



Dunsmore Elementary School

Glendale Unified School District

4717 Dunsmore Ave. • La Crescenta, CA 91214 • (818) 248-1758

Dr. Mary LaMasa, Principal

Serving grades Kindergarten through Six

2005-2006 School Accountability Report Card

District Administration

Dr. Michael F. Escalante
Superintendent

Eva Rae Lueck
Chief Business & Financial Officer

Cathleen McMullen
Assistant Superintendent,
Human Resources

Dr. Gregory Franklin
Assistant Superintendent,
Educational Services

Alice Petrossian
Assistant Superintendent,
Educational Services

Lou Stewart
Assistant Superintendent,
Special Education

Board of Education

Chakib Sambar
President

Pamela Ellis
Vice President

Greg Krikorian
Clerk

Joylene Wagner
Member

Mary W. Boger
Member

Christopher Panosian
Student Member

www.gusd.net

Principal's Message

It is the belief of Dunsmore Elementary School that all students can and will excel in a learning environment that is tailored to their evolving needs, and provides focused instruction within the learning process. Along with district, parental, and community support, we have been able to successfully develop a comprehensive educational system that promotes and celebrates students' academic, creative, and artistic achievements, ethnic and cultural diversity, and social, emotional, and intellectual development.

We strive to provide students with the encouragement, strategies, and skills to exceed their achievement levels. The staff is committed toward providing an exceptional educational experience for all students. Along with parents, students, and community members, we reflect on our culture and climate in efforts to enhance our effectiveness in educating our students today and prepare them to become productive citizens tomorrow.

School Mission Statement

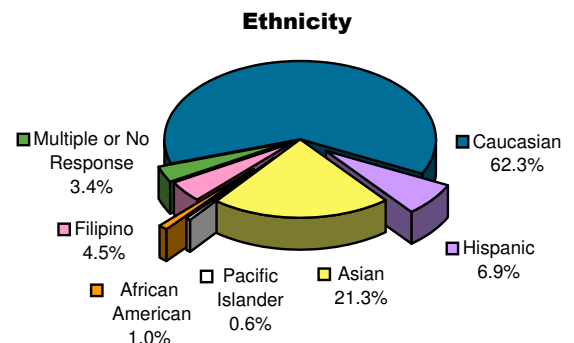
Dunsmore Elementary School created and maintains a nurturing and effective environment in which students thrive and maximize learning to their potential. Through core curriculum using differentiated instructional strategies, all students are able to engage in a rigorous and challenging learning process. As a result of collaboration, the staff ensures student learning by organizing and enhancing the existing standards-based curriculum, instructional resources, and assessments. Dunsmore is committed to achieving high standards and goals for its students through active student, staff, and community involvement.



Community & School Profile

Situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains, the city of Glendale is the third largest city in all of Los Angeles County. Glendale Unified School District serves more than 28,000 students on both year-round and traditional calendar systems. Comprised of 20 elementary schools, four middle schools, five high schools, and two specialized schools, the district offers a variety of creative programs that provide Glendale parents and students with many options for fulfilling individual needs and goals.

Dunsmore Elementary School, located in the La Crescenta area of Glendale, originally opened in 1948. Educational programs at the school are tailored to meet the needs of an ever-changing student population. During the 2005-06 school year, Dunsmore Elementary School served 507 kindergarten through sixth grade students on a traditional calendar schedule. The 2005-06 student body consisted of 4.9% 'Socioeconomically Disadvantaged,' 8.7% 'English Learners,' and 11.6% 'Students with Disabilities.' Additional student body demographics are illustrated at right.



Discipline & Climate for Learning

Students at Dunsmore Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Dunsmore Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Dunsmore Elementary School utilizes the "Too Good for Drugs" drug abuse prevention and education program to encourage children to make drug-free, healthy living choices. In addition to sponsoring programs that eliminate bullying, bolster conflict resolution, and promote peaceful interactions on campus, the school participates in the Glendale Character and Ethics Project. The program highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, or responsibility.

