



LA CRESCENTA ELEMENTARY SCHOOL

4343 La Crescenta Avenue, La Crescenta, CA 91 214-3806 • (818) 249-3187 • Kindergarten through Sixth Grade

Terry Dutton, Principal

www.gusd.net

2003-2004 School Accountability Report Card

Principal's Message

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

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

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

-- Terry Dutton
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 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.

La Crescenta Elementary School, which opened in 1923, is located in the northern section of the city of Glendale and serves students in kindergarten through sixth grade. Students from La Crescenta will move on to Rosemont Middle School and Crescenta Valley High School. Students are known as the Bulldogs and their school colors are blue and gold. Operating on a traditional calendar system, the educational programs at La Crescenta are tailored to meet the needs of a changing school population.

Mission Statement

La Crescenta Elementary School, a nurturing, multicultural learning community is committed to providing a challenging and active learning environment with equal access to curriculum. We strive to insure that all students will master grade level standards, use problem-solving strategies, and become self-directed, life-long learners.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.9
American Indian	0.4
Asian	32.6
Caucasian	50.5
Filipino	2.2
Hispanic	11.8
Pacific Islander	0.7
Other	0.9

Discipline & Climate for Learning

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

	Suspensions & Expulsions					
	La Crescenta Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	8	1	13	3425	5489	4903
Suspension (%)	1.46%	0.19%	2.37%	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. 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:

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

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

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

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

Academic Support

La Crescenta 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 intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Summer Academy, a district wide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

School Enrollment & Attendance

Glendale Unified School District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by teachers and the principal. Parents are advised of absences through letters mailed home. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board. During the 2003-2004 school year, the actual attendance rate for all grade levels for La Crescenta Elementary School was 97.01%.

Class Size

La Crescenta Elementary School maintained a schoolwide average class size of 25 students and a pupil-to-teacher ratio of 23:1 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. La Crescenta 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	2	3	0	0	0	0	0	0
1st	20	17	19	4	3	3	0	0	0	0	0	0
2nd	19	20	19	4	4	3	0	0	0	0	0	0
3rd	17	19	20	4	5	4	0	0	0	0	0	0
4th	32	33	29	0	0	0	2	1	3	1	1	0
5th	30	35	35	0	0	0	4	0	0	0	4	2
6th	30	30	36	0	0	0	3	3	0	0	0	3
K-3	0	17	20	0	2	1	0	0	0	0	0	0

School Facilities

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

Measure K project funds are making it possible for La Crescenta to improve the facilities of the school. Recent modernizations included:

- Library renovation
- Remodeling of administrative offices
- Classroom modernization
- New lawns and play fields

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, La Crescenta has three custodians on duty to ensure school facilities remain clean and safe. At the time this report was published in April 2005, 100% of restrooms were in good working order.

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 minutes and days offered at La Crescenta Elementary School (met/exceeded) state requirements as specified in the California Education Code. For the 2003-2004 school year, La Crescenta offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Open House, Back-to-School Night, report card preparation, and the last day of school. Each Wednesday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet by grade level, and for a full faculty meeting, for staff development, and teacher planning.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,180
1st	50,400	50,589
2nd	50,400	50,589
3rd	50,400	50,589
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 core content materials.

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 Mathematics, Revis	2001

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, recently modernized, is double in size now, contains more than 13,000 books that are available for students to check out, and house a 20-workstation computer lab. The school's literacy resource center is an area specifically designed to provide children an assortment of activities to enhance literacy skills.

