



College View School

Glendale Unified School District

1700 East Mountain Street • Glendale, CA 91207 • (818) 246-8363

Nancy Epstein, Principal
Rene Guevarra, Assistant to the Principal
Serving grades Pre-Kindergarten through Post-High School

2005-2006 School Accountability Report Card

District Administration

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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

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Principal's Message

College View School is a magic place. Perched atop a hill across from Glendale College, the school was established in 1977 to provide an appropriate setting for students with extraordinary special needs. Nestled against the hillside with friendly deer, chirping birds, and scurrying rabbits looking on, the setting provides a warm and nurturing environment for students with physical and cognitive challenges.

The staff is composed of credentialed Special Education teachers and highly trained and experienced Assistants to the Physically Handicapped (APH). Together with a team of support providers, the staff works to create a safe, caring, and stimulating environment. The goals include implementing Individualized Education Plan (IEP) goals fully, facilitating academic learning, fostering communication skills, and encouraging functional activities. Our curriculum is aligned with the Glendale Unified School District and California State Standards.

Community partnerships and volunteers allow College View School to enhance an established program and share our unique mission with others. The volunteer program has included medical students, college and high school students, service club members, community members, and parents.

The College View PTA and staff have entered into a partnership to raise funds needed to purchase big ticket items for the students. A very successful Walk-a-Wheel-a-Thon and our first Silent Auction netted sufficient funds for the school to purchase a wheelchair designed to transport handicapped students into the pool. Funds are also utilized for an Extended School Year Program rich in stimulation, field trips, and bringing unique experiences into the school.

The entire staff at College View School brings new meaning to the word "dedication." As I begin my fourth year here as principal, I feel confident that together we will continue to provide an exemplary program for the students.

School Mission Statement

- To maintain the highest standards of safety
- To teach as a team in conjunction with parents, to provide a continuity of education for our students
- To teach all students to achieve the highest level of verbal and/or non-verbal communication skills possible
- To teach functional self-help skills to ensure maximum self-reliance for our students in their daily living
- To teach physical and thinking skills needed for home, school, and community environments, leading to the highest level of independence possible
- To teach social conventions and provide opportunities for students to make friends and find acceptance in the community

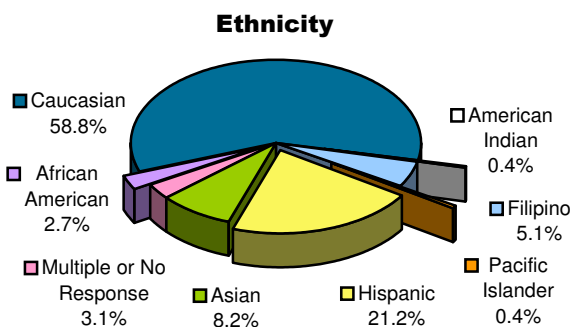


Community & School Profile

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.

College View School serves pre-Kindergarten through post-high school students in a specially formatted setting customized to meet the needs of students with severe to profound disabilities. The staff is committed to attending to each student individually, as well as creating an environment that fosters group interaction.

During the 2005-06 school year, College View School served 92 students, ages 3 to 22, on an extended year schedule. The 2005-06 student population consisted of 14.1% 'Socioeconomically Disadvantaged,' 40.8% 'English Learners,' and 100.0% 'Students with Disabilities.' Additional demographics are illustrated below.



Discipline & Climate for Learning

The entire staff at College View School has high expectations for the achievement and behavior of the students. Staff members value and model respect, cooperation, hard work, and mutual support. The goal is to provide a safe environment in a warm and friendly atmosphere that fosters learning. Students with disabilities have difficulty with and a need for self-discipline. This quality is fostered by a system of consistent rewards that is scaled back when the student has mastered the desired behavior. Communication with parents through the use of communication books, phone calls, classroom visits, and classroom newsletters is an important component in creating a climate for learning.

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.