The Suspensions and Expulsions table below illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Dunsmore			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	18	16	7	4,901	4,858	3,355
Suspension Rate	3.50%	3.08%	1.38%	16.65%	16.86%	11.98%
Expulsions	0	0	0	65	56	39
Expulsion Rate	0.0%	0.00%	0.00%	0.23%	0.19%	0.14%

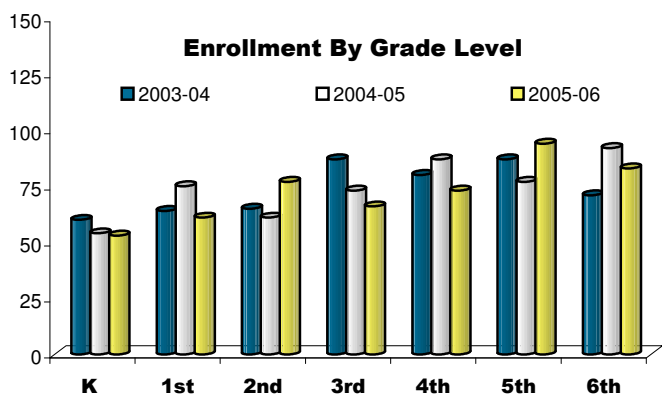
Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include: Chess Club, Chorus, Computer Class, and Orchestra.

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: Reading Program, Citizenship Program, Perfect Attendance, Presidential Award, Outstanding P.E., and Caught Doing Good.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates enrollment at Dunsmore Elementary School over the past three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Staff members make daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB).

The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Class Size

Dunsmore Elementary School maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 18:1 during the 2005-06 school year. The following chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	04	05	06	1-20 Students			21-32 Students			33+ Students		
K	20	18	18	3	3	3	0	0	0	0	0	0
1st	18	20	19	3	3	3	0	0	0	0	0	0
2nd	19	19	20	4	2	3	0	0	0	0	0	0
3rd	19	20	20	4	3	3	0	0	0	0	0	0
4th	30	28	34	0	0	0	2	3	0	0	0	2
5th	34	31	34	0	0	0	0	2	0	2	0	2
6th	35	34	34	0	0	0	0	0	0	2	2	2
K-3rd	n/a	20	20	0	2	1	0	0	0	0	0	0
4th-6th	31	31	34	0	0	0	1	1	0	0	0	1

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Dunsmore Elementary School that successfully met CSR requirements for the past three years.

	Class Size Reduction		
	04	05	06
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3rd	n/a	100%	100%

Minimum Days & Instructional Minutes

During the 2005-06 school year, Dunsmore Elementary School offered 180 days of instruction, comprised of 175 regular days and five minimum days. Minimum days are scheduled for parent-teacher conferences and the last day of instruction. Additionally, each Monday is set aside as a "banking day." Banking days are shortened by one hour in order to allow time for grade-level or faculty meetings, staff development, and classroom planning. All instructional time offered during the 2005-06 school year exceeded the annual minute requirements specified in the California Education Code.

	Instructional Minutes by Grade Level	
	Required Minutes	Actual Minutes
K	36,000	47,650
1st-3rd	50,400	50,520
4th-6th	54,000	54,165

School Leadership

Leadership at Dunsmore Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Mary LaMasa, Ed.D. for the past four years. Dr. LaMasa has more than 11 years of experience in education.



Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: School Site Council, Dunsmore Foundation, Instructional Leadership Team (ILT), Student Council Team, Parent-Teacher Association (PTA), Safety Committee, Library Computer Resource Committee, and English Language Advisory Committee (ELAC).

School Facilities & Safety

Dunsmore Elementary School, originally constructed in 1948, is currently comprised of 25 classrooms, a library, a computer lab, an auditorium, and administrative offices. Outdoors, the campus provides a sheltered lunch area, grassy fields, and a blacktop playground. Measure K projects were completed in 2004 and included full renovation of all facilities and upgrades to the school's technology system. Thanks to the fundraising efforts of parents, the auditorium was fully modernized with an upgraded sound system during the 2004-05 school year. The school continues its beautification project, installing new landscaping throughout the campus. The following chart displays the results of the most recent school facilities inspection, completed on October 24, 2006.

Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Dunsmore Elementary School had not yet received a Williams Facility Inspection due to its statewide ranking (10th decile). The school is inspected annually by the fire marshall and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see http://www.cde.ca.gov .
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Safety of students and staff is a primary concern of Dunsmore Elementary School. Administrators, teachers, and staff members supervise students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass which must be displayed at all times.

The School Site Safety Plan is evaluated and revised annually by members of the Site Safety Committee; all revisions are shared immediately with staff members. Key elements of the plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are conducted on a regular basis throughout the school year.

Cleaning Process

Dunsmore Elementary 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 classrooms and restrooms. A joint effort between students and staff helps keep 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.

