



CRESCENTA VALLEY HIGH SCHOOL

A California Distinguished School

2900 Community Ave., La Crescenta, CA 91214-3495 • (818) 249-5871 • Ninth through Twelfth Grade
Linda Evans, Co-Principal • Mike Livingston, Co-Principal • Steve Ort, Assistant Principal
Sungsook Kim, Assistant Principal • Linda Jensen, Assistant Principal • www.glendale.k12.ca.us

2003-2004 School Accountability Report Card

Principal's 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. As evidenced by this commitments, our API reached a score of 857. The state goal is 800. 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!!

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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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 29,433 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.

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 2,812 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.

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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.6
American Indian	0.2
Asian	29.1
Caucasian	59.3
Filipino	2.0
Hispanic	8.1
Pacific Islander	0.1
Other	0.6

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.

Suspensions & Expulsions						
	Crescenta Valley High			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	275	324	383	3425	5489	4903
Suspension (%)	11.26%	12.28%	13.62%	11.59%	18.45%	16.66%
Expulsion (#)	5	2	3	40	46	65
Expulsion (%)	0.20%	0.08%	0.11%	0.14%	0.15%	0.22%

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 • Fellowship of Christian Athletes • Math Club • American Football • Mock Trial Club
- Animal Welfare Club • French Club • Nat'l Honor Society • Arabic Club • Gay/Straight Alliance • Orchestra
- Armenian Club • German Club • Pep Club • Art Club • Girls' League • Pep Squad/Flags • CA Scholarship Fed.
- Green Earth Club • Pre-Medical Society • Calculus Club • Japanese Club • Robotics • Choir • Journalism • Russian Club
- Cultural Foods Dinner Club • Journeys • Spanish Club • Falcon Christian Fellowship • Key Club • Speech/Debate Club
- Korean American Club • Yearbook • Falcon Republicans • Letterman's Club • American Cancer Society Youth Club
- Make a Wish Club • Democrat Club • Sign Language Club • Film Club • Skate Club • SGI Buddhist Club

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 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.

Academic Support

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

School 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 2003-2004 school year, the actual attendance rate for all grade levels at Crescenta Valley was 97.03%.

Dropout & Graduation Rates

Intervention programs that promote attendance and reduce dropout rates include:

- Teacher Intervention
- Clear presentation of expectations
- Verbal warnings
- Notes and phone calls home
- Administration referral

Graduation & Dropout Rates			
	01-02	02-03	03-04
Graduates (#)	533	524	
Graduation Rate (%)	99.8%	100.0%	100.0%
Dropouts (#)	0	0	0
Dropout Rate (%)	0.00%	0.00%	0.00%

School Administration Intervention
 Student conference
 Phone call home referral
 Parent conference
 Student Support Services

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

Class Size

Crescenta Valley High School maintained a schoolwide average class size of 29 students and a pupil-to-teacher ratio of 25:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

Teaching Load Distribution												
	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	24	22	25	54	69	55	32	24	21	24	29	35
Math	26	25	26	36	43	46	14	11	14	32	37	35
Science	29	29	31	9	9	6	23	12	10	21	37	40
Social Science	30	28	30	10	13	12	4	16	11	33	32	40

School Facilities

Crescenta Valley provides a safe, clean environment for students, staff, and volunteers. The campus opened in 1946 as a junior high school and was converted into a high school in 1960. Numerous improvements have been made to the campus over the past several decades. The current campus sits on 19.26 acres. Facilities cover 344,229 square feet and include 110 classrooms, an auditorium, administrative offices, a library, gymnasiums, a pool, basketball, handball, and tennis courts, and track and field facilities. A team of ten custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. At the time of publication in April 2005, 100% of the restrooms were fully functional.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-2004 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 2003-2004 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.

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Library & Computer Resources

The school's library is stocked with thousands of books that are available for students to check out, in addition to a number of magazine and newspaper subscriptions. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns an educational technology specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	467	427	440
Students per computer	5.4	6.2	6.4
Classrooms connected to Internet	51	87	107

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software programs installed on the library's computers include a wide range of topics such as art, world geography, American society, poetry, SAT preparation, and virtual reference manuals.

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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

Advanced Placement Classes

Crescenta Valley offers 20 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 1093 in 2004; the pass rate was 57.4%.

