



DUNSMORE ELEMENTARY SCHOOL

4717 Dunsmore Ave., La Crescenta, CA 91214-1814 • (818) 248-1758 • Kindergarten through Sixth Grade

Dr. Mary LaMasa, Principal

www.gusd.net

2003-2004 School Accountability Report Card

Principal's Message

I'd like to welcome you to the Dunsmore Elementary School annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with state law, more specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of the report card is to afford you further insight into the quality educational program we offer.

It is the belief of Dunsmore Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Dunsmore Elementary School in making our students' experiences here not only memorable, but also enjoyable.

-- Dr. Mary La Masa
Principal

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 29,433 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.

Dunsmore Elementary School, which opened in 1948, is located in the La Crescenta area of Glendale and serves students in kindergarten through sixth grade. Students from Dunsmore Elementary School will move on to Rosemont Middle School and Crescenta Valley High School. Students are known as the Hill Toppers and their school colors are green and white.

Operating on a traditional calendar system, the educational programs at Dunsmore Elementary School are tailored to meet the needs of a changing school population. For the 2003-2004 school year, the student population of 514 included 13.2 percent English Language Learners and 5.7 percent eligible for free or reduced-priced meals.

Mission Statement

Dunsmore Elementary School, a supportive educational center nestled in an evolving foothill community, ensures that all students will achieve their highest social and academic ability through an engaging environment rich in staff and parent commitment, community involvement, the arts, technological resources, and innovative use of curriculum.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.0
American Indian	0.0
Asian	21.8
Caucasian	63.8
Filipino	2.9
Hispanic	7.0
Pacific Islander	0.4
Other	3.1

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Dunsmore Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. 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.

	Suspensions & Expulsions					
	Dunsmore Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	17	1	18	3425	5489	4903
Suspension (%)	3.43%	0.20%	3.50%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

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. Dunsmore Elementary School uses the "Here's Looking at You" drug abuse prevention and education program to encourage children to make drug-free, healthy living choices. 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.

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:

- Chorus
- Orchestra
- Chess Club
- Math Club
- Computer Class

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:

- Reading Program
- Perfect Attendance
- Citizenship Program
- Presidential Award
- Outstanding P.E.
- Caught Doing Good

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 in alignment with the district's homework policy. 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.

Academic Support

Dunsmore Elementary School 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 teacher direction enhances students' understanding and mastery of core subject matter. Students may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

School Enrollment & Attendance

The 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 phone calls and letters. During the 2003-2004 school year, the actual attendance rate for all grade levels for Dunsmore Elementary School was 96.99%.

Class Size

Dunsmore Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 21:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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. Dunsmore Elementary School has implemented CSR in 100% of all K-3 classrooms for the past three years.

Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	20	17	20	3	3	3	0	0	0	0	0	0
1st	20	20	18	3	3	3	0	0	0	0	0	0
2nd	20	20	19	3	3	4	0	0	0	0	0	0
3rd	19	20	19	4	3	4	0	0	0	0	0	0
4th	32	32	30	0	0	0	2	1	2	0	1	0
5th	31	34	34	0	0	0	2	0	0	0	1	2
6th	32	33	35	0	0	0	2	1	0	0	1	2
K-3	15	20	0	2	2	0	0	0	0	0	0	0
4th-8th	20	32	31	1	0	0	1	2	1	0	0	0

School Facilities

Dunsmore Elementary School provides a safe and clean environment for students, staff, and volunteers. School facilities were built in 1948 and sit on 6.53 acres. The campus includes 25 classrooms, a library, an auditorium, an outdoor lunch shelter, administrative offices, grassy playing fields, and blacktop playgrounds. At the time of this publication in April 2005, 100% of the restrooms were in working condition. Measure K project funds made it possible for Dunsmore to improve the facilities of the school. Projects completed by the fall of 2004 include:

- Classroom modernization
- Upgrading of Technology infrastructure
- Heating, air conditioning, and ventilation upgrades
- Increased handicap accessibility
- New public address system

These improvements are in addition to ongoing maintenance and improvements that are part of the district’s scheduled maintenance program. The maintenance schedule ensures that all classroom and facilities are well maintained and provide a suitable learning environment. On a daily basis, Dunsmore Elementary School has one part-time and two full-time custodians on duty to ensure school facilities remain clean and safe.