Maintenance & Repair

A scheduled maintenance program is administered by Dunsmore Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Glendale Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2006-07 school year, Glendale Unified School District has budgeted \$1,238,000 for the deferred maintenance program, which represents 0.57% of the district's general fund budget. As part of a five-year plan, Dunsmore Elementary School is scheduled to receive various upgrades to ceilings/piping, exterior lighting, HVAC, plumbing, exterior painting, paving/asphalt, and roofing between 2006 and 2010.

Counseling & Other Support Services

In addition to academics, the staff at Dunsmore Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart below displays a list of support services that are offered to students at the school.

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Library Assistant	1	0.5
Psychologist	1	0.3
Nurse	1	0.2
P.E. Assistant	1	0.2
Speech, Language, & Hearing Specialist	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Education Assistants	6	5.0

Special needs students may receive additional support through the school's Resource Specialist Program and/or Special Day Classes. Each identified student is evaluated by a team consisting of his/her parent(s), school administrators, the psychologist, and special education teacher in order to develop an Individual Education Plan (IEP). The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible and students are mainstreamed whenever appropriate.

All teachers at Dunsmore Elementary School are appropriately credentialed and able to instruct students acquiring English as a second language. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT) and the Home Language Survey (HLS). English Language Development (ELD) is taught in the classrooms, and interventions are available in reading, writing, and building test-taking skills.

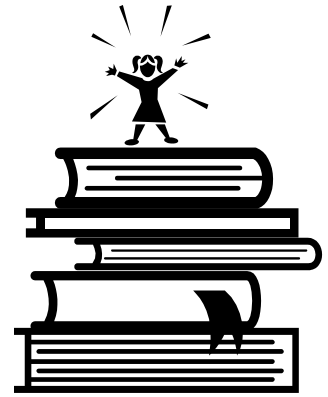
Gifted and Talented Education (GATE) is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement. Students in the GATE program receive differentiated instruction from GATE-trained teachers in their classrooms and may participate in District-sponsored GATE activities.

Students may participate in the Summer Academy, a program that provides additional learning opportunities for students having difficulty achieving grade-level performance. Additionally, some teachers offer after-school tutoring. Fifth and sixth grade students pair with primary grade students for cross-age tutoring in reading and writing.

The district participates in the state's Healthy Start, Healthy Families and Healthy Kids programs. These programs are coordinated through the Healthy Start and Family Resource Center at the Pacific Avenue Education Center (440 West Lomita; Glendale, CA 91204), and serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals. The Healthy Start and Family Resource Center also administers Project Access to Education (PACE), assisting homeless families to enroll their children in school, overcome obstacles that might keep their child from attending school, and allow their child to stay in one school while the family transitions into a more stable environment.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Dunsmore Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs. In addition to the Standardized Testing and Reporting (STAR) program, the school and district administer other assessments to determine the progress of each student. Kindergarten students take a district-developed inventory exam, while first through sixth grade students take district math and writing benchmark assessments. Results of these assessments and state testing are evaluated annually to determine whether each student is performing below, at, or above grade-level standards.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts															Mathematics															Science				
	2nd			3rd			4th			5th			6th			2nd			3rd			4th			5th			6th			5th				
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06		
All Students																																			
DES	74	87	80	75	63	77	75	83	86	75	76	82	83	76	74	90	87	92	84	85	85	82	82	87	72	69	82	80	74	63	68	52	74		
GUSD	43	50	57	40	39	46	51	57	59	57	57	56	50	56	59	62	66	71	57	66	69	60	59	64	61	64	64	56	62	61	35	41	44		
California	35	42	47	30	31	37	39	47	49	40	43	43	36	38	41	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	24	28	32		
Females																																			
DES	74	90	81	87	67	81	79	91	93	69	72	88	89	77	80	96	87	93	87	89	86	79	94	89	72	74	90	80	68	75	69	46	73		
GUSD	46	53	63	45	43	49	55	63	65	60	60	62	56	61	61	61	65	71	57	66	65	59	61	66	61	64	65	55	63	60	33	38	44		
California	39	45	31	33	35	39	43	52	54	44	46	47	39	41	44	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	21	26	30		
Males																																			
DES	75	84	79	59	60	71	69	73	80	79	81	75	77	75	68	85	88	91	81	84	84	83	68	85	71	64	75	80	78	51	68	58	75		
GUSD	39	48	51	34	35	41	47	51	55	52	55	51	45	51	57	63	68	71	57	66	73	59	57	63	60	65	62	57	61	61	38	43	45		
California	32	39	43	27	29	33	36	44	46	36	39	40	33	35	39	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	26	32	34		
English Learners																																			
DES	*	81	92	58	54	*	*	57	*	*	*	*	*	*	*	*	88	100	84	85	*	*	64	*	*	*	*	*	*	*	*	*	*		
GUSD	32	37	44	20	17	23	19	28	29	21	16	17	16	20	19	54	58	63	42	51	54	36	37	41	37	35	35	31	30	27	9	9	11		
California	18	23	27	10	12	15	15	19	24	12	13	13	6	7	8	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	4	6	7		
Asian																																			
DES	92	83	95	77	65	73	93	87	94	80	86	86	84	91	81	100	92	95	95	100	93	100	91	100	84	86	95	95	87	75	84	50	59		
GUSD	69	69	77	68	60	67	71	78	82	77	77	78	69	76	81	85	88	90	89	88	90	89	86	90	86	89	91	84	88	88	58	61	64		
California	60	66	70	54	54	59	64	71	73	63	67	67	59	60	66	77	79	81	75	81	82	74	79	81	67	74	76	66	69	72	43	50	54		
Caucasian																																			
DES	74	91	76	75	73	80	76	81	90	73	82	82	83	66	82	92	86	94	78	90	87	80	79	88	54	71	80	74	68	69	65	63	82		
GUSD	46	54	61	42	42	47	54	60	64	58	59	59	52	59	60	66	69	75	59	67	73	62	62	67	64	68	67	58	65	63	38	42	47		
California	53	61	65	48	51	55	59	68	69	60	63	63	56	58	61	67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	42	49	52		

