

# Glendale Unified School District

"Excellence is Worth the Effort"

## Mountain Avenue Elementary School

### 2004-2005 School Accountability Report Card



262307 Mountain Avenue, La Crescenta, CA 91214-3135

(818) 248-7766

Kindergarten through Sixth Grade

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



#### School Administration

Dr. Gracella Gibbs  
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



#### School Mission Statement

All members of the Mountain Avenue Elementary School community will work cooperatively to meet the needs of each child. We will develop responsible, motivated learners who successfully solve problems, strive for excellence, maintain high ethical standards, and respect diversity.

#### Community & School Profile

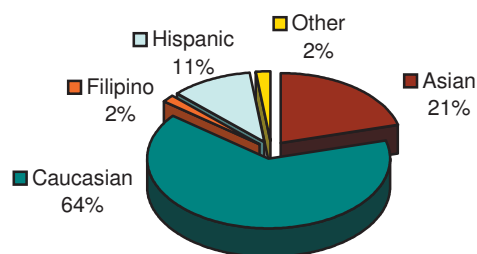
The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born 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.

Mountain Avenue Elementary School, opened in 1967, is located in the community of La Crescenta and serves students in kindergarten through sixth grade. The school is a proud recipient of the 2004 California Distinguished School Award and the 2005 National Blue Ribbon Award. Students from Mountain Avenue Elementary School will move on to Rosemont Middle School and Crescenta Valley High School. Students are known as the Bears and their school colors are blue and gold.

Operating on a traditional calendar system, the educational programs at Mountain Avenue Elementary School are tailored to meet the needs of a changing school population. For the 2004-05 school year, the student population of 619 included 11.5 percent English Language Learners and 6.6 percent eligible for free or reduced-priced meals.

% of Student Enrollment by Ethnicity



#### Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mountain Avenue Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Mountain Avenue 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. At Mountain Avenue Elementary School, those students that exhibit exemplary behavior relating to the "word of the month" are recognized at a weekly flag ceremony. 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						
	Mountain Ave. ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	0	2	9	5489	4903	4882
Suspension (%)	0.00	0.33	1.45	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:

- Academic Chess
- Garden Club
- Great Books Program
- Intervention Language Arts
- Kid's Art
- Korean Language Class
- Math Club
- Primary/Upper Grades Chorus
- Science Adventure Study Skills
- Spanish Language Class
- Spirit Squad
- Student Council
- Write Time for Kids

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:

- Bear Facts Reading
- Geography Bee
- Math Club Award
- Perfect Attendance
- Presidential Academic Awards
- Presidential Fitness Award
- Reflections Art
- Spelling Bee
- Spirit Points
- Weekly Character Awards

### School Leadership

Leadership at Mountain Avenue Elementary School is a responsibility shared among District administration, the principal, school administration, instructional staff, students, and parents. Principal Gracella Gibbs has led the school for six years, backed by more than 33 years of educational experience. The school's Leadership Team, comprised of teachers, classified staff, 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
- Parent Teacher Association
- Strategic Planning Team
- Grade Level Committees
- Leadership Team
- Student Council
- Emergency Preparedness
- Literacy Team
- Beautification Committee
- Mountain Avenue Foundation
- Textbooks Committee
- Technology Committee
- Recycling Committee
- Math Team
- Science Team
- Social Committee
- Spelling and Geography Bee
- Playground and Facilities

### Community Involvement

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

- Parent Teacher Association (PTA)
- Korean Mothers Club
- Mountain Avenue Foundation
- La Canada City Council
- Crescent Valley Town Council
- Parent Volunteers

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 619 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 clerical staff. Parents are advised of absences through phone calls 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 Mountain Avenue Elementary School exceeded State requirements as specified in the California Education Code. Kindergarten classes are now extended day classes. For the 2004-05 school year, Mountain Avenue Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back-to-School Night, Open House, last day of school report card, and parent conferences.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,237
1st-3rd	50,400	50,710
4th-6th	54,000	54,376

Each Thursday is a "Banking Day." Students are dismissed an hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time to meet once by grade level and for a full faculty meeting. The other two "Banking Days" are used for staff development or classroom planning.

### Class Size

Mountain Avenue Elementary School maintained a schoolwide average class size of 24 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.

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 Mountain Avenue Elementary School participated in CSR.

	Class Size Distribution											
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
K	19	20	19	3	3	4	0	0	0	0	0	0
1st	20	20	20	3	3	4	0	0	0	0	0	0
2nd	19	20	20	5	4	4	0	0	0	0	0	0
3rd	20	20	20	4	5	4	0	0	0	0	0	0
4th	32	36	35	0	0	0	2	0	0	0	2	3
5th	34	36	30	0	0	0	0	0	3	2	2	0
6th	32	32	32	0	0	0	2	3	3	1	0	0
K-3	15	20	18	1	2	1	0	0	0	0	0	0
4th-6th	32	36	0	0	0	0	1	0	0	0	1	0