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. As of April of 2005, no emergency needs have occurred at Dunsmore.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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, interior or exterior painting, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional minutes and days offered at Dunsmore Elementary School exceeded state requirements as specified in the California Education Code. For the 2003-2004 school year, Dunsmore Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Open House, parent conferences, and the last day of school. Each Monday is a “Banking Day.” Students are dismissed from school an hour earlier in the afternoon. Each month “Banking Days” allow teachers additional time to meet by grade level, for a full faculty meeting, for professional development, and for instructional planning.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,180
1st	50,400	50,663
2nd	50,400	50,663
3rd	50,400	50,663
4th	54,000	54,338
5th	54,000	54,338
6th	54,000	54,338

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

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Science	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills/Adventures in Time and Place	2000
K-6	Mathematics	Everyday Learning Corp: Everyday Mathematcis, Revi	2001

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, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a regular basis and receive instruction on research techniques and library usage. The teacher resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	108	60	114
Students per computer	4.8	8.5	4.5
Classrooms connected to Internet	25	24	24

Each classroom at Dunsmore Elementary School contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. In the school's 36-workstation computer lab, students receive weekly computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Curriculum Development

Throughout Glendale Unified School District, 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.

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Dunsmore 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, report card grades
- 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.

CAT-6 Chart

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, Dunsmore Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student’s ability to perform fitness tasks in six major areas; students 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	
5th Grade	
Dunsmore Elementary	
School Overall	63.6%
School (Boys)	56.9%
School (Girls)	76.7%
Glendale Unified	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
California	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Dunsmore Elementary School had 514 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	22	24	24
Emergency Credentials	1	1	1
Interns	1	1	0
Waivers	0	0	0
Total Teachers	24	25	25
Average Years Teaching	16.5	15.2	17.8
Average Years in District	14.8	13.4	16.1
Working Outside Subject	-	-	-
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 Dunsmore 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.

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
Nurse	1	0.2
Psychologist	1	0.3
Special Day Class Teacher	3	1.0
Speech Therapist	1	1.0

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 Dunsmore Elementary School is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. 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
- C/I Committee
- Library Technology
- TUPE
- Safety/Disaster
- Student Council Team
- Junior Fire
- PTA
- United Way
- DESF
- Red Cross

The school's Leadership Team, comprised of teachers, classified staff, parents, and administrator, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Community Involvement

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

- Parent Teacher Association (PTA)
- Dunsmore Foundation (DESF)
- Rotary Club
- Boy Scouts

- Glendale Area School Federal Credit Union (GASFCU)
- Los Angeles County Chamber of Commerce

Contact Information

Parents who wish to participate in Dunsmore Elementary School’s leadership teams, school committees, school activities, or become volunteers may contact Principal Mary La Masa at (818) 248-1758.

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

Dunsmore Elementary School does not receive Title I funds, so it is not affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Dunsmore Elementary School has 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, 20.8% of core academic classes at Dunsmore Elementary 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, 87.5% of core academic classes at Dunsmore Elementary 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		
	Dunsmore Elementary GUSD	
Doctorate	0.0%	1.1%
Master's Degree +30*	48.0%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	48.0%	41.5%
Bachelor's Degree	4.0%	10.3%
Less Than Bachelor's	0.0%	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, Dunsmore Elementary 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. Dunsmore Elementary School meets specific criteria for federal Title I schoolwide eligibility. Although Dunsmore Elementary School 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

Dunsmore Elementary School offers programs to prepare students whose primary language is not English, and who have limited English proficiency to meet the State’s academic content and performance standards. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT) and the Home Language Survey (HLS). Identified students are assigned to appropriately credentialed teachers and receive leveled ELD instruction according to their needs and abilities.

