

# Crescenta Valley High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/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](#) 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 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Winfred Roberson
<b>E-mail Address</b>	<a href="mailto:wroberson@gusd.net">wroberson@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Crescenta Valley High
<b>Street</b>	2900 Community Ave.
<b>City, State, Zip</b>	La Crescenta, Ca, 91214-3471
<b>Phone Number</b>	818-249-5871
<b>Principal</b>	Dr. Linda Junge, Principal
<b>E-mail Address</b>	<a href="mailto:ljunge@gusd.net">ljunge@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645681932144

*Last updated: 1/17/2017*

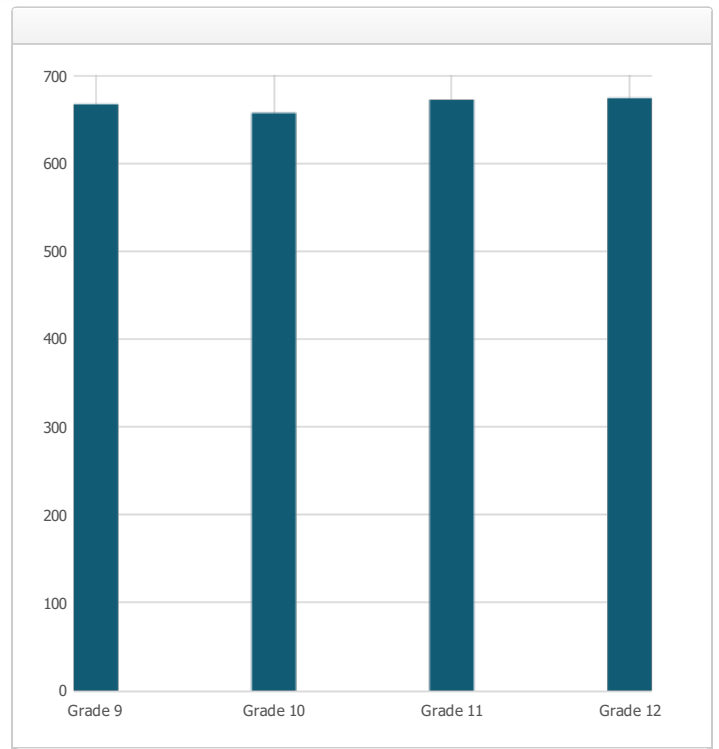
### School Description and Mission Statement (School Year 2016-17)

Crescenta Valley High School, the educational nucleus of our unique foothill community, guarantees our students the opportunity to attain the skills and values necessary to function as responsible and productive members of society, through our safe and caring environment, and our flexible, multicultural, technological instructional program which extends into the global community.

*Last updated: 1/17/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	667
Grade 10	657
Grade 11	672
Grade 12	674
<b>Total Enrollment</b>	<b>2670</b>



*Last updated: 1/17/2017*

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.2 %
Asian	26.3 %
Filipino	3.7 %
Hispanic or Latino	13.6 %
Native Hawaiian or Pacific Islander	0.1 %
White	54.2 %
Two or More Races	1.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	16.9 %
English Learners	5.1 %
Students with Disabilities	8.8 %
Foster Youth	0.1 %

