

La Crescenta Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
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
E-mail Address	jbixler@gusd.net
County-District-School (CDS) Code	19645686013734

Last updated: 1/6/2016

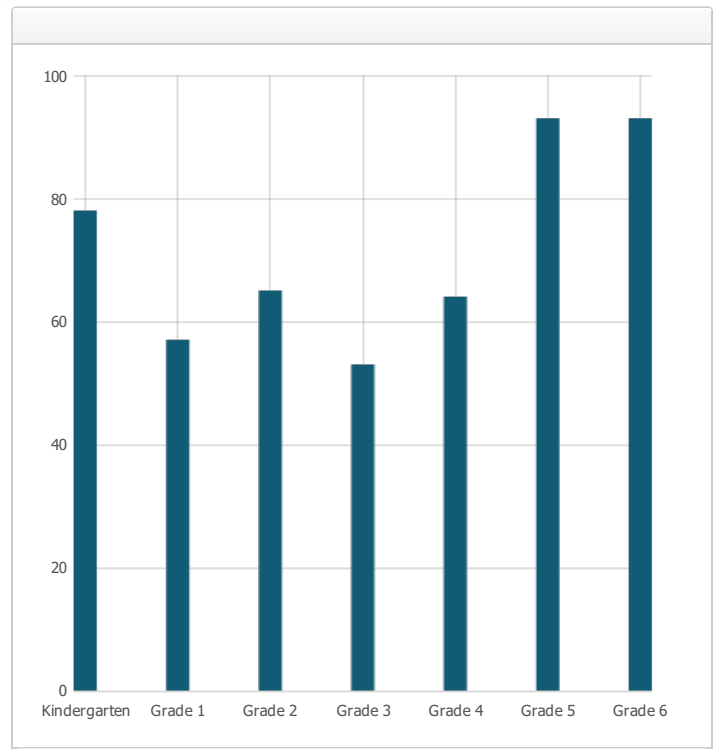
School Description and Mission Statement - Most Recent Year

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: 1/6/2016

Student Enrollment by Grade Level (School Year 2014-15)

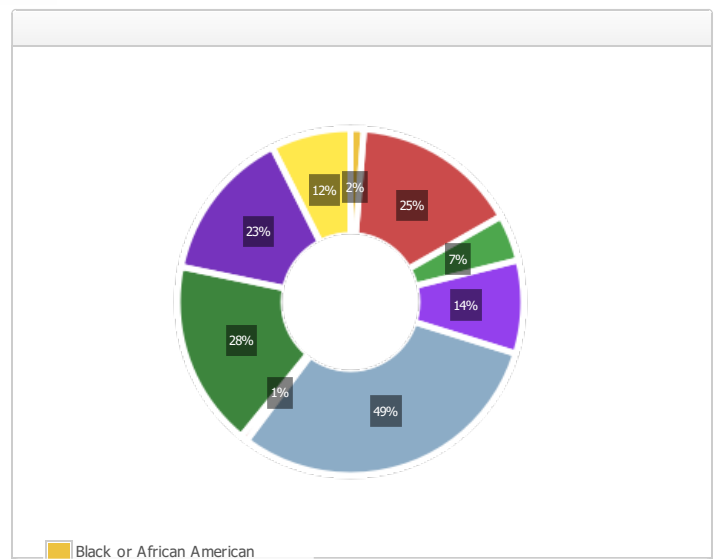
Grade Level	Number of Students
Kindergarten	78
Grade 1	57
Grade 2	65
Grade 3	53
Grade 4	64
Grade 5	93
Grade 6	93
Total Enrollment	503



Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.0 %
Asian	25.4 %
Filipino	7.2 %
Hispanic or Latino	14.1 %
Native Hawaiian or Pacific Islander	0.4 %
White	49.1 %
Two or More Races	1.8 %
Socioeconomically Disadvantaged	28.4 %
English Learners	23.9 %
Students with Disabilities	12.9 %
Foster Youth	0.2 %



