(818) 249-3187

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Beverly Johnson, Principal

2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian

Assistant Superintendent

Educational Services

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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 contain 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' experiences here not only memorable, but also enjoyable.

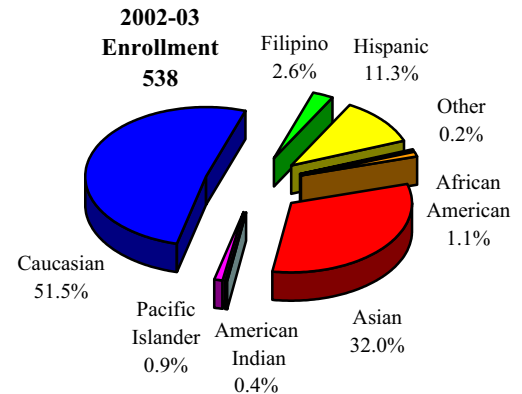
-- Beverly Johnson
Principal

Mission Statement

La Crescenta Elementary School, a nurturing, multicultural learning community is committed to providing a challenging and active learning environment with equal access to curriculum. We strive to insure that all students will master grade level standards, use problem solving strategies, and become 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 eight 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit 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, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

La Crescenta Elementary School, which opened in 1923, is located in the northern section of the city of Glendale and serves students in kindergarten through sixth grade. Students from La Crescenta

will move on to Rosemont Middle School and Crescenta Valley High School. Students are known as the Bulldogs and their school colors are blue and gold.

Operating on a traditional calendar system, the educational programs at La Crescenta are tailored to meet the needs of a changing school population.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at La Crescenta are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of La Crescenta's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Early Education Extended Learning Programs
- Edu-Chess
- Student Skills
- Armenian Classes

To build self-esteem and recognize student achievement, 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 Physical Fitness Award
- Presidential Academic Achievement Award
- Bulldog Readers
- PAWS for Praise

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 on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at La Crescenta is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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

- School Site Council
- Leadership Team
- Technology Team
- Individual Education Plan (IEP) TEams

Community Involvement

Parents and the community are very supportive of the educational program at La Crescenta. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Organization
- La Crescenta Elementary School Foundation
- Washington Mutual
- Vons

Contact Information

Parents who wish to participate in La Crescenta's leadership teams, school committees, school activities, or become volunteers may contact Principal Beverly Johnson at (818) 249-3187.

Curriculum Development

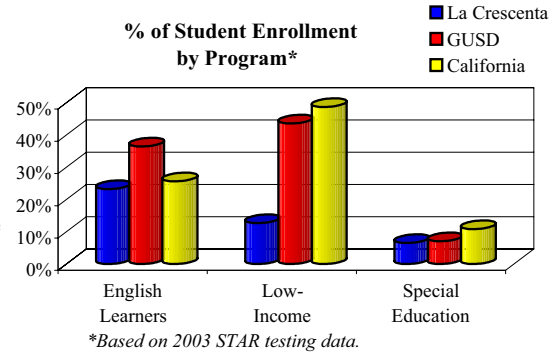
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district 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 La Crescenta 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 La Crescenta'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 La Crescenta Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
74	80	80	77	83	83

	Math			Writing		
	01	02	03	01	02	03
K	97	96	98	80	83	
1st	95	89		75	82	
2nd	95	94	91	69	74	72
3rd	86	89		80	80	
4th	65	69	81	51	68	54
5th	63	51		75	74	
6th	38	61	49	43	53	52

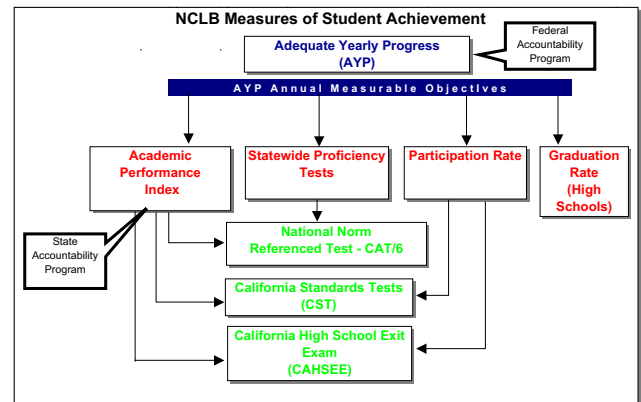
Not tested in 2003.

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, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. La Crescenta achieved Adequate Yearly Progress for 2003.



	Participation Rate		% Proficient or Advanced			
	Met	Rate	English/ Language Arts		Mathematics	
Target	95%		13.6%		16%	
Met Target? Yes (Y) or No (N)						
	Met	Rate	Met	%	Met	%
All Students	Y	100%	Y	63.2%	Y	74.0%
Subgroups:						
Asian		100%	Y	75.8%	Y	91.0%
Caucasian	Y	100%	Y	58.2%	Y	67.9%
SED	Y	100%	Y	45.7%	Y	58.5%
English Learners	Y	100%	Y	60.0%	Y	78.7%

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. In recognition of its students' outstanding efforts, La Crescenta Elementary School qualified to participate in the 2000 Governor's Performance Award.