*Last updated: 1/17/2017*

## A. Conditions of Learning

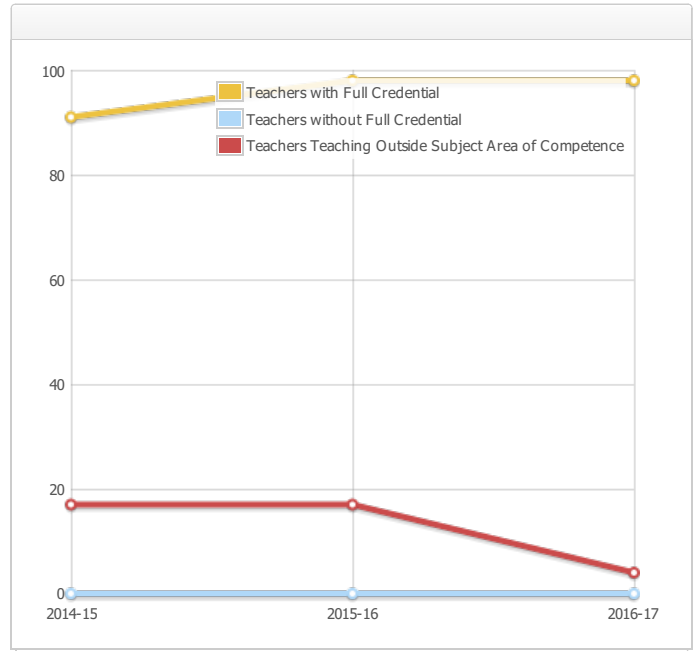
### State Priority: Basic

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

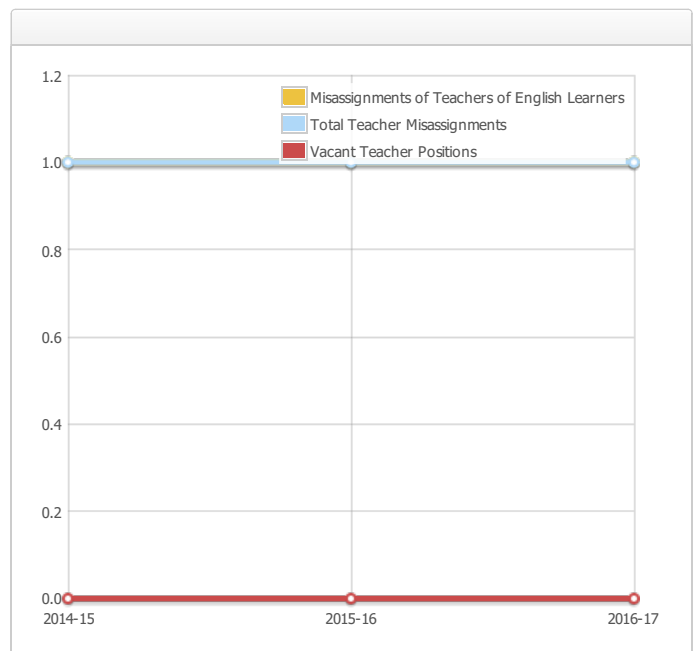
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	91	98	98	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	17	17	4	35



Last updated: 1/24/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
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: 1/24/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	99.0%	2.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

*Last updated: 1/24/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winson - English: Holt Literature/2003 McDougal Littell - World Literature/2008 Holt, Rinehart & Winston - Adventures in American Literature/2003 Hampton, Brown - Edge/Reading, Writing & Language/2010	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015 Houghton Mifflin Co. - Algebra 1/2000 Holt, Rinehart & Winston - Algebra 2/2008 McDougal Littell - Pre-Algebra/2009 Addison Wesley - Intro to Statistics by De Veaux, Velleman, Bock/2009 Glencoe/McGraw-Hill - Geometry Concepts & Skills/2008 Pearson - Trigonometry/2005 W.H. Freeman & Co. - The Practice of Statistics Yates, Moore & Starnes/2009	Yes	0.0 %
Science	Thomas - College Physics, Serway/Faughn/2007 Glencoe - Chemistry: Matter & Change, CA edition/2007 McDougal Littell - Earth Science Spalding, Namowitz/2007 Wiley - Anatomy & Physiology from Science to Life/2007 Prentice Hall - Biology California/2007	Yes	0.0 %
History-Social Science	Prentice Hall - California World History/The Modern World/2006 Holt, Rinehart & Winston - California American Anthem/Modern American/2006 Prentice/Pearson - Macgruder's American Government/2006 Glencoe/McGraw-Hill - Economics: Principles & Practices/2006	Yes	0.0 %
Foreign Language	Glencoe - Bon Voyage/2005 McDougal Littell - En Espanol/2005	Yes	0.0 %

Health	Holt - Lifetime Health/2004	Yes	0.0 %
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: 1/17/2017*

## School Facility Conditions and Planned Improvements

Crescenta Valley High School, originally constructed in 1946, is currently situated on 18 acres and comprised of 110 classrooms, a library, three computer labs, two gymnasiums, an auditorium, a cafeteria, a pool, basketball, handball, and tennis courts, field facilities, and administrative offices. A \$45 million renovation and renewal project, funded through Measure K, was completed in 2001. Students and staff now benefit from two new classroom building, a library-career-media center, an additional gymnasium, as well as extensive upgrades to all existing classrooms and landscaping.

Crescenta Valley High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on keeping the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

For the 2011-2012 school year, Glendale Unified School District passed a bond measure to bring in technology upgrades, solar panels for energy efficiency and science lab upgrades. The extensive upgrades and construction began in the fall of 2012.

*Last updated: 1/17/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Cafeteria walls need paint
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	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Exemplary
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*Last updated: 1/17/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	83.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	62.0%	62.0%	49.0%	51.0%	34.0%	36.0%

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.