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

Computer Resources			
	2001-02	2002-03	2003-04
Computers	75	75	77
Students per computer	7.3	7.2	7.1
Classrooms connected to Internet	24	25	24

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 La Crescenta Elementary. 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

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, La Crescenta Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students 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	
La Crescenta Elementary	
School Overall	73.2%
School (Boys)	60.0%
School (Girls)	90.3%
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, La Crescenta Elementary School had 23 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	23	24	23
Emergency Credentials	3	2	0
Interns	0	0	1
Waivers	0	0	0
Total Teachers	26	26	24
Average Years Teaching	11.6	11.3	12.8
Average Years in District	9.2	8.8	10.5
Working Outside Subject	0	0	0
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 La Crescenta Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

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	1	0.2
Health Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.3
Resource Specialist	1	1.0
Speech Therapist	1	0.8

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

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

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

Community Involvement

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

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

Contact Information

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

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

Since it does not receive Title I federal funding, La Crescenta Elementary School 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. La Crescenta Elementary has met all AYP criteria, and 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, 58.3% of core academic classes at La Crescenta 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 La Crescenta 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		
	La Crescenta Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	54.2%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	33.3%	41.5%
Bachelor's Degree	12.5%	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, La Crescenta 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. While La Crescenta receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

English Language Learners

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

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. La Crescenta 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 or a speech/language therapist. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

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.

La Crescenta Elementary School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on differentiated instruction for all students, monitoring English-learning students, and “Strategies That Work” a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding.

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

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. La Crescenta Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in January 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

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.		

- 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

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	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04
All Students																												
La Crescenta Elementary	58	59	48	57	61	62	70	71	66	74	63	71	75	73	81	67	83	80	83	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	68	67	48	63	71	63	76	80	70	81	63	74	75	80	89	65	80	87	81	94								
Males	49	48	47	51	53	60	63	65	64	67	62	67	75	66	75	71	86	75	84	85								
Socioeconomic Status																												
Non SED	65	61	48	60	63	66	74	72	66	76	69	68	76	74	82	70	86	83	84	91								
SED^	21	54	47	*	*	40	43	*	69	*	29	85	71	*	*	53	64	*	75	*								
Language Fluency																												
English Learners	43	74	39	26	33	52	37	55	32	46	57	78	65	70	73	59	78	73	86	96								
Non English Learners	66	52	53	70	69	66	81	79	76	82	66	67	81	74	84	71	85	83	82	88								
Special Programs																												
ESEA Title 1 Targeted																												
Indian Education																												
Migrant Education																												
Special Education Title 1	*	*	42	27	*	29	*	*	*	*	*	*	75	27	*	36	*	*	*	*								
Ethnicity																												
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								
American Indian	*			*		*		*		*		*		*		*		*		*								
Asian	76	74	57	62	71	70	63	75	69	71	76	95	87	83	96	80	88	91	97	98								
Caucasian	55	59	49	60	58	68	80	72	65	78	67	70	77	72	76	76	80	78	73	85								
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								
Hispanic or Latino	38	45	38	42	*	36	*	*	*	*	31	27	44	42	*	29	*	*	*	*								
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

La Crescenta Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	49	52	60	73	73	75			
Females	47	56	67	73	73	79			
Males	52	49	52	73	73	70			
English Learners	42	50	74	65	68	83			
Non English Learners	52	53	54	76	76	72			
R-FEP†	**		*	**		*			
SED^	58	29	77	91	36	92			
Non SED	46	57	57	69	81	71			
Special Education		*	*		*	*			
African American		*	*		*	*			
American Indian		*			*				
Asian	74	76	89	88	88	89			
Caucasian	38	43	62	67	74	76			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	36	46	18	64	62	45			
Pacific Islander		*			*				
Third Grade									
All Students	52	54	49	57	67	71			
Females	67	56	66	56	67	76			
Males	39	53	34	58	67	67			
English Learners	25	52	41	44	68	74			
Non English Learners	61	56	52	62	67	70			
R-FEP†	**	*	*	**	*	*			
SED^		53	*		59	*			
Non SED	52	55	51	62	69	74			
Special Education		50	18		67	27			
African American	**		*	**		*			
American Indian	**			**					
Asian	71	80	69	82	90	86			
Caucasian	46	43	47	49	60	64			
Filipino		*	*		*	*			
Hispanic or Latino	**	38	17	**	44	58			
Pacific Islander			*			*			
Fourth Grade									
All Students	60	71	64	60	78	79			
Females	65	86	63	61	82	75			
Males	53	58	66	58	75	86			
English Learners	21	53	56	41	67	70			
Non English Learners	71	76	68	65	82	83			
R-FEP†	88	*	*	88	*	*			
SED^	33	*	53	25	*	60			
Non SED	65	72	66	66	82	83			
Special Education		*	29		*	50			
African American	**	*	*	**	*	*			
American Indian		*			*				
Asian	61	92	70	78	100	93			
Caucasian	60	64	65	56	70	88			

