

## Glendale Unified School District

"Excellence is Worth the Effort"

# Crescenta Valley High School

## 2004-2005 School Accountability Report Card

2900 Community Avenue, La Crescenta, CA 91214-3495

(818) 249-5871

Ninth through Twelfth Grade

[www.gusd.net](http://www.gusd.net)



### School Administration

Linda Evans, Co-Principal  
Mike Livingston, Co-Principal  
Chris Coulter, Assistant Principal  
Sungsook Kim, Assistant Principal



### 2004-05 Board of Education

Mary Boger, President  
Chakib Sambar, Vice President  
Pam Ellis, Clerk  
Greg Krikorian, Member  
Joylene Wagner, Member

### District Administration

Dr. Michael F. Escalante  
Superintendent

Alice Petrossian  
Assistant Superintendent  
Educational Services, Elementary Education

Dr. Gregory Franklin  
Assistant Superintendent  
Educational Services, Secondary Education



### Principal's Message

We are very proud of Crescenta Valley. It is our belief that C.V. exemplifies all around excellence. This strongly held belief was validated in 1999 and again in 2005 as C.V. was designated as a California Distinguished School. In 2000, Crescenta Valley was chosen as a National Blue Ribbon School, the most prestigious honor our nation can bestow on a school. Crescenta Valley received the Bravo Award, the Los Angeles Music Center's highest Visual and Performing Arts Award in 2005. From the most academically able students to those who struggle, we are committed to all students learning and achieving. We believe that no student should "fall through the cracks." It is our commitment to our students that all C.V. graduates have ample options when they leave the school. As evidenced by this commitment, our API reached a score of 854. The State goal is 800. Whether in academics, the arts, athletics, or service to others, C.V. students model the best in American youth. We hope that this School Accountability Report Card better acquaints you with our school. It is great to be a FALCON!!

### School Mission Statement

Within a safe and caring environment, Crescenta Valley High School provides a meaningful, standards-based curriculum that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to function as responsible and productive members of society.

### Community & School Profile

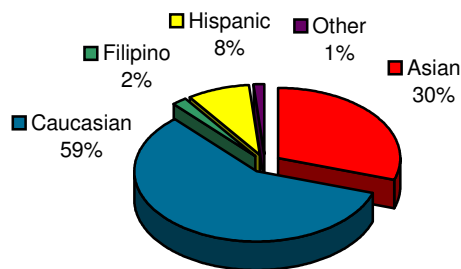
The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born 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 nearly 29,000 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Crescenta Valley is one of three comprehensive high schools in the Glendale Unified School District, drawing students from La Crescenta, Montrose, northern Glendale, and western La Canada Flintridge. Though it originally began as an elementary school, Crescenta Valley opened its doors to tenth through twelfth graders in 1960, adding ninth grade in 1983, and currently serves more than 2,900 students on a traditional calendar system. The Crescenta Valley High School campus has completed a \$45 million renovation and renewal process. The entire school community is very proud of two new classroom buildings, a new library-career-media-center, and a new gymnasium. There are extensive renovations of the existing buildings and very attractive landscaping. In January 2006, the school will break ground on a \$1.4 million project to build an artificial track and field. The track and field are a gift of CVCAN, a local committee focusing on improving athletic needs, and Susan Osborne, a generous donor.

Crescenta Valley High School faculty and support staff are dedicated to ensuring the academic success of every student, providing them with a comprehensive educational experience that will launch them into the world beyond high school.

### % of Student Enrollment by Ethnicity



### Discipline & Climate for Learning

Students at Crescenta Valley High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Crescenta Valley's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. In addition, the school is launching the "40 Developmental Assets" Program designed to build character and resiliency in teenagers.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Crescenta Valley HS			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	383	251	273	5489	4903	4882
Suspension (%)	13.62	8.00	9.36	18.65	17.01	16.94
Expulsion (#)	3	8	8	46	65	56
Expulsion (%)	0.11	0.27	0.27	0.16	0.23	0.19

### Extracurricular and Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, clubs, and programs include: American Canter Society Youth Club, Armenian Club, Art Club, Falcon Christian Fellowship, Falcon Democrats, Falcon Republicans, Fellowship of Christian Athletes, Film Institute, French Club, Gay/Straight Alliance Club, German Club, Girls' League, Green Earth Club, Heifer Club, International Thespian Society, Japanese Cultural Club, Key Club, Korean American Club, Make-a-Wish Club, Math Club, Mock Trial, Music and Musicians Club, National Honor Society, P.A.V.A. Jr., Pre-Medical Society, Robot Club, Russian Club, Save Uganda, Sign Language, Spanish Club, Speech and Debate, Sports Club, and World Vision.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area.