*Last updated: 1/17/2017*



**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	665	641	96.4%	83.1%
Male	339	328	96.8%	79.2%
Female	326	313	96.0%	87.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	170	167	98.2%	90.4%
Filipino	28	28	100.0%	82.1%
Hispanic or Latino	110	106	96.4%	70.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	345	328	95.1%	83.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	118	91.5%	65.8%
English Learners	24	16	66.7%	33.3%
Students with Disabilities	60	55	91.7%	34.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	666	641	96.3%	61.9%
Male	339	329	97.1%	59.9%
Female	327	312	95.4%	64.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	170	167	98.2%	87.4%
Filipino	28	28	100.0%	53.6%
Hispanic or Latino	111	108	97.3%	37.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	345	326	94.5%	59.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	120	92.3%	45.0%
English Learners	24	16	66.7%	50.0%
Students with Disabilities	60	55	91.7%	16.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	78.0%	67.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

*Last updated: 1/17/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	665	638	95.9%	67.2%
Male	338	322	95.3%	67.4%
Female	327	316	96.6%	67.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	179	173	96.7%	79.2%
Filipino	24	24	100.0%	66.7%
Hispanic or Latino	86	82	95.4%	48.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	358	344	96.1%	65.4%
Two or More Races	13	11	84.6%	72.7%
Socioeconomically Disadvantaged	116	112	96.6%	53.6%
English Learners	26	23	88.5%	26.1%
Students with Disabilities	59	55	93.2%	14.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/17/2017*

**Career Technical Education Programs (School Year 2015-16)**

Crescenta Valley High school offers a number of classes to focus student attention on the future. The Health & Science Academy is a California Partnership Academy with a strong Biotechnology emphasis. Students graduate from the Academy ready to pursue college educations in science and medicine. Robotics and Graphic Arts are additional programs that offer student an opportunity to engage in hands-on learning with many options for the future. We have developed a number of "Industry Approved Certification Programs" to assist our students in getting jobs, internships, and college acceptance. Notice that this is not a school certificate, but rather certificates tested and approved by the industries themselves, standards provided by them and tested through them. We are working on articulation with middle schools and colleges. We also provide "Saturday Academy" experiences through CSUN in several technology areas. (Digital manufacturing, Entrepreneurship, Web Design, Animation and Graphic Design).

*Last updated: 1/17/2017*

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	875
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	26.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/17/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.3%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	68.9%

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.5%	11.7%	70.4%

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: 1/17/2017

## 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 (School Year 2016-17)

Unique and special to Crescenta Valley High School are the numerous parent booster clubs and organizations that actively support student achievement, the visual and performing arts program, and athletics. These clubs are instrumental in fund-raising and providing support for students and staff. Parents participate in a wide variety of committees including Prom Plus, School Site Council, and the Parent, Teacher, Student Association (PTSA). The involvement of parents is instrumental to the success of the school.

### State Priority: Pupil Engagement

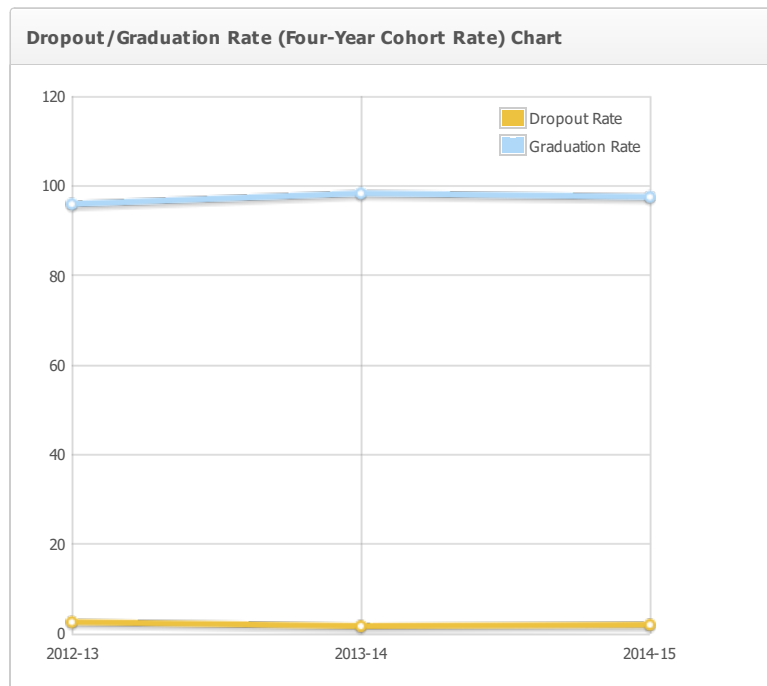
*Last updated: 1/17/2017*

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.6%	1.7%	2.0%	4.5%	4.1%	5.6%	11.4%	11.5%	10.7%
Graduation Rate	95.90	98.30	97.50				80.44	80.95	82.27



