

La Crescenta Elementary

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)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2016-17)	
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: 1/19/2017

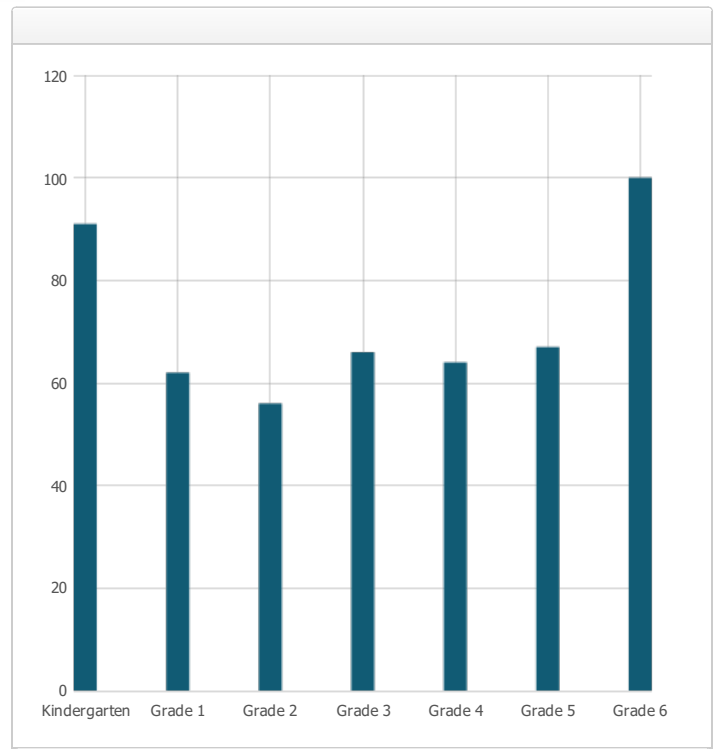
School Description and Mission Statement (School Year 2016-17)

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: 1/19/2017

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	62
Grade 2	56
Grade 3	66
Grade 4	64
Grade 5	67
Grade 6	100
Total Enrollment	506



Last updated: 1/19/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.0 %
Asian	24.7 %
Filipino	5.5 %
Hispanic or Latino	15.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	51.4 %
Two or More Races	2.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.6 %
English Learners	26.5 %
Students with Disabilities	11.7 %
Foster Youth	0.0 %