### School Leadership

Leadership at Crescenta Valley High School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Co-Principal Linda Evans has led the school for seven years, backed by more than 33 years of educational experience. Working with her is Co-Principal Mike Livingston, who has helped lead the school for three years. He brings to the school 33 years of educational experience. The school's Instructional Leadership Team, comprised

of administrators and teacher representatives from each core subject area, meets regularly to oversee the instructional program at the school and discuss other schoolwide issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include: School Site Council, Booster Clubs, Student Study Teams, Individual Education Plan Teams, Safety Committee, Instructional Leadership Council, English Language Advisory Committee, and Staff Development Committee.

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 2,916 students. Regular attendance at Crescenta Valley High School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the State for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2004-05 school year, the actual attendance rate for all grade levels at Crescenta Valley High School was 97.08%.

### Dropout & Graduation Rates

Glendale had a significant decrease in the number of dropouts over the past two years, compared to prior years. Intervention programs that promote attendance and reduce dropout rates include:

#### Teacher Intervention

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

#### School Administration Intervention

- Student conference
- Phone call home
- Parent conference
- Ten-day letter
- Student Support Services referral
- Pre-SARB
- SARB

#### District Intervention

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

	Graduation & Dropout Rates		
	02-03	03-04	04-05
Graduates (#)	524	563	632
Graduation Rate (%)	100.0	99.8	100.0
Dropouts (#)	0	1	0
Dropout Rate (%)	0.0	0.0	0.0

### Class Size

Crescenta Valley High School maintained a schoolwide average class size of 28 students in the 2004-05 school year. The "Teaching Load Distribution" table on page 3 illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

### Teaching Load Distribution

	Average			Classrooms containing:								
	Class Size			1-22			23-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
English	23	26	25	69	55	62	24	21	20	29	35	36
Math	26	26	27	43	46	45	11	14	12	37	35	38
Science	30	32	30	9	6	9	12	10	13	37	40	38
Social Science	28	30	31	13	12	11	16	11	11	32	40	41

The California Morgan-Hart Class Size Reduction Act provides funding to reduce class sizes in ninth grade English and one other core class. Average class size can be no more than 20:1 per certificated teacher and no more than 22 pupils enrolled in any participating class. The majority of students in participating classes must be identified as Grade 9 students. One hundred percent of ninth grade English and math classrooms participated in CSR for past three years.

### Instructional Time

During the 2004-05 school year, all instructional minute requirements at Crescenta Valley High School either met or exceeded State requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Crescenta Valley High School offered 65,557 minutes of instructional time. For the 2004-05 school year, Crescenta Valley High School offered 180 days of instruction comprised of 159 regular days, four minimum days, and 17 modified days. Minimum and modified days allow for enhanced staff development activities, students taking finals, and assemblies.

### School Facilities & Safety

Crescenta Valley High School opened in 1946 as a junior high school and was converted into a high school in 1960. Numerous improvements have been made to the campus over the past several decades. The current campus is situated on 19.26 acres. School facilities encompass 344,229 square feet, consisting of 110 classrooms, a library, gymnasiums, an auditorium, administrative offices, a pool, basketball, handball, tennis courts, and track and field facilities. "Measure K" funds enabled the school to build a new gymnasium, two new buildings housing 46 classrooms, and a new library-career-media-center. Restroom renovations and modifications to the office/school entrance have been completed as well. The facility strongly supports teaching and learning through its ample classroom and athletic facilities space. Facility information was current as of October 24, 2005.

