

## Glendale Unified School District

"Excellence is Worth the Effort"

# La Crescenta Elementary School

## 2004-2005 School Accountability Report Card

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

(818) 249-3187

Kindergarten through Sixth Grade

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

### School Administration

Kim Bishop  
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

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.

### School Mission Statement

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

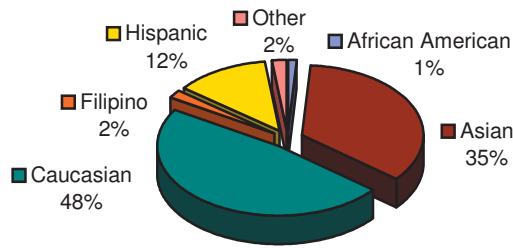
### Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors 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.

La Crescenta Elementary School opened in 1923. The school 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. The school is proud to have been named California Physical Fitness Champions in 2004 and 2005.

### % of Student Enrollment by Ethnicity



### 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 Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

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.

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.

	Suspensions & Expulsions					
	La Crescenta ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	1	13	4	5489	4903	4882
Suspension (%)	0.19	2.37	0.76	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	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 promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

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

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:

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

### School Leadership

Leadership at La Crescenta Elementary School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Kim Bishop joined the school in the fall of 2005. She brings to the school more than 30 years of educational experience. 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, and 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 Association, La Crescenta Elementary School Foundation, Vons, and Washington Mutual.

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 525 students. The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. 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 (SARB).

### Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at La Crescenta Elementary School exceeded state requirements as specified in the California Education Code. For the 2004-05 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.

Grade Level	Instructional Minutes By	
	Minutes Required	Actual Minutes
K	36,000	41,040
1st-3rd	50,400	50,616
4th-6th	54,000	54,210

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.

## Class Size

La Crescenta Elementary School maintained a schoolwide average class size of 25 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20			21-32			33+		
K	17	20	19	2	3	3	0	0	0	0	0	0
1st	17	19	20	3	3	3	0	0	0	0	0	0
2nd	20	19	20	4	3	2	0	0	0	0	0	0
3rd	19	20	20	5	4	3	0	0	0	0	0	0
4th	33	29	32	0	0	0	1	3	3	1	0	0
5th	35	35	30	0	0	0	0	0	3	4	2	0
6th	30	36	37	0	0	0	3	0	0	0	3	2
K-3	17	20	20	2	1	2	0	0	0	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at La Crescenta Elementary School participated in CSR.

## School Facilities & Safety

La Crescenta Elementary School was originally built in the 1920s and rebuilt and modernized many times in the school's history. School facilities are situated on 2.97 acres and consist of 26 classrooms, a library, a cafeteria, administrative offices, a lunch shelter, a separate kindergarten play yard, grassy fields, and a blacktop playground. Measure K made it possible for La Crescenta Elementary School to improve the facilities. Recent modernizations include remodeling and renovating the classrooms, library, and administrative offices, and new lawns and play fields. A new mural has been painted in the auditorium. In the 2005-06 school year, the south side playground wall and north side sprinkler system will be replaced. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

### Safety

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. During lunch, recesses, and before and after school, lunch yard supervisors, teachers, and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 October 2005. An updated copy of the plan is available to the public at the school and 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 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 carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. 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 La Crescenta Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

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

- Kindergarten - District-developed Kindergarten inventory, 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.

## 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; 24.4% of elementary and middle school students must be proficient in English and 26.5% 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).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). La Crescenta Elementary School met all of the 2005 AYP criteria.

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.

### Adequate Yearly Progress

#### California Standards Test (CST)

##### English/Language Arts

Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		24.4%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	*	Yes	*	Yes
Special Education	*	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%		26.5%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	*	Yes	*	Yes
Special Education	*	Yes	*	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes

\* The subgroup is not numerically significant for this school.

<sup>^</sup>SED = Socioeconomically Disadvantaged

### API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
<b>All Students</b>							
Percent Tested	99	99	100	Percent Tested	100	100	
API Score	819	860	859	API Growth Score	856	861	
Growth Target	*	*	*	Actual Growth	37	1	
Statewide Rank	9	9	9	Eligible for Awards	Not funded		
Similar Schools Rank	4	6	6	Eligible for II/USP			

#### Subgroups

##### Socioeconomically Disadvantaged

Base API Score	760	794	API Growth Score	794
Growth Target	1	1	Actual Growth	34

##### Asian

Base API Score	870	914	899	API Growth Score	903	905
Growth Target	*	*	*	Actual Growth	33	-9

##### Caucasian

Base API Score	809	842	854	API Growth Score	842	857
Growth Target	*	*	*	Actual Growth	33	15

**\*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.

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.

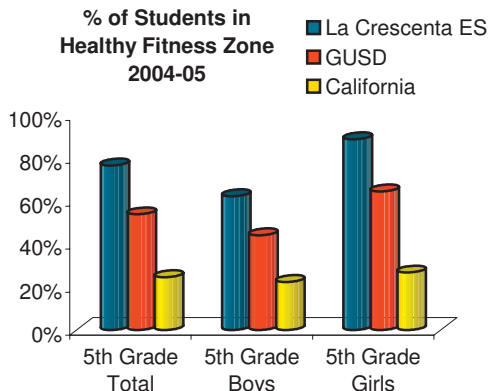
Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