GATE

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. Dunsmore Elementary School provides additional after school activities for GATE students.

Special Education

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, a speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special needs 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.

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.

Dunsmore Elementary School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on visual teaching tools by Dr. David Hyerle called "Thinking Maps," a process to instill and encourage lifelong learning. In addition, staff also trained in student data analysis using assessment data to shape instruction.

Dunsmore Elementary School's staff participates in district and school in-services 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. Dunsmore Elementary 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

Safety of students and staff is a primary concern of Dunsmore. 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. Staff members 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. Dunsmore reviews the plan annually; the plan was last updated and shared with school staff in March 2004. An updated copy of the plan is available to the public at the school and 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		
	Statewide Average	
Glendale Unified \$6,639	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																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
All Students																															
Dunsmore Elementary	73	75	66	73	72	67	77	79	76	77	87	85	86	88	79	80	84	81	89	90											
GUSD	52	54	39	40	44	45	45	50	57	59	62	66	64	63	62	59	62	67	72	72											
California	46	47	34	35	35	36	40	41	45	46	57	59	52	54	48	49	49	50	51	53											
Subgroups																															
Gender																															
Females	85	70	67	87	74	72	82	83	76	89	95	87	86	93	61	79	88	76	87	94											
Males	60	78	66	57	70	61	71	77	77	66	77	83	87	81	90	81	81	84	92	86											
Socioeconomic Status																															
Non SED	75	74	67	75	73	67	79	80	78	79	88	84	87	90	82	83	87	82	91	93											
SED^	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*											
Language Fluency																															
English Learners	59	*	*	63	55	*	*	*	*	82	*	*	84	73	*	*	*	*	*	*											
Non English Learners	78	84	69	76	74	68	80	78	80	79	88	88	85	89	80	80	87	81	90	91											
Special Programs																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education	*	*	*	*	*	*	*	45	*	*	*	*	*	*	*	*	64	*	*												
Title 1																															
Ethnicity																															
African American																															
American Indian																															
Asian	71	67	75	68	86	73	88	88	80	74	88	100	100	95	91	93	94	92	100	95											
Caucasian	75	84	65	76	72	69	73	78	79	77	85	89	84	86	79	80	82	76	86	89											
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*											
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*											
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

Dunsmore Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	63	66	74	81	90	90			
Females	64	80	74	79	95	96			
Males	63	50	75	82	83	86			
English Learners		47	*		82	*			
Non English Learners	64	71	82	83	92	92			
R-FEP†	**			**					
SED^		*	*		*	*			
Non SED	65	67	74	81	90	89			
Special Education		*	*		*	*			
Asian	71	71	92	88	94	100			
Caucasian	64	67	74	83	86	92			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	**	*	*	**	*	*			
Third Grade									
All Students	68	72	75	75	88	84			
Females	59	69	87	62	86	87			
Males	74	74	59	82	89	81			
English Learners	67	*	58	74	*	84			
Non English Learners	68	71	79	75	87	84			
R-FEP†	**	*	*	**	*	*			
SED^		*	*		*	*			
Non SED	72	73	76	75	89	86			
Special Education		*	*		*	*			
African American	**			**					
Asian	90	94	77	90	100	95			
Caucasian	63	67	75	72	86	78			
Filipino		*	*		*	*			
Hispanic or Latino	**	*	*	**	*	*			
Fourth Grade									
All Students	69	76	75	64	82	82			
Females	77	72	79	68	75	79			
Males	61	80	69	61	86	83			
English Learners		73	*		64	*			
Non English Learners	71	77	75	66	85	80			
R-FEP†	**	*	*	**	*	*			
SED^		*	*		*	*			
Non SED	70	79	77	66	83	83			
Special Education		*	*		*	*			
African American		*			*				
Asian	86	86	93	93	91	100			
Caucasian	68	77	76	60	83	80			
Filipino	**		*	**		*			
Hispanic or Latino	**	*	*	**	*	*			
Fifth Grade									
All Students	58	72	75	65	76	72			68
Females	59	79	69	61	79	72			69
Males	58	65	79	71	74	71			68