Last updated: 1/6/2016

A. Conditions of Learning

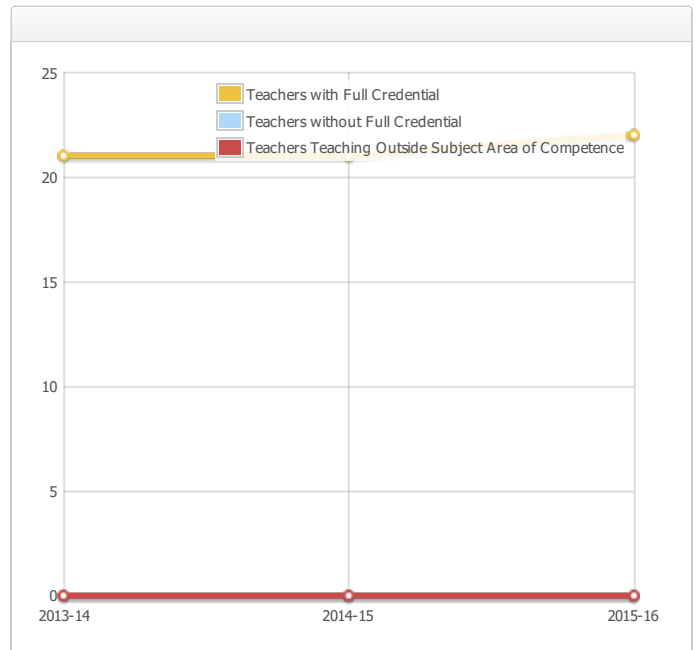
State Priority: Basic

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

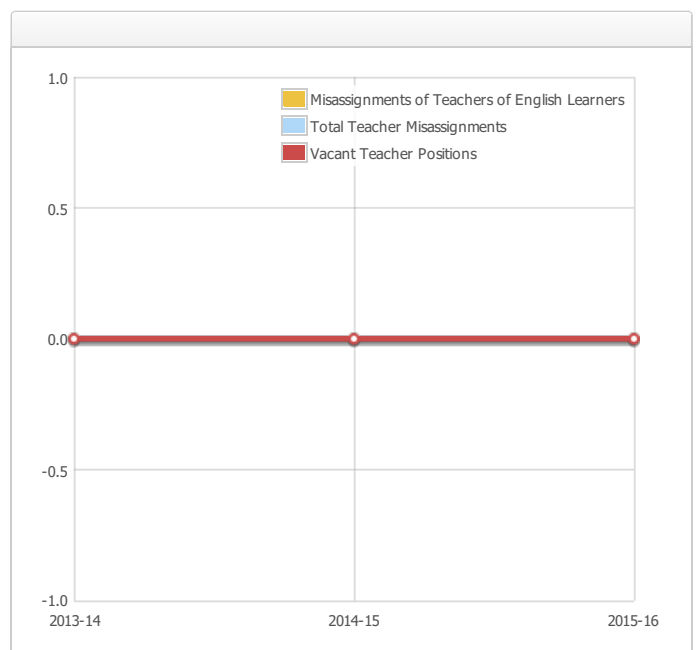
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	21	22	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Harcourt - Excursions/2012 McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	MacMillan McGraw-Hill - Everyday Mathematics/1997	Yes	0.0 %
Science	MacMillan McGraw-Hill - California Science/2007	Yes	0.0 %
History-Social Science	McMillian McGraw-Hill - California Vistas/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/6/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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 in 2013 through donations from Foundation, PTA and ASB. The design process is in place for anticipated future modernization and rebuilding of the bungalow portion of campus with ORG funds.

Last updated: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	stained and missing ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	light cover missing
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	broken toilet paper dispenser in boys' restroom
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	window lock does not work