Last updated: 1/19/2017

A. Conditions of Learning

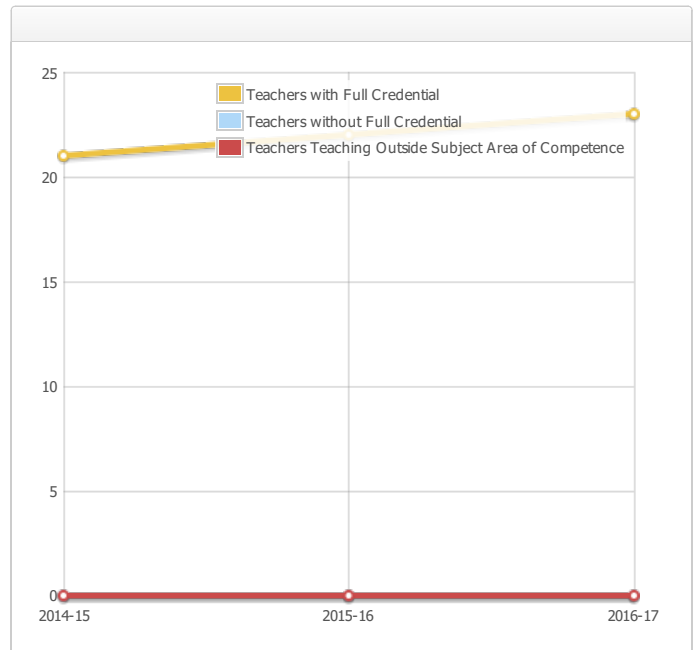
State Priority: Basic

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

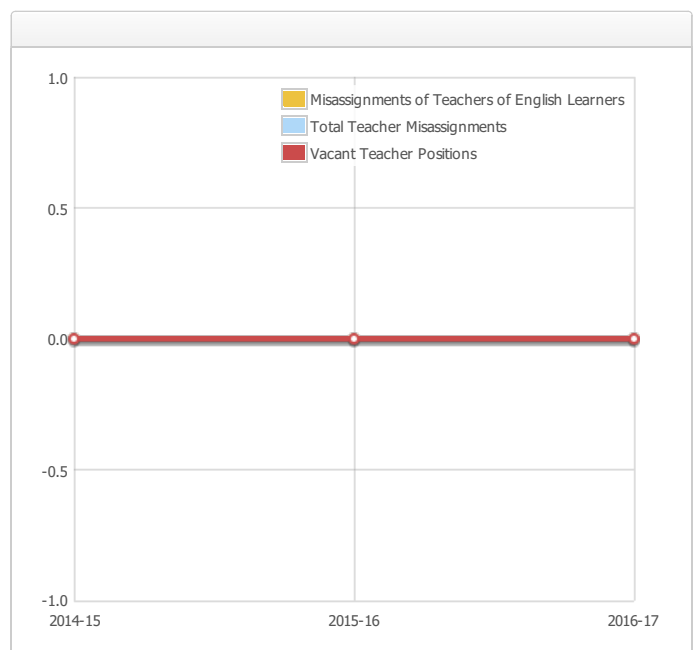
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	22	23	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

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

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	100.0%	0.0%
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	Houghton Mifflin/Harcourt - Excursions/2012 McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015	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)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

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 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: 1/19/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Wall needs paint in 1104
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Loose faucet in boy's restroom
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: July 2016

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/19/2017

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)	64.0%	66.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	60.0%	63.0%	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: 1/19/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.5%	66.2%
Male	31	30	96.8%	63.3%
Female	35	35	100.0%	68.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.8%	65.2%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	70.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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: 1/19/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.0%	71.4%
Male	25	25	100.0%	56.0%
Female	38	38	100.0%	81.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	38	100.0%	73.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	55.6%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	46.7%
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: 1/19/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.5%	55.2%
Male	42	42	100.0%	47.6%
Female	26	25	96.2%	68.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	60.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	22.7%
English Learners	18	18	100.0%	--
Students with Disabilities	--	--	--	--
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: 1/19/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	100	99.0%	68.7%
Male	57	57	100.0%	66.7%
Female	44	43	97.7%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.4%	81.1%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.0%	69.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	62.1%
English Learners	14	13	92.9%	38.5%
Students with Disabilities	15	15	100.0%	21.4%
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: 1/19/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.5%	72.3%
Male	31	30	96.8%	73.3%
Female	35	35	100.0%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.8%	82.6%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	73.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	83.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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: 1/19/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.0%	61.9%
Male	25	25	100.0%	48.0%
Female	38	38	100.0%	71.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	38	100.0%	63.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	20.0%
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: 1/19/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.5%	58.2%
Male	42	42	100.0%	52.4%
Female	26	25	96.2%	68.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	65.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	60.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	31.8%
English Learners	18	18	100.0%	16.7%
Students with Disabilities	--	--	--	--
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: 1/19/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	100	99.0%	61.0%
Male	57	57	100.0%	61.4%
Female	44	43	97.7%	60.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.4%	86.5%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.0%	54.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	51.7%
English Learners	14	13	92.9%	30.8%
Students with Disabilities	15	15	100.0%	--
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: 1/19/2017

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%	79.0%	78.0%	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: 1/19/2017

**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	68	65	95.6%	78.5%
Male	42	40	95.2%	72.5%
Female	26	25	96.2%	88.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	20	20	100.0%	80.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	34	32	94.1%	84.4%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	22	21	95.5%	57.1%
English Learners	18	17	94.4%	35.3%
Students with Disabilities	--	--	--	--
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: 1/19/2017