#### Safety

Crescenta Valley High School has a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. During lunch, recesses, and before and after school, school staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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. School and District personnel evaluate the plan annually and update the plan as needed. The plan was updated and reviewed with school staff in May 2005. A copy of the plan is available to the public at the District office.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gyms, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### 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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

### Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new windows in the 100 wing, resurfaced basketball courts, roof canopy repair or replacement, and a new boiler. The District's complete deferred maintenance plan is available at the District office.

### School Facility Conditions

Facilities information current as of: October 24, 2005

Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

# Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Crescenta Valley High School. These assessments measure student progress, as well as the effectiveness of the instructional program. These assessments, which include student performance on State standardized testing, performance on District administered Language Arts tests, and report card grades allow teachers to determine which students are meeting or exceeding the district's grade level standards.

## No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Crescenta Valley High School met all of the 2005 AYP criteria. Because Crescenta Valley High School does not receive Title I funding, it is not subject to Program Improvement requirements.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## Adequate Yearly Progress

California High School Exit Examination (CAHSEE)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		22.3%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		20.9%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes

## API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
<b>All Students</b>							
Percent Tested	96	98	100	Percent Tested	99	99	
API Score	797	841	857	API Growth Score	826	848	
Growth Target	1	*	*	Actual Growth	29	7	
Statewide Rank	10	10	10	Eligible for Awards	Not funded		
Similar Schools Rank	7	8	9	Eligible for II/USP			
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
Base API Score	698	747	787	API Growth Score	742	769	
Growth Target	1	1	1	Actual Growth	44	22	
<b>Asian</b>							
Base API Score	833	875	887	API Growth Score	854	876	
Growth Target	*	*	*	Actual Growth	21	1	
<b>Caucasian</b>							
Base API Score	796	836	854	API Growth Score	822	848	
Growth Target	1	*	*	Actual Growth	26	12	
<b>Hispanic</b>							
Base API Score	683	742	762	API Growth Score	748	744	
Growth Target	1	1	1	Actual Growth	65	2	

**\*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.*

### Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	n/a	n/a	n/a
Identified for Program Improvement	n/a	n/a	n/a
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

### California High School Exit Exam

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

### California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

### California Achievement Test (CAT/6)

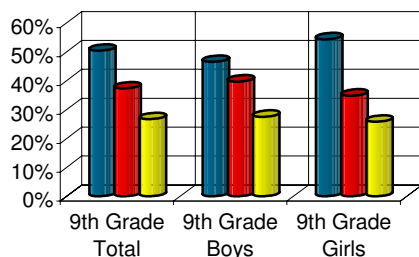
The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

### Physical Fitness

In the spring of each year, Crescenta Valley High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**% of Students in Healthy Fitness Zone 2004-05**

■ Crescenta Valley HS  
■ GUSD  
■ California



### California Standards Test (CST)

2003, 2004, 2005

#### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Algebra I			Geometry			Algebra II		
	03	04	05	03	04	05	03	04	05	03	04	05
<b>Ninth Grade</b>												
All Students	71	68	79	52	51	46	87	88	83	95	87	94
Females	77	74	82	52	52	47	87	87	80	94	90	97
Males	65	62	76	54	49	45	85	89	88	96	86	91
English Learners	36	23	41	56	62	41		77	76			
Non English Learners	74	72	82	52	49	46	86	89	84	96	87	95
SED^	48	48	54	43	50	40			86			
Special Education	14	24	20		14							
Asian	77	73	84	65	67	62	84	87	87	94	82	96
Caucasian	71	68	79	54	46	44	90	89	84	100	96	88
Filipino	77	67	74									
Hispanic or Latino	53	47	58	33	42	23	64					
<b>Tenth Grade</b>												
All Students	66	71	67	25	18	16	59	56	53	82	74	70
Females	70	78	70	24	14	17	57	56	54	80	74	70
Males	61	66	63	26	22	15	62	55	52	84	74	70
English Learners	34	24	15	25	22	9	64	67	46	84	69	
Non English Learners	69	77	71	25	18	16	59	55	54	82	74	69
SED^	44	58	45	16	15	4	53	57	33			67
Special Education	19	11	22	5	19	9						
Asian	72	73	73	39	27	38	62	64	55	79	70	66
Caucasian	63	74	66	25	18	14	59	54	53	92	81	74
Filipino	79	77										
Hispanic or Latino	52	57	44	16	12	3	47	40	56			
<b>Eleventh Grade</b>												
All Students	63	63	68	13	19	18	29	22	33	54	44	33
Females	69	69	72	20	28	5	28	24	25	52	40	30
Males	57	57	64	9	13	22	29	20	39	56	48	37
English Learners	19	23	18		33	33	50	29	45	61	54	47
Non English Learners	68	67	73	13	16	12	26	21	32	53	43	31
SED^	38	37	44		25	23	50		13		47	53
Special Education	10	13	6	0	0	6		0	8			
Asian	68	68	71		42		39	26	50	59	57	35
Caucasian	64	63	70	12	15	15	24	20	32	52	40	35
Filipino	83	81	50									
Hispanic or Latino	40	45	56	8	0		41	29	19	45	15	20