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	60.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	52	98.1%	10.0%	31.0%	19.0%	40.0%
Male	53	17	32.1%	6.0%	35.0%	24.0%	35.0%
Female	53	35	66.0%	11.0%	29.0%	17.0%	43.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	53	8	15.1%	--	--	--	--
Filipino	53	4	7.5%	--	--	--	--
Hispanic or Latino	53	8	15.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	53	32	60.4%	9.0%	31.0%	16.0%	44.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	53	16	30.2%	13.0%	25.0%	38.0%	25.0%
English Learners	53	16	30.2%	19.0%	38.0%	25.0%	19.0%
Students with Disabilities	53	5	9.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	66	65	98.5%	29.0%	12.0%	25.0%	34.0%
Male	66	41	62.1%	37.0%	12.0%	24.0%	27.0%
Female	66	24	36.4%	17.0%	13.0%	25.0%	46.0%
Black or African American	66	1	1.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	66	18	27.3%	22.0%	17.0%	22.0%	39.0%
Filipino	66	5	7.6%	--	--	--	--
Hispanic or Latino	66	8	12.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	66	33	50.0%	30.0%	12.0%	24.0%	33.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	66	22	33.3%	45.0%	18.0%	18.0%	18.0%
English Learners	66	20	30.3%	50.0%	10.0%	30.0%	10.0%
Students with Disabilities	66	7	10.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	91	94.8%	15.0%	14.0%	37.0%	32.0%
Male	96	54	56.3%	15.0%	22.0%	41.0%	20.0%
Female	96	37	38.5%	16.0%	3.0%	32.0%	49.0%
Black or African American	96	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	33	34.4%	3.0%	9.0%	39.0%	48.0%
Filipino	96	2	2.1%	--	--	--	--
Hispanic or Latino	96	11	11.5%	36.0%	27.0%	36.0%	0.0%
Native Hawaiian or Pacific Islander	96	3	3.1%	--	--	--	--
White	96	39	40.6%	21.0%	15.0%	33.0%	31.0%
Two or More Races	96	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	96	23	24.0%	26.0%	26.0%	35.0%	13.0%
English Learners	96	17	17.7%	29.0%	12.0%	35.0%	24.0%
Students with Disabilities	96	10	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	89	98.9%	12.0%	21.0%	34.0%	33.0%
Male	90	51	56.7%	18.0%	25.0%	29.0%	27.0%
Female	90	38	42.2%	5.0%	16.0%	39.0%	39.0%
Black or African American	90	2	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	90	25	27.8%	4.0%	4.0%	40.0%	52.0%
Filipino	90	8	8.9%	--	--	--	--
Hispanic or Latino	90	14	15.6%	29.0%	29.0%	36.0%	7.0%
Native Hawaiian or Pacific Islander	90	1	1.1%	--	--	--	--
White	90	39	43.3%	15.0%	23.0%	31.0%	31.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	90	25	27.8%	4.0%	40.0%	32.0%	24.0%
English Learners	90	9	10.0%	--	--	--	--
Students with Disabilities	90	15	16.7%	47.0%	20.0%	13.0%	20.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	52	98.1%	17.0%	15.0%	29.0%	38.0%
Male	53	17	32.1%	12.0%	12.0%	41.0%	35.0%
Female	53	35	66.0%	20.0%	17.0%	23.0%	40.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	53	8	15.1%	--	--	--	--
Filipino	53	4	7.5%	--	--	--	--
Hispanic or Latino	53	8	15.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	53	32	60.4%	19.0%	9.0%	31.0%	41.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	53	16	30.2%	19.0%	19.0%	31.0%	31.0%
English Learners	53	16	30.2%	13.0%	38.0%	25.0%	25.0%
Students with Disabilities	53	5	9.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	66	65	98.5%	23.0%	20.0%	29.0%	28.0%
Male	66	41	62.1%	29.0%	17.0%	24.0%	29.0%
Female	66	24	36.4%	13.0%	25.0%	38.0%	25.0%
Black or African American	66	1	1.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	66	18	27.3%	11.0%	17.0%	39.0%	33.0%
Filipino	66	5	7.6%	--	--	--	--
Hispanic or Latino	66	8	12.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	66	33	50.0%	18.0%	27.0%	24.0%	30.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	66	22	33.3%	36.0%	32.0%	18.0%	14.0%
English Learners	66	20	30.3%	40.0%	20.0%	25.0%	15.0%
Students with Disabilities	66	7	10.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	91	94.8%	14.0%	29.0%	24.0%	32.0%
Male	96	54	56.3%	13.0%	31.0%	26.0%	28.0%
Female	96	37	38.5%	16.0%	24.0%	22.0%	38.0%
Black or African American	96	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	33	34.4%	0.0%	18.0%	30.0%	52.0%
Filipino	96	2	2.1%	--	--	--	--
Hispanic or Latino	96	11	11.5%	27.0%	45.0%	27.0%	0.0%
Native Hawaiian or Pacific Islander	96	3	3.1%	--	--	--	--
White	96	39	40.6%	21.0%	33.0%	18.0%	28.0%
Two or More Races	96	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	96	23	24.0%	17.0%	39.0%	22.0%	22.0%
English Learners	96	17	17.7%	24.0%	41.0%	12.0%	24.0%
Students with Disabilities	96	10	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/6/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	89	98.9%	21.0%	16.0%	29.0%	34.0%
Male	90	51	56.7%	27.0%	12.0%	27.0%	33.0%
Female	90	38	42.2%	13.0%	21.0%	32.0%	34.0%
Black or African American	90	2	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	90	25	27.8%	0.0%	4.0%	40.0%	56.0%
Filipino	90	8	8.9%	--	--	--	--
Hispanic or Latino	90	14	15.6%	50.0%	21.0%	29.0%	0.0%
Native Hawaiian or Pacific Islander	90	1	1.1%	--	--	--	--
White	90	39	43.3%	28.0%	13.0%	26.0%	33.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	90	25	27.8%	32.0%	20.0%	20.0%	28.0%
English Learners	90	9	10.0%	--	--	--	--
Students with Disabilities	90	15	16.7%	67.0%	0.0%	13.0%	20.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	74.0%	83.0%	79.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	79.0%
Male	80.0%
Female	78.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	82.0%
Filipino	--
Hispanic or Latino	63.0%
Native Hawaiian or Pacific Islander	--
White	86.0%
Two or More Races	--
Socioeconomically Disadvantaged	72.0%
English Learners	61.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