Standardized State Testing

La Crescenta 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	363	352	393	Percent Tested	100	100	100
API Score	803	803	819	API Growth Score	810	820	856
Growth Target	*	*	*	Actual Growth	7	17	37
Statewide Rank	9	8	9				
Similar Schools Rank	2	2	4				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	690	720	760	API Growth Score	719	763	794
Growth Target	1	1	1	Actual Growth	29	43	34
Asian							
Base API Score	880	884	870	API Growth Score	902	885	903
Growth Target	*	*	*	Actual Growth	22	1	33
Caucasian							
Base API Score	782	780	809	API Growth Score	784	807	842
Growth Target	1	1	*	Actual Growth	2	27	33

**Schools 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

Norm Referenced Test (SAT-9 & CAT/6)																														
% At or Above 50th Percentile																														
	Reading									Math																				
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students	66	68	58	75	65	48	76	73	61	66	69	70	66	69	66	69	83	63	77	72	75	75	80	81	78	83	83	77	83	83
La Crescenta Elementary	66	68	58	75	65	48	76	73	61	66	69	70	66	69	66	69	83	63	77	72	75	75	80	81	78	83	83	77	83	83
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	55	72	49	66	52	47	67	66	53	67	61	63	62	74	64	73	85	62	79	71	75	72	79	75	78	84	86	74	84	84
Female	79	65	68	83	81	48	86	79	71	65	78	76	71	63	70	64	82	63	76	74	75	79	80	89	78	83	80	83	83	81
Language Fluency																														
English Learners (EL)	50	58	43	54	38	39	42	26	33	27	33	37	18	8	32	61	77	57	70	63	65	62	58	73	67	67	78	59	62	86
Non EL	73	73	66	84	75	53	82	86	69	76	77	81	75	78	76	72	86	66	81	76	81	78	86	84	82	87	85	81	87	82
Socioeconomic Status																														
SED	50	67	21	50		47	47	62	85	43	57	69	50	100	29	42	71	63	67	85	64	57	75							
Non SED	70	68	65	79	64	48	76	77	63	67	66	74	68	71	66	73	80	69	83	75	76	77	83	82	80	83	86	80	88	84
Ethnicity																														
Asian	81	87	76	76	71	57	85	69	71	70	66	63	74	73	69	94	88	76	87	88	87	99	83	96	93	91	88	87	91	97
Caucasian	69	56	55	71	69	49	71	73	58	71	69	80	63	70	65	62	83	67	69	69	77	66	77	76	77	78	80	73	85	73
Hispanic		55	38		38		80			50				82	31				44		80									

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.

California Standards Test (CST)															
Major Content Areas															
Combined % of Students Scoring at Advanced & Proficient Levels															
	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
La Crescenta Elementary	51	49	52	57	52	54	62	59	71	46	53	71	40	57	60
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
La Crescenta Elementary		72	73		56	67		60	78		62	80		65	67
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

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

Data unavailable through the California Department of Education.

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 La Crescenta 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) - Major Subgroups															
English/Language Arts															
Combined % of Students Scoring at Advanced & Proficient Levels															
	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
La Crescenta Elem.															
Male	45	51	49	51	39	53	55	53	58	39	40	57	30	56	60
Female	55	47	56	61	67	56	71	66	86	53	70	83	56	57	60
English Learners	45	42	50	38	25	52	33	21	53	7	23	33	6	8	14
Non English Learners	51	52	44	64	61	44	67	71	69	55	61	83	47	64	64
SED		58	29		33	53		33		46	53	43		43	50
Non SED	48	46	57	60	52	55	62	65	72	46	54	75	43	58	62
Special Ed.						50									
Asian		74	76		71	80		61	92		57	66		64	62
Caucasian		38	43		46	43		60	64		53	75		58	60
Hispanic		36	46			38									

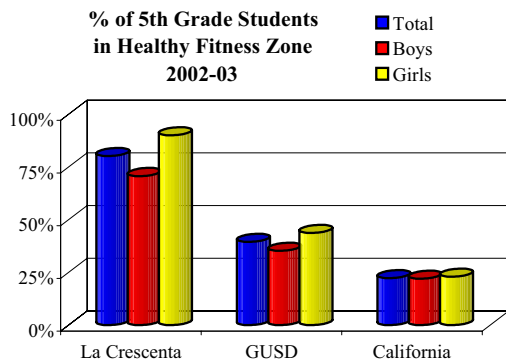
SED - Socioeconomically Disadvantaged

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

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, La Crescenta 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 are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