*Last updated: 1/17/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	99	89	85
Black or African American	100	88	77
American Indian or Alaska Native	67	83	75
Asian	100	99	99
Filipino	96	85	97
Hispanic or Latino	100	82	84
Native Hawaiian or Pacific Islander	100	100	85
White	97	90	87
Two or More Races	100	87	91
Socioeconomically Disadvantaged	100	92	77
English Learners	65	64	51
Students with Disabilities	100	65	68
Foster Youth	--	--	--

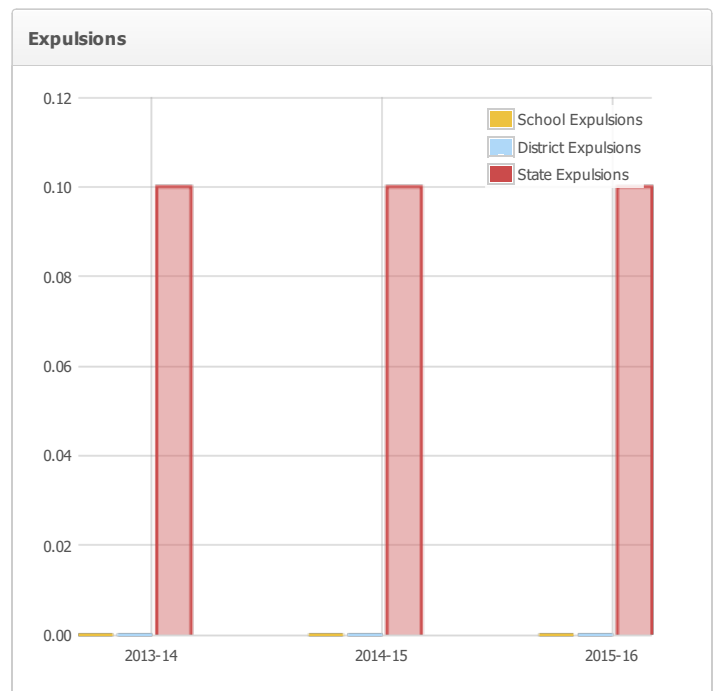
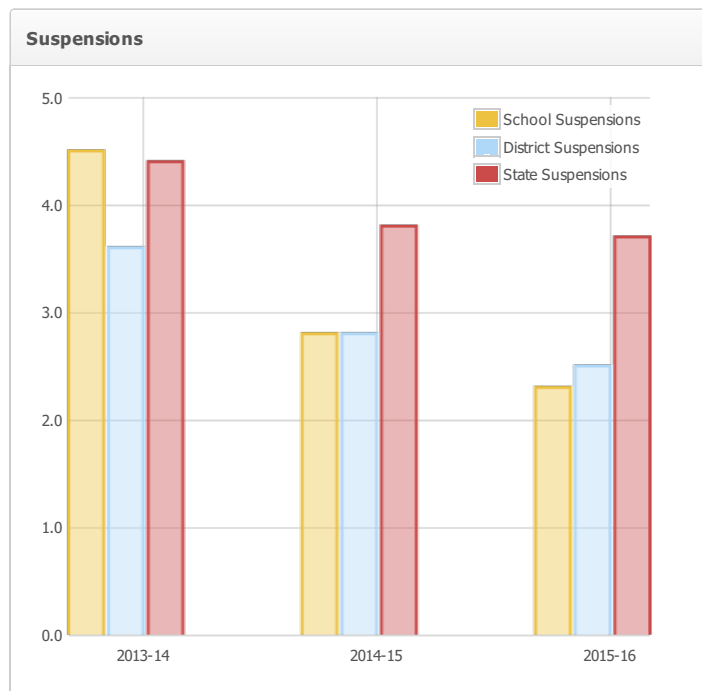
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.5	2.8	2.3	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

Safety of students and staff is of utmost concern at Crescenta Valley High School. Administrators, teachers, security personnel, and a School Resource Officer from Los Angeles County Sheriff's Department ensure student safety by monitoring students at snack, lunch, and before and after school on campus as well as at various school-sponsored functions. While the school welcomes visits by parents, community members, and former students, anyone wishing to be on the campus during school hours must report to the main office, get approved by an administrator, and display a visitor's pass while on the campus.

The Safe School/Safety Plan is updated and revised every spring by the school's Safety Committee. Once revised, the Safe School Plan is presented to the School Site Council for approval and shared with staff, students, and community members. Key elements of the plan include disaster preparedness procedures, violence prevention programs, procedures for safe ingress and egress from school, drug prevention programs, health education programs, anger management programs, and attendance monitoring procedures.