Advanced Placement Classes		
	# Classes	Enrollment
Art	2	39
Computer Science	1	33
English	7	219
Foreign Language	4	82
Mathematics	7	226
Science	12	341
Social Science	10	344

Advanced Placement Exam

Advanced Placement Exam						
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of		
	11th	12th		3	4	5
2001-02	573	559	361	232	196	152
2002-03	654	569	403	251	220	109
2003-04	707	610	492	335	254	167

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.

UC/CSU			
Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
524	270	9707	15569
	51.5%	62.3%	
* Duplicated Count (one student can be enrolled in several courses).			

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 2003-2004 school year was 2,812.

Vocational Education

It is the goal of Crescenta Valley that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

Crescenta Valley offers a variety of career-path related classes in the following career clusters:

- Business Professional/Office
- A+ Certification Cisco/Microsoft
- Science/Medicine Academy
- Food Industry
- Graphic Arts
- Health
- Social Science
- Science and Technical
- Design, Communication, Art
- Education
- Auto Repair and Mechanics
- Air Force ROTC

Crescenta Valley encourages juniors, seniors, and students who are age 16 or older to participate in the diverse opportunities provided by ROP (Regional Occupational Program) classes through the county of Los Angeles. Students are able to attain Career Preparation credits toward graduation through ROP participation. A list of ROP classes offered in Los Angeles County is available at the school, district, and county offices.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, Burbank. The goal is to provide students with the skills employers are seeking in their workforce. Using surveys and evaluations, Glendale Unified School District monitors the success of the programs and reports to the Verdugo School-to-Career Advisory board of directors.

Local Measures

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.

SAT-1

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.

SAT I Test Results					
	Grade 12 Enrollment	%Seniors Tested	Average Verbal	Average Math	Average Total
Crescenta Valley High					
2001-02	559	58.7%	523	580	1,103
2002-03	569	61.3%	529	573	1,102
2003-04	610	62.0%	528	585	1,113
Glendale Unified					
2001-02	2,538	39.8%	493	547	1,040
2002-03	2,635	39.8%	497	546	1,043
2003-04	2,622	40.8%	494	548	1,042
California					
2001-02	365,907	37.3%	490	516	1,006
2002-03	385,181	36.7%	494	518	1,012
2003-04	395,194	35.2%	496	519	1,015

CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

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. API results are available at the end of this report.

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.

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 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
9th Grade	
Crescenta Valley High	
School Overall	32.0%
School (Boys)	26.0%
School (Girls)	38.8%
Glendale Unified	
GUSD Overall	28.6%
GUSD (Boys)	28.0%
GUSD (Girls)	29.2%
California	
State Overall	26.3%
State (Boys)	27.2%
State (Girls)	25.3%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Crescenta Valley High School had 101 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	87	97	101
Emergency Credentials	16	14	7
Interns	3	4	1
Waivers	0	0	1
Total Teachers	106	111	109
Average Years Teaching	14.9	15.4	16.2
Average Years in District	13.3	13.8	14.6
Working Outside Subject	0	0	9
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
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.

Counseling & Support Staff

It is the goal of Crescenta Valley High 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.

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	5	5
Health Clerk	1	1
Library Aide	1	1
Psychologist	1	1
Special Education Teacher	8	7
Speech/Language Specialist	1	1

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.

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

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.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

Crescenta Valley High School is not affected by the accountability program established by No Child Left Behind since it does not receive Title I funding. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Crescenta Valley High met all AYP criteria; therefore, it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 44.4% of core academic classes at Crescenta Valley High School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 93% of core academic classes at Crescenta Valley High School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Crescenta Valley High	GUSD
Doctorate	2.8%	1.1%
Master's Degree +30*	47.7%	49.8%
Master's Degree	0.9%	0.3%
Bachelor's Degree +30*	37.6%	41.5%
Bachelor's Degree	10.1%	10.3%
Less Than Bachelor's	0.9%	0.2%
None Reported	0.0%	0.0%
*Indicates additional hours above and beyond degree.		

Individualized Instruction

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, Crescenta Valley High School is able to offer programs to meet the individual needs of its students.

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. Balboa meets specific criteria for federal Title I schoolwide eligibility. While La 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.

English Language Learners

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.

GATE

Crescenta Valley provides differentiated instruction and special programs/activities for GATE, At-Risk, Special Education, and English Language Learner students. In addition, a Project Success Counselor is available for at-risk students. For GATE students, the school offers coursework in all areas that meet university requirements, as well as special activities.

Special Education

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.

