

La Crescenta Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

School Contact Information (School Year 2019—20)	
School Name	La Crescenta Elementary
Street	4343 La Crescenta Ave.
City, State, Zip	La Crescenta, Ca, 91214-3806
Phone Number	818-249-3187
Principal	Dr. Josephine Bixler, Principal
Email Address	jbixler@gusd.net
County-District-School (CDS) Code	19645686013734

Last updated: 12/29/2019

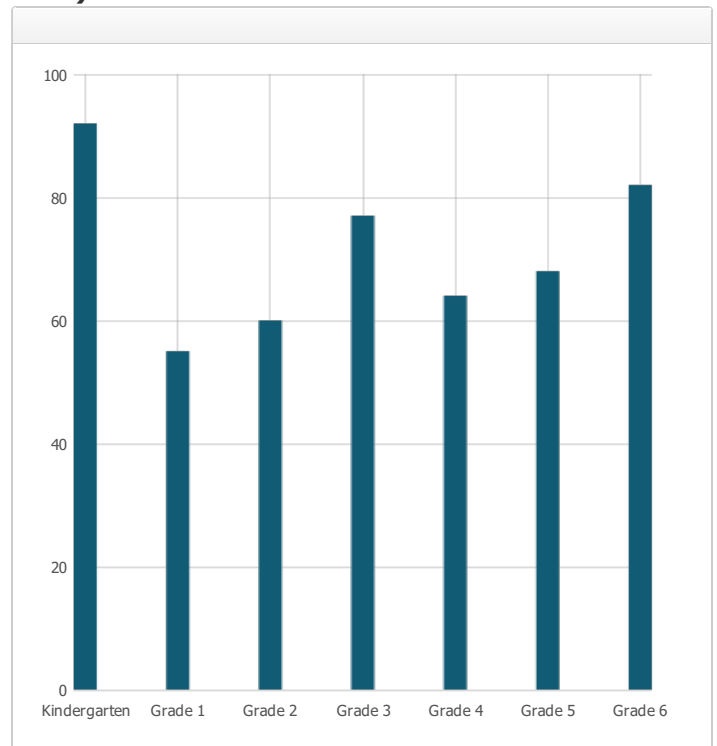
School Description and Mission Statement (School Year 2019—20)

La Crescenta Elementary School, a nurturing, multicultural learning community, guarantees that all students will master basic skills, use problem solving strategies, and become self directed life-long learners by providing an active learning environment and equal access to the curriculum.

Last updated: 12/29/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	92
Grade 1	55
Grade 2	60
Grade 3	77
Grade 4	64
Grade 5	68
Grade 6	82
Total Enrollment	498



Last updated: 12/29/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	0.20 %
Asian	21.70 %
Filipino	5.60 %
Hispanic or Latino	17.90 %
Native Hawaiian or Pacific Islander	%
White	51.60 %
Two or More Races	2.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.00 %
English Learners	17.30 %
Students with Disabilities	9.20 %
Foster Youth	0.20 %
Homeless	4.40 %

A. Conditions of Learning

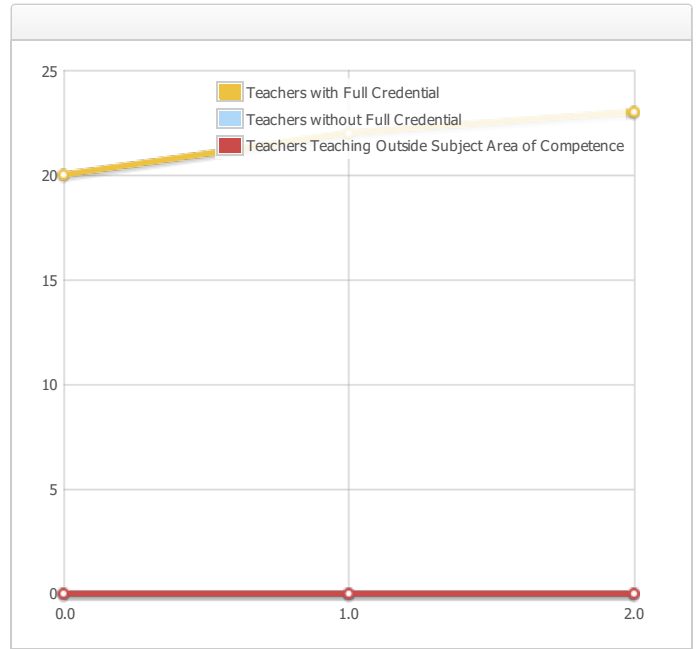
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	20	22	23	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	63