* Due to the moderate number of students tested, scores will not be disclosed.

Curriculum Improvement

Dunsmore Elementary School's curriculum is written in compliance with the state framework and the model curriculum standards dictated by the State Department of Education. The District Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are schoolwide, not isolated to a single class or grade.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Dunsmore Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following groups and/or organizations: Parent-Teacher Association (PTA), Dunsmore Foundation (DESf), Boy Scouts, Glendale Area School Federal Credit Union, La Crescenta Chamber of Commerce, and Glendale Fire Department.

Physical Fitness

In the spring of each year, Dunsmore Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 78.5% of Dunsmore Elementary School's fifth grade students met or exceeded state fitness standards.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics.

Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart below reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

CAT/6																														
% Scoring At or Above the National Average																														
	Reading						Mathematics																							
	2nd		3rd		4th		5th		6th		2nd		3rd		4th		5th		6th											
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06									
DES	75			73	66	72	67			79			77			85			88	83	82	80			81			90		
GUSD	54			40	40	44	45			50			59			62			63	66	69	59			67			72		
California	47			35	36	37	35			40			46			58			53	55	55	49			50			53		
Subgroups																														
Females	70			87	67	78	72			83			89			87			93	85	89	79			76			94		
Males	78			57	65	65	61			77			66			83			81	81	74	81			84			86		
English Learners	*			63	38	*	*			*			*			*			84	77	*	*			*			*		
Asian	67			68	65	53	73			88			74			100			95	88	93	93			92			95		
Caucasian	84			76	76	82	69			78			77			89			86	90	80	80			76			89		

Beginning in 2005, the CAT/6 tested reading/language arts, spelling, and mathematics, in grades three and seven only, and no longer tested science in any grade.

* Due to the moderate number of students tested, scores will not be disclosed.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

API Growth				
	2003-04	2004-05	2005-06	2006 API
Statewide API Rank	10	10	10	Growth
Similar Schools API Rank	8	9	6	Score
All Students				
Actual API Growth	5	-11	20	915
Asian				
Actual API Growth	6	-2	13	955
Caucasian				
Actual API Growth	9	6	14	922

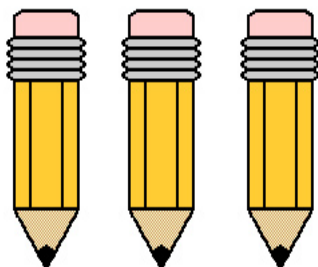
Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.



Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Math.
- Percent proficient on the state's standards-based assessments in ELA and Math.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Adequate Yearly Progress 2006

Met AYP Criteria	Dunsmore		Glendale Unified School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	n/a		Yes	
Made Overall AYP	Yes		Yes	



Results of school and district performance are displayed at left. Dunsmore Elementary School met all of the 2006 AYP criteria.