^SED - Socioeconomically Disadvantaged

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

### CAT/6 Norm Referenced Test

2003, 2004

#### % At or Above 50th Percentile

Subject Area Grade Level Year Ending	Reading			Math								
	9	10	11	9	10	11						
	03	04	03	04	03	04	03	04	03	04		
<b>All Students</b>												
Crescenta Valley HS	80	76	82	80	76	80	82	81	86	85	79	80
GUSD	63	62	64	65	57	62	67	70	74	75	62	69
California	50	48	49	49	47	47	46	46	51	52	46	46
<b>Subgroups</b>												
Females	86	82	86	87	80	83	81	83	86	87	78	79
Males	73	71	78	72	72	76	82	79	87	84	80	81
SED^	68	63	63	67	58	54	61	68	70	71	67	61
English Learners	39	32	61	27	31	48	79	70	85	77	78	63
Non English Learners	83	81	84	85	81	83	82	82	86	86	79	81
Special Education	27	40	41	31	41	29	35	24	29	43	14	20
Asian	82	81	86	78	75	85	92	97	95	93	89	90
Caucasian	81	77	80	83	77	79	81	78	83	85	77	76
Filipino	85	82	100	92	100		85	83	93	92	67	88
Hispanic or Latino	65	54	73	66	69	60	52	51	67	61	61	66

^SED - Socioeconomically Disadvantaged

## College Preparation

Crescenta Valley offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and Glendale Community College. In addition to programs and activities, Crescenta Valley High School offers a variety of College Preparatory Classes in core subjects, as well as fine arts and foreign language.

Students at Crescenta Valley are encouraged to take the required courses for Cal State/University of California admission. All students must pass each course with a grade no lower than 'C' per semester. The following chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). The most recent data available is from the 2003-04 school year.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
563	287	12,109	16,302
	51.0%	74.3%	

\* Duplicated Count (one student can be enrolled in several courses).

## Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

	SAT I Test Results		
	2002-03	2003-04	2004-05
<b>Grade 12 Enrollment</b>			
Crescenta Valley HS	569	610	673
GUSD	2,635	2,622	2,569
California	385,181	395,194	409,576
<b>%Seniors Tested</b>			
Crescenta Valley HS	61.3%	62.0%	65.7%
GUSD	39.8%	40.8%	43.9%
California	36.7%	35.2%	35.7%
<b>Average Verbal</b>			
Crescenta Valley HS	529	528	533
GUSD	497	494	505
California	494	496	500
<b>Average Math</b>			
Crescenta Valley HS	573	585	593
GUSD	546	548	557
California	518	519	522
<b>Average Total</b>			
Crescenta Valley HS	1,102	1,113	1,126
GUSD	1,043	1,042	1,062
California	1,012	1,015	1,022

## Advanced Placement Classes

Crescenta Valley High School offers 20 advanced placement courses for those students seeking to get a head-start on college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Six hundred and fifteen students took the exam in 2005. Total number of AP tests given in 2005 was 1,257; the pass rate was 70%.