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
5	22.4%	34.3%	25.4%

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: 1/19/2017

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)

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: 1/19/2017

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

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

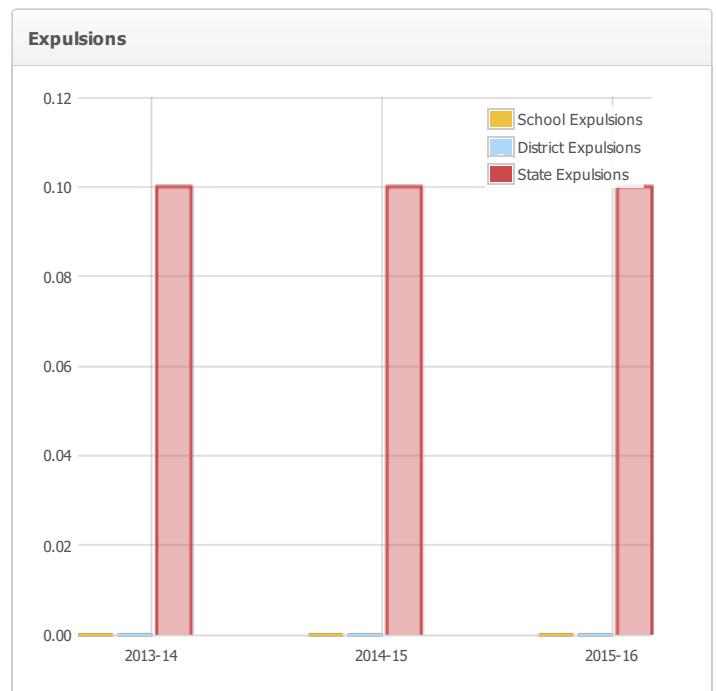
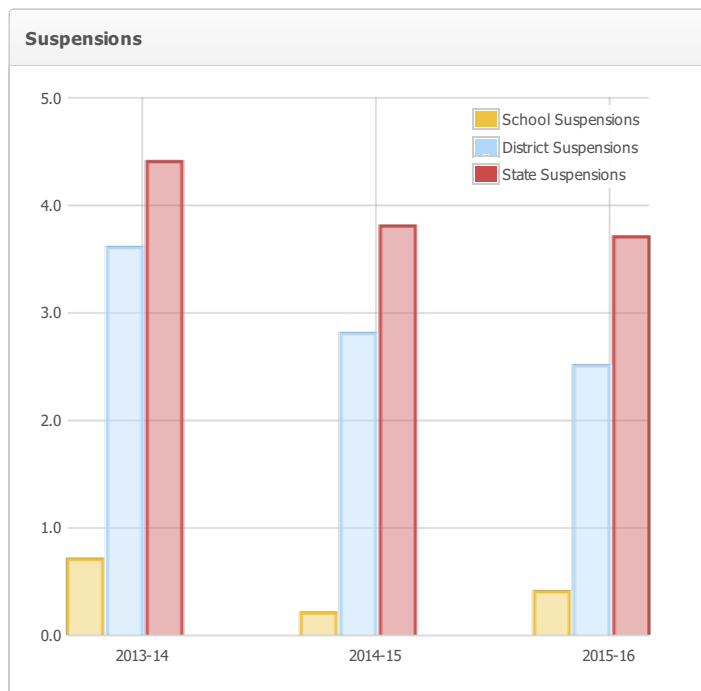
State Priority: School Climate

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	0.7	0.2	0.4	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: 1/19/2017

School Safety Plan (School Year 2016-17)

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: 1/19/2017

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: 1/19/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	3	0	20.0	3	1	0	22.3	2	1	0
1	23.0	0	3	0	22.0	0	2	0	20.7	3	0	0
2	27.0	0	1	0	26.0	0	3	0	23.7	0	2	0
3	27.0	0	3	0	27.0	0	2	0	24.3	0	3	0
4	35.0	0	0	2	31.0	0	2	0	23.5	1	0	2
5	35.0	0	0	2	35.0	0	0	2	32.0	0	0	2
6	25.0	2	0	3	28.0	1	0	3	31.0	1	0	2
Other	0.0	0	0	0	8.0	1	0	0	25.0	0	1	0