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced 2019 Springboard 2019	Yes	0.00 %
Mathematics	EnVision Math/2017	Yes	0.00 %
Science	MacMillan McGraw Hill – California Science/2007	Yes	0.00 %
History-Social Science	McMillan McGraw Hill – California Vistas/2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/29/2019

School Facility Conditions and Planned Improvements

Our school was constructed in the 1920s and renovated in 2004 through Measure K modernization funds. It is situated on 2.97 acres and is comprised of 26 classrooms, a library, cafeteria, lunch shelter, administrative offices, grassy fields, blacktop playground, and a kindergarten play yard. During the 2005–2006 school year, a mural was painted in the auditorium, new curtains were purchased, and landscaping was installed. During the 2006–2007 school year the stage was redone. In 2007-08 the Distinguished Schools mural was added to the outside of the library and the diversity wall was painted on the playground. New white boards were installed in classrooms where needed. Wiring and lighting improvements in the auditorium were improved in 2009. An additional handball court on the playground was added during the 2009-10 school year. The lunch shelter mural was repainted this 2013 through donations from Foundation, PTA and ASB. With ORG funds, a new two story building was constructed in 2018 which provided 16 new classrooms and got rid of all the bungalows.

Last updated: 12/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	63%	60%	63%	61%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	56%	61%	53%	50%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/29/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	283	100.00%		59.72%
Male	152	152	100.00%		56.58%
Female	131	131	100.00%		63.36%
Black or African American					
American Indian or Alaska Native					
Asian	66	66	100%		74.24%
Filipino	14	14	100.00%		78.57%
Hispanic or Latino	48	48	100.00%		47.92%
Native Hawaiian or Pacific Islander					
White	149	149	100.00%		53.69%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	127	127	100.00%		48.82%
English Learners	85	85	100.00%		50.59%
Students with Disabilities	20	20	100.00%		10.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	13	13	100.00%	0.00%	38.46%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/29/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	283	100.00%		61.48%
Male	152	152	100.00%		63.16%
Female	131	131	100.00%		59.54%
Black or African American					
American Indian or Alaska Native					
Asian	66	66	100%		83.33%
Filipino	14	14	100.00%		78.57%
Hispanic or Latino	48	48	100.00%		39.58%
Native Hawaiian or Pacific Islander					
White	149	149	100.00%		57.05%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	127	127	100.00%		51.18%
English Learners	85	85	100.00%		60.00%
Students with Disabilities	20	20	100.00%		10.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	13	13	100.00%	0.00%	30.77%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/29/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/29/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.80%	29.40%	42.60%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parent involvement includes classroom volunteers, a parent docent Meet the Masters art appreciation program, chaperoned field trips, and several leadership organizations for parents such as PTA, Foundation, School Site Council, and English Language Acquisition Committee. At the beginning of the year, a form called "I Want to Help" is distributed to parents through the Thursday folders seeking volunteers for the classroom and upcoming events. Automated phone messages are recorded for evening phone-out.

State Priority: Pupil Engagement

Last updated: 12/29/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.60%	0.40%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/29/2019

School Safety Plan (School Year 2019—20)

A comprehensive safety plan, updated annually by our safety committee, spells out roles and procedures for fire, earthquake, intruder, and other emergencies. Staff, parents, and students are trained on the updated plan each fall. An emergency bin includes search and rescue supplies, disaster equipment, and enough food and water for several days. Our custodian conducts a monthly inspection of all facilities and grounds and prepares work orders for timely repair and maintenance. The campus is secured during school hours and all visitors sign in through the main office upon presentation of identification.