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program

Program Improvement (PI)

	Dunsmore	GUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2006-07)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	6.3%

Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Glendale Unified School District thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in October of 2006 in regards to the textbooks in use at Dunsmore Elementary School during the current school year (2006-07).

Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2003	On August 15, 2006, the district's Board of Education determined that all textbooks at Dunsmore Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	McDougal Littell	6th		
Math	MacMillin-McGraw Hill	K-6th	1997	
Social Science	Harcourt	K	2006	
	MacMillin-McGraw Hill	1st-6th		
Science	Harcourt	K-5th	2002	
	Holt, Rinehart, & Winston	6th		

The school's fully automated library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out. Additionally, the teacher resource room contains a collection of video- and audiotapes that tie into curricular areas of study. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Dunsmore Elementary School contains an average of two Internet-connected computers while the school's computer lab is equipped with 36 workstations. Students receive computer-assisted instruction on a regular schedule.

Regularly utilized software programs include, but are not limited to: Microsoft Office Suite and Accelerated Reader.

Computer Resources

	03-04	04-05	05-06
Computers	114	114	105
Students per computer	4.5	4.6	4.8
Classrooms connected to Internet	24	24	26

Teacher Assignment

Glendale Unified School District recruits and employs only the most qualified credentialed teachers. During the 2005-06 school year, Dunsmore Elementary School staffed 24 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

	Dunsmore			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	24	25	24	1,262
Without Full Credential	1	0	0	58
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	67

Figure reflects Interns, Emergency Credentials, and Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.

Misassignments/Vacancies

	04-05	05-06	06-07
Teacher Misassignments of English Learners	0	5	5
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	5	5
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliance - Core Academic Subjects

	Dunsmore	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	95.5%	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	4.5%	11.0%	14.0%	11.0%

Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST). Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations.

A pool of over 300 qualified substitutes is available to Glendale's schools and the district has not yet experienced any difficulties providing qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators will assume the role of the substitute.

The chart below illustrates the average teacher salary at Dunsmore Elementary School and compares it to the average teacher salaries at the district and state levels.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluations are also based on the California Standards for the Teaching Profession, which include:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2005-06 school year, staff development topics at Dunsmore Elementary School were primarily focused on the following:

- "Thinking Maps"
- "Write ... from the Beginning"
- "Strategies that Work"

For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review (PAR) program, and/or the Beginning Teacher Support and Assessment (BTSA) facilitator. The Paraprofessional Teacher Training Program (PTTP) is also available, offering assistance to educational assistants interested in pursuing a teaching career.

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2004-05

	GUSD	California
Beginning Teacher Salary	\$38,260	\$37,540
Mid-Range Teacher Salary	\$58,736	\$59,426
Highest Teacher Salary	\$75,794	\$73,925
Average Principal Salary (Elementary)	\$101,615	\$87,162
Average Principal Salary (Middle)	\$102,426	\$96,389
Average Principal Salary (High)	\$107,519	\$105,092
Superintendent Salary	\$186,401	\$185,251
% of Budget for Teacher Salaries	41.9%	40.9%
% of Budget for Administrative Salaries	4.8%	5.3%

Average Teacher Salaries		
School & District	Dunsmore	\$63,445
	GUSD	\$58,888
	Percentage of Variation: 7.7%	
School & State	Dunsmore	\$63,445
	All Unified School Districts	\$57,560
	Percentage of Variation: 10.2%	



Expenditures & Services Funded

Based on 2004-05 audited financial statements, Glendale Unified School District spent an average of \$7,037 to educate each student. The chart below provides a comparison of Dunsmore Elementary School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Dunsmore	Total	\$4,262
	Restricted (Supplemental) Sources	\$192
	Unrestricted (Basic) Sources	\$4,070
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): 18.9%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): 16.5%	

In addition to general state funding, Dunsmore Elementary School received state and federal categorical funding for the following support programs:

- Title V, Part A (Innovative Assistance Programs)
- Economic Impact Aid (EIA)
- English Language Acquisition Program (ELAP)
- Gifted & Talented Education Program (GATE)
- School & Library Improvement Block Grant (SLIBG)

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 5,000 average daily attendance statewide.



Contact Information

Parents who wish to participate in Dunsmore Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 248-1758. The district's website (www.gusd.net) also provides a variety of resources and information for parents, students, and community members.