State Priority: Other Pupil Outcomes

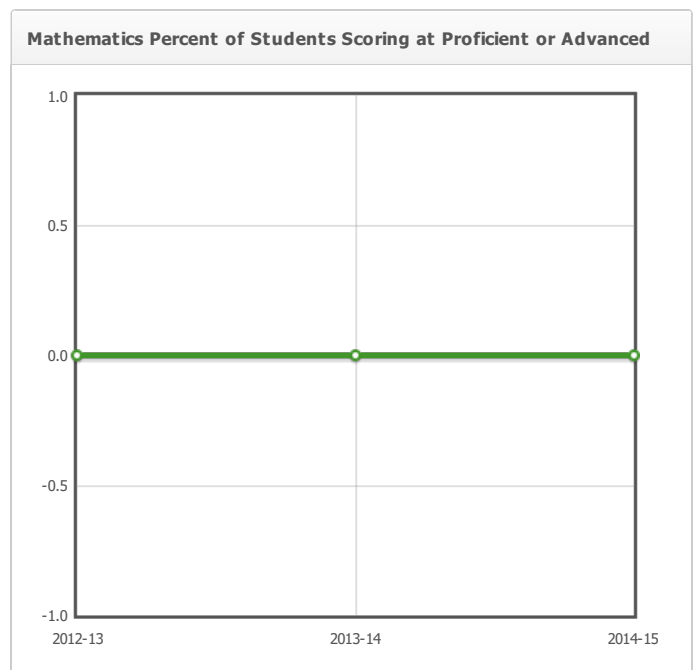
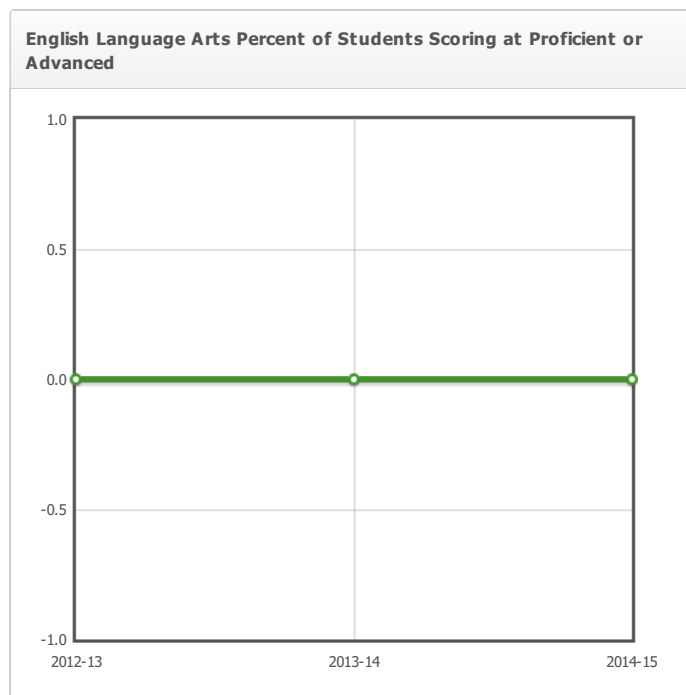
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/6/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.8%	27.2%	40.2%

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.

Last updated: 1/6/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

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. Translators and childcare are provided for PTA and Foundation meetings.