Last updated: 12/29/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		3	
1	23.00		3	
2	20.00	2	1	
3	28.00		2	
4	34.00			2
5	22.00	1	2	
6	35.00			2
Other**	8.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		3	
1	24.00		2	
2	25.00		3	
3	25.00		3	
4	31.00		2	
5	34.00			2
6	25.00	1	2	
Other**	8.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	25.00		1	
2	26.00		3	
3	26.00		3	
4	32.00		2	
5	33.00			1
6	29.00	1		3
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 12/29/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6195.00	\$706.00	\$5489.00	\$81116.00
District	N/A	N/A	\$5998.00	\$84419.00
Percent Difference – School Site and District	N/A	N/A	-8.86%	-3.99%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-31.05%	-1.57%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2020

Types of Services Funded (Fiscal Year 2018—19)

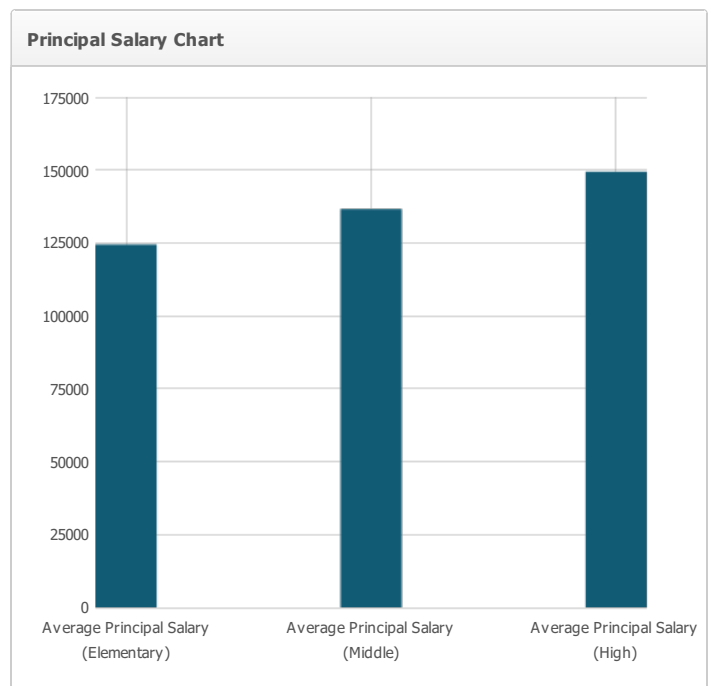
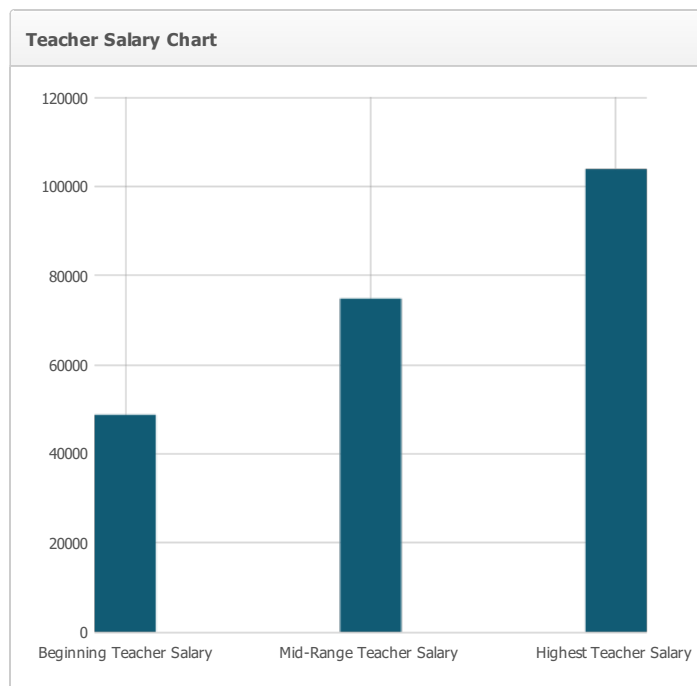
A combination of state and federal funding is used to cover all aspects of our instructional program. Examples of services provided include reading and math tutoring, computerized reading tutorial, and supplementary materials for students learning English. The Gifted And Talented Education (GATE) program for qualified high achievers in upper grades includes opportunities for competitions such as after school classes, Math Field Day and the Invention Convention. Strong PTA and school foundation support is evident in many of our school's supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 12/29/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,718	\$48,612
Mid-Range Teacher Salary	\$74,790	\$74,676
Highest Teacher Salary	\$103,874	\$99,791
Average Principal Salary (Elementary)	\$124,470	\$125,830
Average Principal Salary (Middle)	\$136,644	\$131,167
Average Principal Salary (High)	\$149,424	\$144,822
Superintendent Salary	\$255,000	\$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/29/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

Last updated: 1/13/2020