California Standards Test (CST) - Major Subgroups												
Math												
Combined % of Students Scoring at Advanced & Proficient Levels												
	2		3		4		5		6			
	02	03	02	03	02	03	02	03	02	03	02	03
La Crescenta												
Male	72	73	57	67	59	75	55	80	66	64		
Female	73	73	56	67	61	82	71	80	63	70		
English Learners	65	68	44	68	41	67	50	74	54	59		
Non English Learners	76	73	62	56	65	75	65	80	66	52		
SED	91	36		59	25		61	64	57	63		
Non SED	69	81	62	69	66	82	62	82	66	67		
Special Ed.				67								
Asian	88	88	82	90	78	100	80	85	82	85		
Caucasian	67	74	49	60	56	70	51	80	57	54		
Hispanic	64	62		44								

SED - Socioeconomically Disadvantaged

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

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, La Crescenta is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. La Crescenta provides additional after school activities for GATE students.

La Crescenta offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

For students learning English as a second language, English Language Development is taught in the regular classroom setting. English learners are assigned teachers certified by the state to teach English Language Development.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or a speech/language therapist. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and 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 of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the process, the committee submits a recommendation to the Board of Education for final adoption.

District Adopted Textbooks			
Subject/	Year Adopted	Series	Grades
Language Arts			
	2002	Houghton Mifflin	K-5
		McDougal Littell	6
Mathematics			
	2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies			
	2000	McGraw Hills: <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

At the time this report was published, the school's library was closed for modernization. The school's library, when re-opened, will be more than double in size, contain more than 13,000 books that will be available for students to check out, and house a 20-workstation computer lab. The school's literacy resource center is an area specifically designed to provide children an assortment of activities to enhance literacy skills.

Each classroom at La Crescenta contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of La Crescenta Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
La Crescenta Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	1	0.2
Psychologist	1	1.5	0.3
Nurse	1	1	0.2
Speech Therapist	1	4	0.8
Resource Specialist	1	5	1.0
Health Clerk	1	5	1.0

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 Glendale Unified School 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, La Crescenta had 24 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	22	23	24
Working Outside Subject	0	0	0
Emergency Credentials	1	3	12
Interns	2	0	0
Waivers	0	0	0
Total Teachers	25	26	26
Average Years Teaching	11.2	11.6	11.3
Average Years in District	8.6	9.2	8.8

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 principal and assistant principal. 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 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

La Crescenta 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 differentiated instruction for all students, monitoring English-learning students, and "Strategies That Work" a reading comprehension program that uses research-

supported methodology to help students construct meaning and build understanding.

La Crescenta 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 further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

La Crescenta provides a safe, clean environment for students, staff, and volunteers. School facilities, first built in the 1920s and rebuilt and modernized many times in the school's history, sit on 2.97 acres and include 26 classrooms, a library, a cafeterium, a lunch shelter, a separate kindergarten play yard, grassy fields, and a blacktop playground.

This school year, the Measure K project is making it possible for La Crescenta to improve the facilities of the school. Projects scheduled for the 2002-03 year include:

- Completion of library renovation
- Remodeling of administrative offices
- Completion of classroom modernization

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included resurfacing the school's playground and new lawns for the play fields for 2002-03, ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, La Crescenta has three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of La Crescenta. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Lunch yard supervisors, teachers, and administrators monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. La Crescenta reviews the plan annually; the plan was last updated and reviewed with school staff in January 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

Glendale Unified School District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial

support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed regularly by teachers and the principal. Parents are advised of absences through letters mailed home. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board. During the 2002-03 school year, the actual attendance rate for all grade levels for La Crescenta was 96.88%.

La Crescenta 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		
	01	02	03	01	02	03
Suspensions (#)	2	8	1	3647	3425	5489
Suspensions (%)	0.37	1.46	0.19	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

La Crescenta maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 22:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution					
	Number of Classrooms by Size					
	1-20 Students		21-30 Students		31+ Students	
	01	02	03	01	02	03
K	4	3		0	0	0
1st	3	4		0	0	0
2nd	2	4		0	0	0
3rd	5	4		0	0	0
4th	0	0		0	2	2
5th	0	0		0	4	3
6th	0	0		0	3	3
K-3rd	2	0		0	0	0
4th-6th	0	0		0	0	1

Data unavailable at time of publication.

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. La Crescenta has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at La Crescenta (met/exceeded) state requirements as specified in the California Education Code. For the 2002-03 school year, La Crescenta offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Open House, Back-to-School Night, report card preparation, and the last day of school. Each Wednesday is a "Banking Day." Students arrive at school an hour

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	K - A.M.	36,000
K - P.M.	36,000	36,137
1st-3rd	50,400	50,589
4th-6th	54,000	54,338

later in the morning. Each month "Banking Days" allow teachers additional time to meet by grade level, and for a full faculty meeting, for staff development, and teacher planning.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), Glendale Unified School 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.

Current Expense of Education Per Student* 2001-02		
GUSD	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, Glendale Unified School 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%