	Advanced Placement Classes	
	# Classes	Enrollment
Art	2	51
Computer Science	1	21
English	9	280
Foreign Language	9	291
Mathematics	9	280
Science	11	270
Social Science	15	519
<b>Totals</b>	<b>56</b>	<b>1712</b>

## Work Force Preparation

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

### Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Number of Concentrators	Number of Completers	Completion Rate
Total Course Enrollment = 1939	1603	47	3%
<b>Grade 12 CTE Students</b>			
	Number of Completers	Number Earning Diploma	Graduation Rate
	26	23	88%

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

Crescenta Valley High School offers a variety of career-path related classes in the following career clusters. These include: Air Force ROTC, Business Professional/Office, Design, Communication, and Art, Digital Photography, Education, Food Industry, Graphic Arts, Health, Robotics, Science and Technical, Science/Medicine Academy, Social Science, and Stage Arts.

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

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

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Crescenta Valley High School had 109 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	97	101	109
Emergency Credentials	14	7	1
Interns	4	1	5
Waivers	0	1	0
<b>Total Teachers</b>	<b>111</b>	<b>109</b>	<b>115</b>
Average Years Teaching	15.4	16.2	15.2
Average Years in District	13.8	14.6	13.9
Working Outside Subject	0	9	9

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	14	*
Vacant Teacher Positions	0	0	*

*\*2005-06 data not available at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 93% of core academic classes at Crescenta Valley High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
Crescenta Valley HS	
Doctorate	0.9%
Master's Degree +30*	45.2%
Master's Degree	0.9%
Bachelor's Degree +30*	38.3%
Bachelor's Degree	14.7%
Less Than Bachelor's	0.0%
None Reported	0.0%

*\*Indicates additional hours above and beyond degree.*

### 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.

### Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the District focuses

on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The District schedules three staff development days annually.

Crescenta Valley High School prepares a staff development plan that is aligned with District strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2004-05 school year, staff development focused on literacy, student achievement, writing across the curricula, and powerful instruction strategies.

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. The AB75 Principal Training Program is available to site administrators.

### Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & Winston	2003
9-12	Language Arts	Longman	2003
11	Language Arts	Prentice Hall	2002
11-12	Language Arts	McDougal Littell	2004
9-12	Math	McDougal Littell	2003
9-12	Math	Houghton Mifflin	2001
9-12	Math	McDougal Littell	2003
11-12	Math	Houghton Mifflin	2000
11-12	Math	John Wiley & Sons	2000
11-12	Math	ITP	2000
10	History	Harper Collins	2000
10	History	Prentice Hall	2001
10-11	History	Glencoe-McGraw Hill	1999
10-11	History	AGS	1999
9-12	Science	Scott Foresman	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McGraw Hill	2001
10-12	Science	Addison Wesley	2000
11-12	Science	Houghton Mifflin	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McDougal Littell	2005
11-12	Science	Prentice Hall	2000

The school's library is stocked with 16,000 books that are available for students to check out, in addition to 50 magazines. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns an educational technology specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

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

### Counseling & Other Support Services

It is the goal of Crescenta Valley High School to assist students in their social, personal, and academic development. The District makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. In addition, a full-time Project Success Counselor is assigned to the school to focus on drug/alcohol issues. The principal coordinates counseling and support services. The academic counselor to pupil ratio is 1:583.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	5	5.0
Project Success Counselor	1	1.0
Health Clerk	1	1.0
Library Aide	1	1.0
Psychologist	1	1.0
Special Education Teacher	8	7.0
Speech/Language Specialist	1	1.0

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

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

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

To meet the needs of English Language Learners, the school provides English-as-a-Second-Language classes and a sheltered program, has an English Language Development Specialist to monitor student needs, and provides inservices to teachers on sheltering techniques and reclassifying students. Students receive core instruction in all content areas, including English Language Development (ELD). English Language Learners are tested with the CELDT annually to measure progress.

The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. For GATE students, the school offers coursework in all areas that meet university requirements, as well as special activities.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem 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. 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.

### Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04		
Statewide Average		
GUSD	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

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

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

### Contact Information

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