English Learners		*	*		*	*	*
Non English Learners	60	75	75	69	78	72	67
R-FEP†	**	91	53	**	91	53	47
SED^		*	*		*	*	*
Non SED	58	74	77	67	79	72	70
Special Education		*	36		*	55	45
African American	**		*	**		*	*
American Indian	**			**			
Asian	47	81	80	68	88	84	84
Caucasian	63	70	73	66	73	65	65
Filipino	**	*		**	*		
Hispanic or Latino	**	*	*	**	*	*	*

Sixth Grade

All Students	76	71	83	69	79	80	
Females	83	67	89	77	72	80	
Males	70	74	77	63	87	80	
English Learners		*	*		*	*	
Non English Learners	82	73	85	73	81	81	
R-FEP†	88	77	100	88	85	100	
SED^		*	*		*	*	
Non SED	77	72	87	70	82	84	
Special Education		*	*		*	*	
African American		*	*		*	*	
American Indian		*			*		
Asian	87	80	84	87	80	95	
Caucasian	71	70	83	63	82	74	
Filipino		*	*		*	*	
Hispanic or Latino	**	*	*	**	*	*	

† 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

All Students	Base			Growth			
	2001	2002	2003	2002	2003	2004	
Percent Tested	97	96	99	Percent Tested	99	100	100
API Score	849	864	904	API Growth Score	872	893	909
Growth Target	A	A	A	Actual Growth	23	29	5
Statewide Rank	10	10	10	Eligible for Awards	Yes	Yes	Yes
Similar Schools Rank	4	6	8	Eligible for II/USP	No	No	No

Subgroups

Socioeconomically Disadvantaged							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
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	913	905	943	API Growth Score	918	931	949
Growth Target	A	A	A	Actual Growth	5	26	6
Caucasian							
Base API Score	835	858	898	API Growth Score	861	887	907
Growth Target	A	A	A	Actual Growth	26	29	9
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

***Schools and subgroups with scores 800 and above have met the statewide target and 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.

Adequate Yearly Progress

		California Standards Test (CST)														
		English/Language Arts														
		Dunsmore Elementary								GUSD						
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	13.6%	13.6%	13.6%	13.6%	95%	95%	95%	95%	12.0%	12.0%	12.0%	12.0%

Subgroups

All Students	Yes	100	Yes	99	Yes	71.8	Yes	77.2	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	*	100	Yes	64.3	*	58.6	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	*	100	*	94	*	47.8	*	33.3	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	85.0			Yes	99			Yes	72.3
Special Education	*	97	*	95	*	54.2	*	45.7	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	100	Yes	100	Yes	82.2	Yes	85.0	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	*	*	72.7	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	99	Yes	70.3	Yes	76.7	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	100	*	50.0	*	60.0	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

		Dunsmore Elementary								GUSD						
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	16.0%	16.0%	16.0%	16.0%	95%	95%	95%	95%	12.8%	12.8%	12.8%	12.8%

Subgroups

All Students	Yes	100	Yes	99	Yes	83.0	Yes	81.3	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	*	100	Yes	79.4	*	77.5	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	*	100	*	94	*	52.1	*	46.6	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	94.2			Yes	99			Yes	86.3
Special Education	*	100	*	95	*	71.4	*	57.1	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	100	Yes	100	Yes	91.1	Yes	94.2	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	*	*	81.8	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	99	Yes	82.2	Yes	78.0	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	100	*	58.3	*	76.0	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

		Dunsmore Elementary				GUSD			
Target	03		04		03		04		
	Minimum score of 560 or 1 point increase								
	Met	Score	Met	Score	Met	Score	Met	Score	
Scores	Yes	893	Yes	909	Yes	767	Yes	779	

^SED = Socioeconomically Disadvantaged
***Only numerically significant subgroups are required to be reported**