### 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/>.

### 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).



### California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
<b>Second Grade</b>									
All Students	52	60	52	73	75	76			
Females	56	67	57	73	79	86			
Males	49	52	49	73	70	70			
English Learners	50	74	48	68	83	70			
Non English Learners	53	54	54	76	72	80			
SED^	29	77		36	92				
Non SED	57	57	54	81	71	77			
Special Education									
Asian	76	89	60	88	89	80			
Caucasian	43	62	43	74	76	71			
Hispanic or Latino	46	18		62	45				
<b>Third Grade</b>									
All Students	54	49	44	67	71	84			
Females	56	66	54	67	76	85			
Males	53	34	33	67	67	82			
English Learners	52	41	44	68	74	84			
Non English Learners	56	52	45	67	70	84			
SED^	53		29	59		79			
Special Education	50	18	0	67	27	55			
Asian	80	69	54	90	86	96			
Caucasian	43	47	43	60	64	78			
Hispanic or Latino	38	17		44	58				
<b>Fourth Grade</b>									
All Students	71	64	68	78	79	78			
Females	86	63	76	82	75	86			
Males	58	66	63	75	86	72			
English Learners	53	56	32	67	70	82			
Non English Learners	76	68	80	82	83	77			
SED^		53	50		60	58			
Special Education		29	20		50	33			
Asian	92	70	71	100	93	92			
Caucasian	64	65	70	70	88	70			
Hispanic or Latino		50	64		36	64			
<b>Fifth Grade</b>									
All Students	71	74	68	80	78	80	58	57	
Females	83	87	65	80	84	79	60	48	
Males	57	65	71	80	73	82	55	69	
English Learners	33	55	43	74	68	67	36	24	
Non English Learners	83	84	75	82	82	84	67	67	
SED^	43		44	64		61		50	
Special Education			33			44		22	
Asian	66	78	77	85	91	91	56	69	
Caucasian	75	79	65	80	73	80	66	55	
Hispanic or Latino			60			53		40	
<b>Sixth Grade</b>									
All Students	60	70	65	67	75	76			
Females	60	79	81	70	75	84			
Males	60	60	52	64	74	70			
English Learners	14	46	29	59	79	65			
Non English Learners	74	76	75	68	73	80			
SED^	50		54	63		54			
Non SED	62	70	67	67	74	81			
Special Education									
Asian	62	62	71	85	83	84			
Caucasian	60	78	63	54	73	75			
Hispanic or Latino									

<sup>^</sup>SED - Socioeconomically Disadvantaged

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

## 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/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																														
Subject Area	Reading										Math																			
	2		3		4		5		6		2		3		4		5		6											
Grade Level	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05									
Year Ending																														
<b>All Students</b>																														
La Crescenta ES	58	59		48	57	39	61	62		70	71		66	74		63	71		75	73	81	81	67		83	80		83	90	
GUSD	52	54		39	40	40	44	45		45	50		57	59		62	66		64	63	66	62	59		62	67		72	72	
California	46	47		34	35	36	35	36		40	41		45	46		57	59		52	54	55	48	49		49	50		51	53	
<b>Subgroups</b>																														
Females	68	67		48	63	46	71	63		76	80		70	81		63	74		75	80	85	89	65		80	87		81	94	
Males	49	48		47	51	30	53	60		63	65		64	67		62	67		75	66	76	75	71		86	75		84	85	
SED <sup>^</sup>	21	54		47	7		40			43			69			29	85		71		57	53			64			75		
English Learners	43	74		39	26	28	33	52		37	55		32	46		57	78		65	70	80	73	59		78	73		86	96	
Non English Learners	66	52		53	70	45	69	66		81	79		76	82		66	67		81	74	82	84	71		85	83		82	88	
Special Education				42	27	27	29												75	27	45	36								
Asian	76	74		57	62	42	71	70		63	75		69	71		76	95		87	83	96	96	80		88	91		97	98	
Caucasian	55	59		49	60	41	58	68		80	72		65	78		67	70		77	72	76	76	76		80	78		73	85	
Hispanic or Latino	38	45		38	42		36									31	27		44	42		29								

<sup>^</sup>SED - Socioeconomically Disadvantaged

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

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, La Crescenta Elementary School had 22 fully credentialed teachers.

Teacher Credential Status			
	03	04	05
Fully Credentialed	24	23	22
Emergency Credentials	2	0	0
Interns	0	1	1
Waivers	0	0	0
<b>Total Teachers</b>	<b>26</b>	<b>24</b>	<b>23</b>
Average Years Teaching	11.3	12.8	14.9
Average Years in District	8.8	10.5	12.2

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 year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	1	*
Vacant Teacher Positions	0	0	*

*\*2005-06 data was unavailable 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, 87.5% of core academic classes at La Crescenta Elementary 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	
	La Crescenta ES
Doctorate	0.0%
Master's Degree +30*	60.9%
Master's Degree	0.0%
Bachelor's Degree +30*	30.4%
Bachelor's Degree	8.7%
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.

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 2004-05 school year, staff development focused on math - essential skills and data analysis.



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 or instructional materials, 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
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

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 houses 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			
	2002-03	2003-04	2004-05
Computers	75	77	77
Students per computer	7.2	7.1	6.8
Classrooms connected to Internet	25	24	24

### Counseling & Other Support Services

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

Counseling & Support Services Staff		
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

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.

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 districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

For students learning English as a second language, English Language Development is taught in the regular classroom setting. Students receive core instruction in all content areas, including English Language Development (ELD). English learners are assigned teachers certified by the State to teach English Language Development. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

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

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. 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		
All Unified School Districts		
GUSD	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 La Crescenta Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Kim Bishop at (818) 249-3187.