	College View			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	0	0	4,901	4,858	3,355
Suspension Rate	0.00%	0.00%	0.00%	16.65%	16.86%	11.98%
Expulsions	0	0	0	65	56	39
Expulsion Rate	0.00%	0.00%	0.00%	0.23%	0.19%	0.14%

Extracurricular Activities & Student Recognition

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:

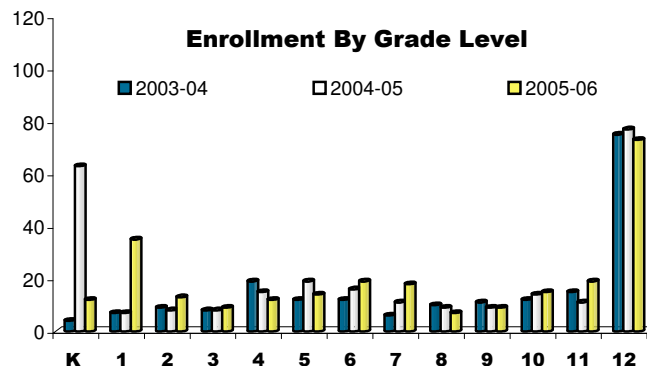
- Pinewood Derby
- Community Field Trips
- Annual Walk-a-Thon/Wheel-a-Thon Fundraiser
- Graduation Ceremony & Celebration
- Special Event Fridays: Crazy Hat Days, Parade, American Spirit Parade, Bowling, & Moon Bouncer
- Bringing Community Resources to College View School:
 - Animals from the LA Zoo
 - Kidspace
 - Valentine's Traveling Nature Class
 - Aquarium of the Pacific

Honors include graduation for students reaching 22 years of age, or moving to a general education campus.

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 College View School over the past three years.



Glendale Unified School District, Burbank Unified School District, and La Canada Unified School District form a Special Education Local Plan Area (SELPA) to meet the needs of all students with special needs. College View School enrolls from districts belonging to the SELPA. The school nurse and the classroom teacher collaborate to maintain and improve attendance.

Graduation & Dropout Rates

	03-04	04-05	05-06
Graduates	1	60	*
Graduation Rate	1.3%	7.8%	*
Dropouts	0	4	*
Dropout Rate	0.0%	3.6%	*

The chart at right reflects the graduation and dropout rates at the school for the most recent three-year period.

* Data not available at time of publication.

Class Size

College View School maintained a schoolwide pupil-to-teacher ratio of 18:1 during the 2005-06 school year.

Minimum Days & Instructional Minutes

During the 2005-06 school year, College View offered 180 instructional days, comprised of 177 regular days and three minimum days. Minimum days are utilized for Back-to-School Night, Open House, and the last day of instruction. School was in session a minimum of 360 minutes daily. All instructional time is based on Alternative Core Curriculum and the needs of each student; flexibility is of vital importance in the case of handicapped children.



School Facilities & Safety

College View School has a uniquely beautiful setting and a facility designed for students with special needs. The school consists of nine classrooms; all classrooms open onto common areas which include eating areas for the students and well-equipped kitchens to handle any special dietary requirements. There are two playgrounds with equipment designed specifically for the needs of the students. Occupational and physical therapy are delivered in areas set aside with specialized equipment. Outside doors are equipped with automatic opening and closing devices to accommodate wheelchairs and physical disabilities.

Safety of students and staff is a primary concern of College View School. Administrators and teachers monitor students at breaks, lunch, and before and after school. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours must notify school staff in advance. 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 each spring 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, lockdown, and earthquake drills are conducted on a regular basis throughout the school year. The following chart displays the results of the most recent school facilities inspection, completed on October 31, 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, College View School had not yet received a Williams Facility Inspection due to the unique nature of its program. The school is inspected annually by the fire marshal 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		

Cleaning Process

College View 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 College View 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. The district's governing board did not approve any deferred maintenance projects for College View School to be completed in 2006-07.