Filipino	**		*	**		*	
Hispanic or Latino	**	*	50	**	*	36	
Fifth Grade							
All Students	54	71	74	62	80	78	58
Females	70	83	87	70	80	84	60
Males	41	57	65	55	80	73	55
English Learners	23	33	55	50	74	68	36
Non English Learners	61	83	84	65	82	82	67
R-FEP†	88	94	*	69	100	*	*
SED^	53	43	*	61	64	*	*
Non SED	54	75	75	62	82	82	58
Special Education		*	*		*	*	*
African American	**			**			
American Indian			*			*	*
Asian	57	66	78	80	85	91	56
Caucasian	53	75	79	51	80	73	66
Filipino	**	*		**	*		
Hispanic or Latino	**	*	*	**	*	*	*
Sixth Grade							
All Students	56	60	70	65	67	75	
Females	57	60	79	63	70	75	
Males	56	60	60	66	64	74	
English Learners	8	14	46	54	59	79	
Non English Learners	64	74	76	66	68	73	
R-FEP†	50	83	84	81	87	95	
SED^	43	50	*	57	63	*	
Non SED	58	62	70	66	67	74	
Special Education		*	*		*	*	
African American		*			*		
Asian	64	62	62	82	85	83	
Caucasian	58	60	78	57	54	73	
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.							
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	99	99	99	Percent Tested	100	100	100	
API Score	803	819	860	API Growth Score	820	856	861	
Growth Target	A	A	A	Actual Growth	17	37	1	
Statewide Rank	8	9	9	Eligible for Awards	No	Yes	No	
Similar Schools Rank	2	4	6	Eligible for II/USP	No	No	No	
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	720	760	794	API Growth Score	763	794		
Growth Target	1	1	1	Actual Growth	43	34		
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	884	870	914	API Growth Score	885	903	905	
Growth Target	A	A	A	Actual Growth	1	33	-9	
Caucasian								
Base API Score	780	809	842	API Growth Score	807	842	857	
Growth Target	1	A	A	Actual Growth	27	33	15	
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																
Year Ending Target	La Crescenta Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups																
All Students	Yes	100	Yes	100	Yes	63.2	Yes	63.7	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	100	Yes	60.0	Yes	59.1	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	*	100	Yes	45.7	*	57.1	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	71.0			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	39.4	*	22.9	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	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	100	Yes	100	Yes	75.8	Yes	71.0	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	50.0	*	54.5	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	58.2	Yes	66.5	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	100	*	53.1	*	36.1	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0
Math																
Year Ending Target	La Crescenta Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups																
All Students	Yes	100	Yes	100	Yes	74.0	Yes	75.0	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	78.7	Yes	77.4	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	*	100	Yes	58.5	*	66.0	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	86.8			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	50.0	*	35.4	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	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	Yes	100	Yes	91.0	Yes	86.8	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	66.6	*	72.7	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	67.9	Yes	73.5	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	100	*	55.3	*	48.9	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0
Academic Performance Index (API)																
Target	La Crescenta Elementary								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	856	Yes	861	Yes	767	Yes	779								
^SED = Socioeconomically Disadvantaged																
*Only numerically significant subgroups are required to be reported																