State Priority: Pupil Engagement

Last updated: 1/6/2016

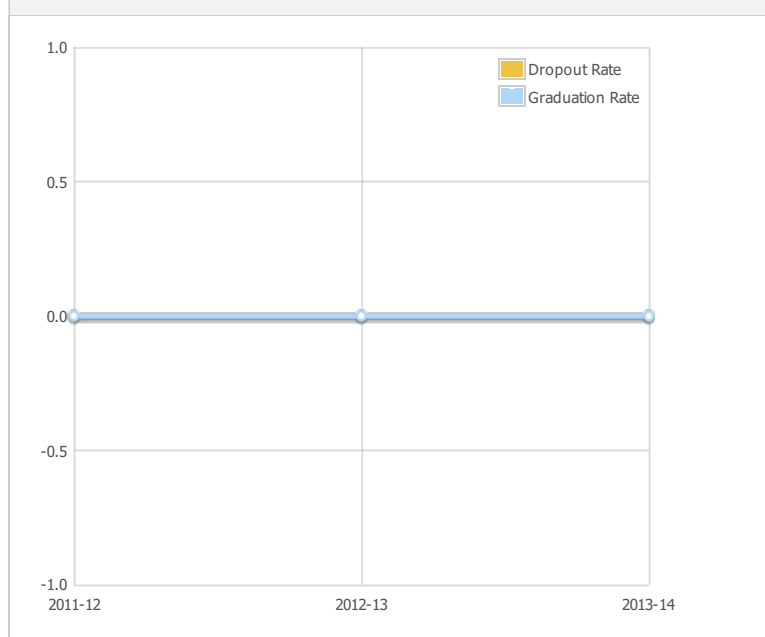
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



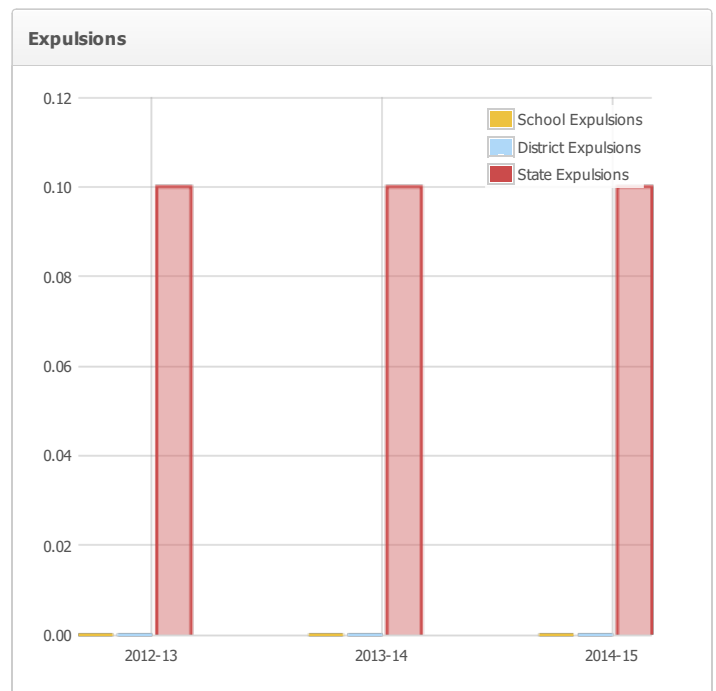
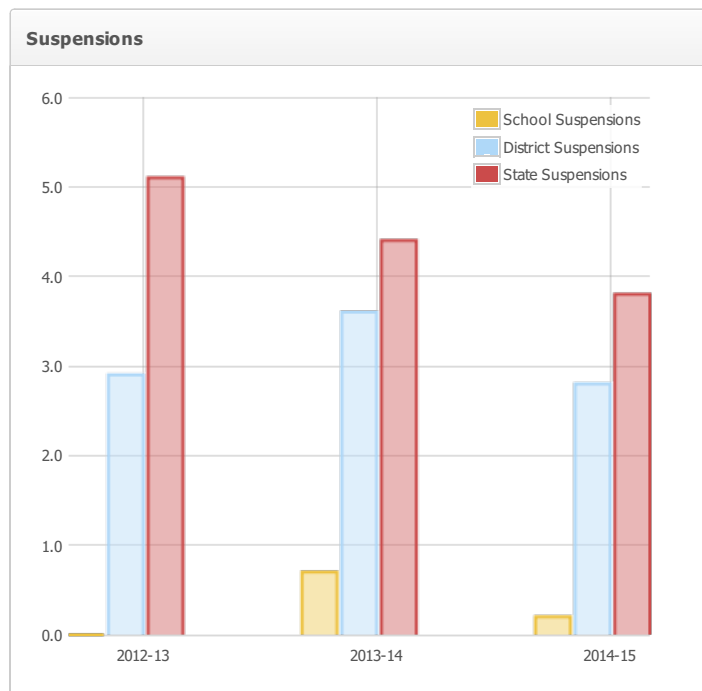
State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.7	0.2	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/6/2016