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 2001-2002 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.

Professional 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.

Crescenta Valley High School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on literacy, student achievement, and writing across all curricula.

Crescenta Valley High School's staff participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Crescenta Valley High School further supports teachers and paraprofessionals by participating in 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 educational 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 program.

Safe School Plan

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 November 2003, 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.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
Glendale Unified \$6,639	Statewide Average	
	All Unified School Districts \$6,987	All Districts \$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading									Math								
	9 03	9 04	9 05	10 03	10 04	10 05	11 03	11 04	11 05	9 03	9 04	8 05	10 03	10 04	10 05	11 03	11 04	11 05
All Students																		
Crescenta Valley High	80	76		82	80		76	80		82	81		86	85		79	80	
GUSD	63	62		64	65		57	62		67	70		74	75		62	69	
California	50	48		49	49		47	47		46	46		51	52		46	46	
Subgroups																		
Gender																		
Females	86	82		86	87		80	83		81	83		86	87		78	79	
Males	73	71		78	72		72	76		82	79		87	84		80	81	
Socioeconomic Status																		
Non SED	81	78		84	81		77	82		83	83		87	87		80	81	
SED^	68	63		63	67		58	54		61	68		70	71		67	61	
Language Fluency																		
English Learners	39	32		61	27		31	48		79	70		85	77		78	63	
Non English Learners	83	81		84	85		81	83		82	82		86	86		79	81	
Special Programs																		
ESEA Title 1 Targeted																		
Indian Education																		
Migrant Education																		
Special Education	27	40		41	31		41	29		35	24		29	43		14	20	
Title 1																		
Ethnicity																		
African American	*	*		*	*		*	*		*	*		*	*		*	*	
American Indian	*	*		*						*	*		*					
Asian	82	81		86	78		75	85		92	97		95	93		89	90	
Caucasian	81	77		80	83		77	79		81	78		83	85		77	76	
Filipino	85	82		100	92		92	100		85	83		93	92		67	88	
Hispanic or Latino	65	54		73	66		69	60		52	51		67	61		61	66	
Pacific Islander	*	*		*	*		*			*	*		*	*		*		

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Crescenta Valley High

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Ninth Grade															
All Students	62	71	68	**	*										
Females	66	77	74	**											
Males	58	65	62		*										
English Learners	33	36	23												
Non English Learners	65	74	72	**	*										
R-FEP†	62	74	67		*										
SED^	37	48	48												
Non SED	65	73	70		*										
Special Education	16	14	24												
African American	**	*	*												
American Indian	**	*	*												
Asian	73	77	73	**	*										
Caucasian	59	71	68												
Filipino	87	77	67												
Hispanic or Latino	33	53	47												
Pacific Islander	**	*	*												
Tenth Grade															
All Students	63	66	71	94	86	91				49	59	60			
Females	71	70	78	**	82	91				44	55	60			
Males	55	61	66	**	89	92				55	62	61			
English Learners	11	34	24		*	*					45	26			
Non English Learners	68	69	77	**	84	93				53	60	64			
R-FEP†	52	61	74	**	91	97				40	58	64			
SED^	40	44	58	**	*	*				35	30	43			
Non SED	65	67	73		86	91					61	62			
Special Education	10	19	11		*						36	17			
African American	**	*	*							**	*	*			
American Indian			*									*			
Asian	67	72	73	100	95	90				57	69	66			
Caucasian	66	63	74	**	71	100				49	55	62			
Filipino	**	79	77		*					**	71	62			
Hispanic or Latino	36	52	57	**	*					30	35	37			
Pacific Islander		*	*		*						*	*			
Eleventh Grade															
All Students	59	63	63	81	89	81							62	63	63
Females	62	69	69	81	86	81							58	60	62
Males	56	57	57	80	92	80							66	67	63
English Learners	11	19	23		*	85								20	33
Non English Learners	64	68	67	84	89	80							70	68	65
R-FEP†	47	59	61	85	90	83							50	59	59
SED^	39	38	37	**	*	*							44	50	41
Non SED	61	65	65		89	81								64	64
Special Education	8	10	13											24	26
African American	**	*	*										**	*	*
American Indian	**												**		
Asian	67	68	68	77	94	80							63	63	71
Caucasian	60	64	63	85	83	86							64	64	61

Filipino	55	83	81	**	*	*	64	58	69
Hispanic or Latino	35	40	45	**	*	*	35	55	33
Pacific Islander	**		*	**			**		*