Students and staff participate in monthly drills in preparation for real emergencies. These drills include fire drills, Duck, Cover and Hold (DCH), and disaster evacuation drills. Evacuation routes/maps for fire and disaster drills are reviewed and shared with students in each classroom and are posted in a prominent place in the classroom. Once a year, the school conducts a full disaster drill that simulates search and rescue of injured/trapped students and staff, first aid, crisis counseling, and releasing students to parents.

Last updated: 1/17/2017



## 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.

### Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

*Last updated: 1/17/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	23	18	60	29.0	22	19	57	31.0	30	25	50
Mathematics	32.0	10	18	57	32.0	10	16	58	33.4	15	10	57
Science	33.0	5	12	53	33.0	5	13	50	31.9	10	19	43
Social Science	33.0	7	15	53	33.0	8	7	55	32.7	10	19	40

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	600.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	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: 1/17/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5921.0	\$616.0	\$5305.0	\$90322.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	-0.1%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/17/2017

## Types of Services Funded (Fiscal Year 2015-16)

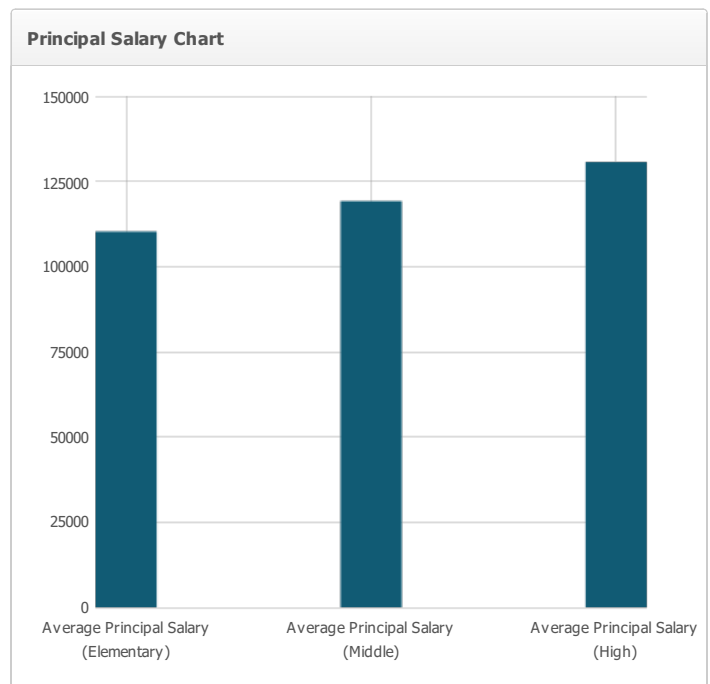
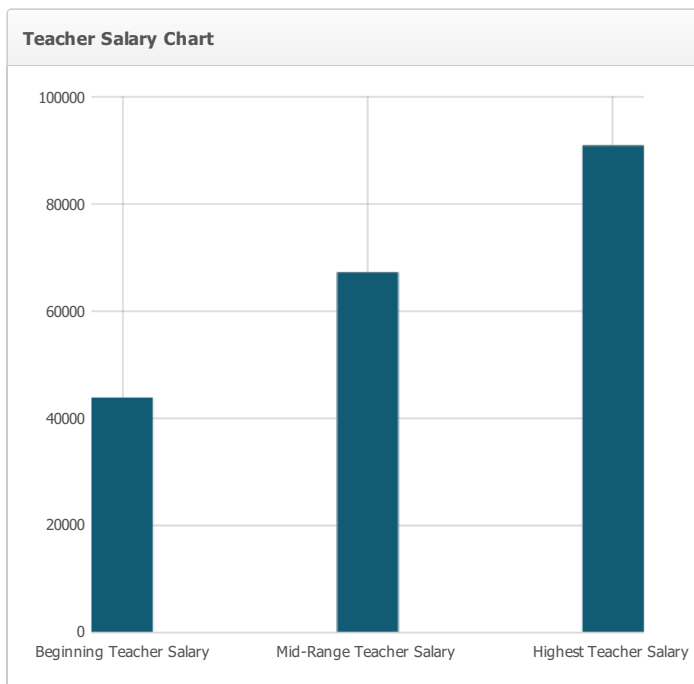
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong Parent, Teacher, Student Association (PTSA) and booster club support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

*Last updated: 1/17/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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: 1/17/2017*

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	6	N/A
All Courses	23	--

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/27/2017*

## Professional Development

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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: 1/17/2017*