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

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		
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: 1/19/2017

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	\$5986.0	\$1125.0	\$4861.0	\$81382.0
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: 1/19/2017

Types of Services Funded (Fiscal Year 2015-16)

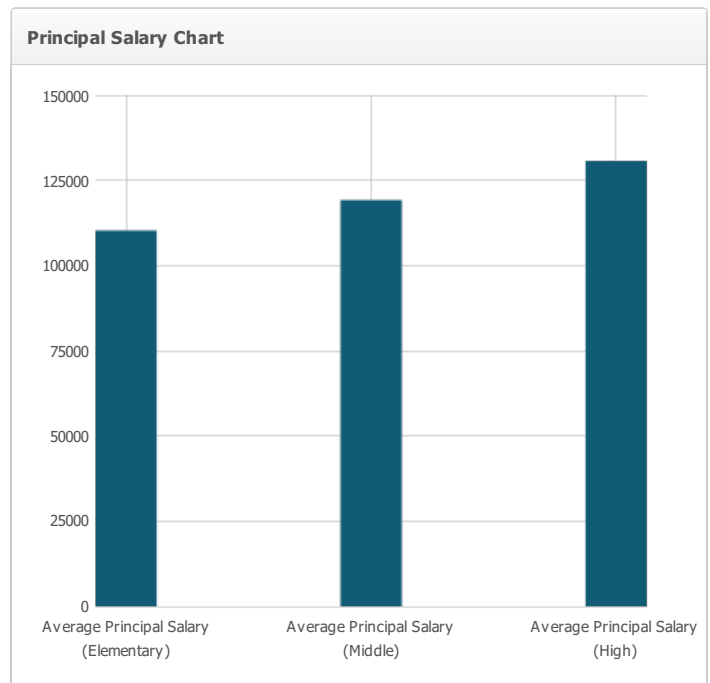
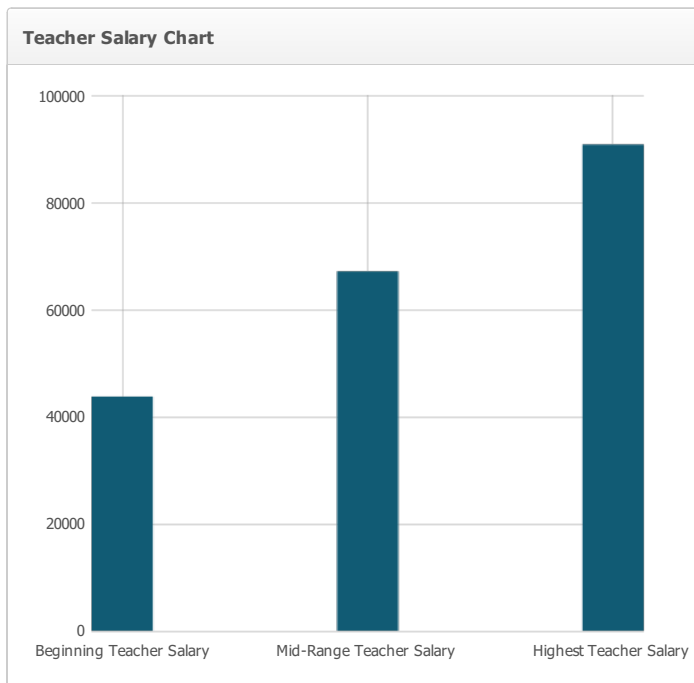
A combination of state and federal funding is used to cover all aspects of our instructional program. Examples of services provided include reading and math tutoring, computerized reading tutorial, and supplementary materials for students learning English. The Gifted And Talented Education (GATE) program 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: 1/19/2017

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: 1/19/2017

Professional Development

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: 1/19/2017