School Safety Plan - Most Recent Year

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: 1/6/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	23.0	4		24.0	3		20.0	3	1
1	23.0	2		23.0	3		22.0		2
2	25.0	2		27.0	1		26.0		3
3	24.0	3		27.0	3		27.0		2
4	34.0		2	35.0		2	31.0		2
5	36.0		2	35.0		2	35.0		2
6	27.0	2	3	25.0	2	3	28.0	1	3
Other							8.0	1	

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

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5632.0	\$959.0	\$4674.0	\$77786.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/6/2016

Types of Services Funded (Fiscal Year 2014-15)

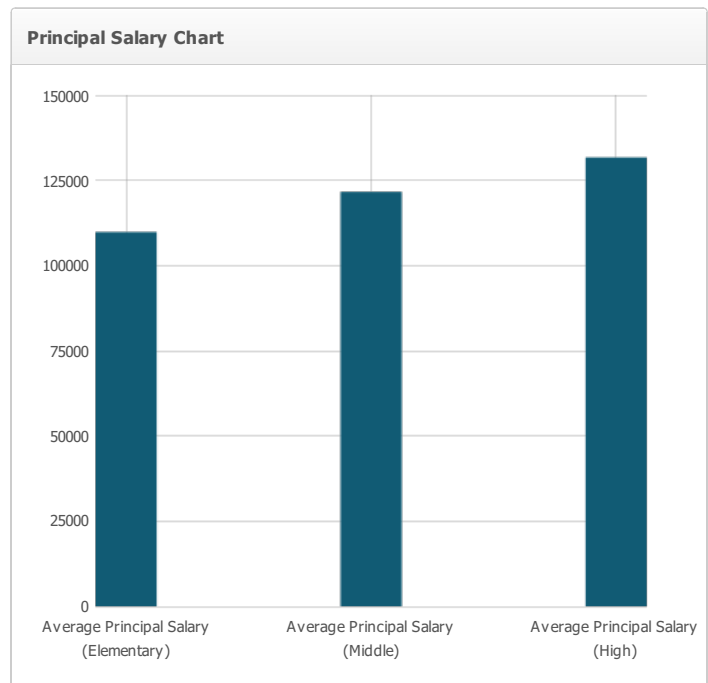
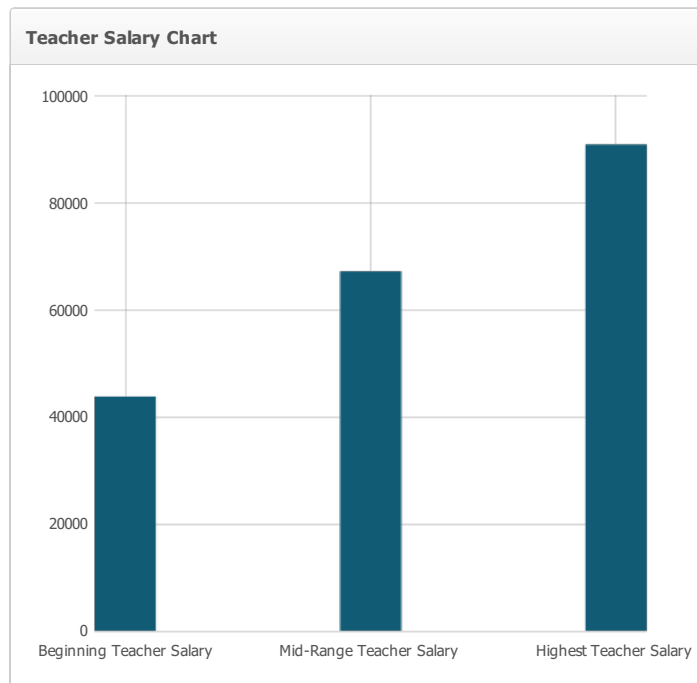
A combination of state and federal funding is used to cover all aspects of our instructional program. Examples of services provided include reading and math tutoring, computerized reading tutorial, and supplementary materials for students learning English. The Gifted And Talented Education (GATE) program for qualified high achievers in upper grades includes opportunities for competitions such as after school classes, Math Field Day and the spelling bee. 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: 1/6/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/6/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or

faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016