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results

Base		Growth					
All Students	2001	2002	2003		2002	2003	2004
Percent Tested	95	96	98	Percent Tested	99	99	99
API Score	750	797	841	API Growth Score	784	826	848
Growth Target	3	1	A	Actual Growth	34	29	7
Statewide Rank	9	10	10	Eligible for Awards	No	Yes	No
Similar Schools Rank	2	7	8	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	615	698	747	API Growth Score	663	742	769
Growth Target	2	1	1	Actual Growth	48	44	22
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score	819	833	875	API Growth Score	826	854	876
Growth Target	A	A	A	Actual Growth	7	21	1
Caucasian							
Base API Score	741	796	836	API Growth Score	784	822	848
Growth Target	2	1	A	Actual Growth	43	26	12
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	646	683	742	API Growth Score	647	748	744
Growth Target	2	1	1	Actual Growth	1	65	2
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
<p>*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</p> <p>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.</p>							

Adequate Yearly Progress

		California High School Exit Examination (CAHSEE)														
		English/Language Arts														
		Crescenta Valley High						GUSD								
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		11.2%		11.2%		95%		95%		11.2%		11.2%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	11.2%	11.2%	11.2%	11.2%	95%	95%	95%	95%	11.2%	11.2%	11.2%	11.2%

Subgroups

All Students	Yes	99	Yes	99	Yes	82.7	Yes	83.0	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	98	*	98	Yes	76.5	*	61.2	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	*	100	*	99	*	59.6	*	67.7	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	81.7			Yes	99			Yes	72.3
Special Education	*	98	*	75	*	24.3	*	*	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	98	Yes	100	Yes	85.9	Yes	81.7	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	93.3	*	92.3	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	99	Yes	100	Yes	83.3	Yes	85.4	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	98	*	63.6	*	70.3	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

		Crescenta Valley High						GUSD								
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		9.6%		9.6%		95%		95%		9.6%		9.6%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	9.6%	9.6%	9.6%	9.6%	95%	95%	95%	95%	9.6%	9.6%	9.6%	9.6%

Subgroups

All Students	Yes	99	Yes	99	Yes	76.5	Yes	83.6	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	98	*	99	Yes	77.3	*	73.2	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	*	100	*	100	*	61.5	*	66.1	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	94.5			Yes	99			Yes	86.3
Special Education	*	95	*	75	*	15.0	*	*	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	98	Yes	100	Yes	91.9	Yes	94.5	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	80.0	*	100.0	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	70.4	Yes	81.4	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	98	*	58.1	*	59.3	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

		Crescenta Valley High				GUSD			
		03		04		03		04	
Target		Minimum score of 560 or 1 point increase							
Scores		Met	Score	Met	Score	Met	Score	Met	Score
	Yes		826	Yes	847	Yes	767	Yes	779

Graduation Rate

		Crescenta Valley High				GUSD			
		03		04		03		04	
Target		82.8% or 0.2% increase over a two-year period							
Scores		Met	%	Met	%	Met	%	Met	%
	Yes		100.0	Yes	100.0	Yes	94.7	Yes	95.0

^SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

California HS Exit Exam

Schoolwide Cumulative Results

	English/Language Arts		Math	
	# of Students Tested	% Passing	# of Students Tested	% Passing
All Students	705	94	691	96
Females	363	97	358	98
Males	342	91	333	95
English Learners	66	68	65	89
R-FEP†	161	95	157	97
SED^	65	91	64	88
Non SED	594	95	583	97
Special Education	*	*	*	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	213	91	211	99
Caucasian	403	97	393	96
Filipino	13	100	13	100
Hispanic or Latino	66	88	64	88
Pacific Islander	*	*	*	*
California				
All Students	449,804	75	447,010	74
Females	220,772	79	220,095	74
Males	228,630	70	226,511	73
English Learners	81,274	39	80,853	49
R-FEP†	48,372	87	48,609	83
SED^	180,678	60	179,542	61
Non SED	200,814	87	199,772	85
Special Education	39,425	30	35,109	30
African American	35,939	62	35,472	54
American Indian	4,090	73	4,016	69
Asian	42,336	85	42,234	91
Caucasian	163,083	88	161,670	87
Filipino	13,247	87	13,234	87
Hispanic or Latino	183,676	62	182,944	61
Pacific Islander	3,037	71	3,028	71