### School Facilities & Safety

Built in 67, Mountain Avenue Elementary School is situated on 5.11 acres. School facilities consist of 27 classrooms, a library, a computer lab, a cafeteria, administrative offices, a kindergarten play yard, grassy fields, and a blacktop playground. Measure K project funds made it possible for Mountain Avenue to improve the facilities of the school. Projects included upgrading electrical systems and wiring to accommodate advanced technology, adding six modular classrooms, new roofing, and improving handicap accessibility (ongoing). 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 Mountain Avenue 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, teachers and aides 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. Mountain Avenue Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in March 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 roofing and 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 Mountain Avenue 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). Mountain Avenue 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. Complete 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
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
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	100	100	100	Percent Tested	100	100	100
API Score	873	910	906	API Growth Score	900	911	936
Growth Target	*	*	*	Actual Growth	27	1	30
Statewide Rank	10	10	10	Eligible for Awards	<i>Not funded</i>		
Similar Schools Rank	8	9	9	Eligible for II/USP			
<b>Subgroups</b>							
<b>Asian</b>							
Base API Score	895	936	927	API Growth Score	923	937	
Growth Target	*	*	*	Actual Growth	28	1	
<b>Caucasian</b>							
Base API Score	866	906	905	API Growth Score	897	908	
Growth Target	*	*	*	Actual Growth	31	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.

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

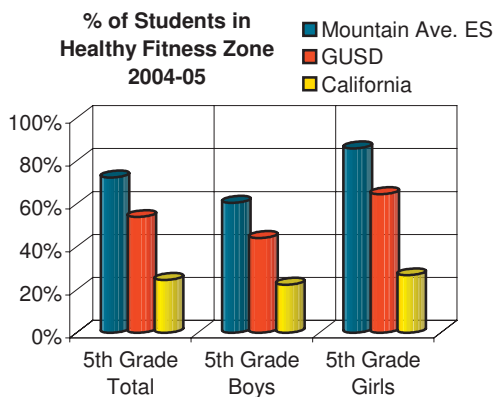
	2003	2004	2005
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

#### 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, Mountain Avenue 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	76	72	82	81	76	89			
Females	82	76	81	84	79	86			
Males	71	70	83	79	74	93			
English Learners	67	67	82	71	53	88			
Non English Learners	79	74	82	84	81	89			
Special Education		59			71				
Asian	94	83	95	100	83	100			
Caucasian	78	73	81	83	76	89			
Hispanic or Latino	50			56					
<b>Third Grade</b>									
All Students	81	75	69	89	84	84			
Females	95	79	73	95	89	80			
Males	68	69	67	83	78	87			
English Learners		27	38		73	69			
Non English Learners	82	80	74	89	85	86			
Special Education	73		50	82		89			
Asian	69	90	84	94	100	95			
Caucasian	84	74	67	86	80	83			
Hispanic or Latino		53			73				
<b>Fourth Grade</b>									
All Students	75	82	87	82	83	85			
Females	88	90	90	86	85	88			
Males	64	73	84	80	80	82			
English Learners									
Non English Learners	79	87	93	81	84	88			
Special Education									
Asian	63	71	96	94	81	100			
Caucasian	77	85	89	81	83	86			
Hispanic or Latino			64			57			
<b>Fifth Grade</b>									
All Students	66	76	88	81	88	95	64	85	
Females	77	84	90	80	93	98	65	88	
Males	56	67	87	84	84	91	63	83	
English Learners	23			54					
Non English Learners	74	77	92	86	88	94	66	87	
Special Education									
Asian	61	69	76	83	94	90	44	76	
Caucasian	68	77	92	83	87	95	69	88	
Hispanic or Latino									
<b>Sixth Grade</b>									
All Students	71	73	80	79	78	84			
Females	73	71	80	84	71	89			
Males	69	74	79	75	85	79			
English Learners									
Non English Learners	77	80	82	82	83	84			
Special Education									
Asian	64	68	76	76	82	90			
Caucasian	70	73	81	79	77	83			
Hispanic or Latino									

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



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.

Mountain Avenue 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 Curriculum Alignment, Writing Strategies, “Write...from the Beginning,” Korean Culture, Differentiated Instruction, IEP, Hands-On Science, Multi-Grade Level Articulation, and Emergency Preparation, including CPR.

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, staffed by a part-time library assistant and volunteers, is stocked with thousands of books that are available for students to check out. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Mountain Avenue Elementary School contains a minimum of two computers. The school’s computer lab, staffed by a part-time technology assistant and volunteers, offers 36 individual computer stations with access to the Internet, color printers, and LCD projectors. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on classroom computers or through the school’s computer lab on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

	Computer Resources		
	2002-03	2003-04	2004-05
Computers	93	88	88
Students per computer	6.1	7.0	7.0
Classrooms connected to Internet	23	24	24

### Counseling & Other Support Services

It is the goal of Mountain Avenue 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
Nurse	1	0.2
Psychologist	1	0.3
Resource Specialist	1	1.0
Speech/Language Specialist	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.

Mountain Avenue 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 Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

Students at Mountain Avenue Elementary School are identified as English Learners through the Home Language Survey (HLS) form and the California English Language Development Test (CELDT). Identified students are assigned to teachers who can accommodate English Language Learners and support their acquisition of English. Teachers at Mountain Avenue Elementary School either hold or are earning additional certification in methods for teaching students whose primary language is not English. This allows English Language Development to be integrated into the daily classroom experience. Students receive core instruction in all content areas, including English Language Development (ELD). English Language Learners are tested 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. Mountain Avenue 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 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

GUSD	Statewide Average	
	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 Mountain Avenue Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Gracella Gibbs at (818) 248-7766.