School Leadership

Leadership at College View School is a responsibility shared among district administration, school site administrators, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Nancy Epstein for the past four years. Mrs. Epstein has taught at the pre-school, elementary, and secondary levels. She has served as an administrator in Glendale for 13 years.

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:

- Parent-Teacher Association (PTA)
- Leadership Team
- Safety Committee

Curriculum Improvement

College View 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 level.

The Basics, Moderate to Severe Basic Skills Curriculum Frameworks developed by the San Bernardino City Unified School District, is the SELPA approved curriculum. It is aligned with the California Department of Education and the Glendale Unified School District content standards. Staff and faculty meetings are held regularly to inform staff and to offer an opportunity to participate in decision-making as it pertains to the curriculum.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at College View School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs. In addition to the California Alternate Performance Assessment (CAPA), the school and district administer other assessments to determine the progress of each student. 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 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). **Due to the moderate number of students tested at each grade-level, CST scores are not made available to the public.**

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. **Due to the moderate number of students tested at each grade-level, NRT scores are not made available to the public.**

California Alternate Performance Assessment (CAPA)

In order to meet the requirements of the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), California must show evidence that all students are included in the statewide assessment and accountability system. The California Department of Education (CDE) developed and implemented an alternate assessment for children with disabilities who cannot take part in general statewide assessment programs.

The California Alternate Performance Assessment (CAPA) is the alternate for California's Standardized Testing and Reporting (STAR) Program. The chart at right illustrates the percent of students scoring at or above the proficient level in English/Language Arts.



The chart below illustrates the percent of students scoring at or above the proficient level in Math.

California Alternative Performance Assessment (CAPA) - 2006

% of Students Scoring At or Above Proficient Level

	English/Language Arts				
	Level I (Grades 2-11)	Level II (Grades 2-3)	Level III (Grades 4-5)	Level IV (Grades 6-8)	Level V (Grades 9-11)
College View	22	*	*	*	*
	Subgroups				
Females	*	*	*	*	*
Males	13	*	*	*	*
English Learners	20	*	*	*	*
Socioeconomically Disadvantaged	*	n/a	n/a	n/a	n/a
Caucasian	17	*	*	*	*

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

California Alternative Performance Assessment (CAPA) - 2006

% of Students Scoring At or Above Proficient Level

	Mathematics				
	Level I (Grades 2-11)	Level II (Grades 2-3)	Level III (Grades 4-5)	Level IV (Grades 6-8)	Level V (Grades 9-11)
College View	0	*	*	*	*
	Subgroups				
Females	*	*	*	*	*
Males	0	*	*	*	*
English Learners	0	*	*	*	*
Socioeconomically Disadvantaged	*	n/a	n/a	n/a	n/a
Caucasian	0	*	*	*	*

* 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.

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.

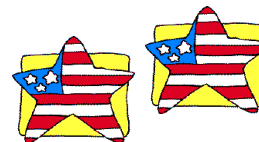
API Growth

	2003-04	2004-05	2005-06	2006 API Growth Score
Statewide API Rank	C	C	C	
Similar Schools API Rank	C	C	C	
	All Students			
Actual API Growth	*	49	69	361

C - College View is a special education school. Statewide and similar schools ranks are not applicable.

* In 2004, this school had fewer than 11 valid 2004 STAR test scores. No reliable API can be calculated with so few scores.

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.

Parent & Community Involvement

There is a strong emphasis on community involvement at College View School. Students benefit greatly from contributions and involvement from numerous service organizations and community institutions. Easter Seals operates an after-school program on-site which provides after-school care to students with disabilities.

There is a small, but active and committed College View PTA. Through fundraising events, the PTA is able to provide special activities and field trips for the school.

The Glendale Police Department never misses a holiday visit. Santa Claus comes and makes an annual visit and each student receives a gift and a photograph with him. The Glendale Elks also provide a holiday program complete with gifts and entertainment.

Numerous high school and college students earn service credit for volunteering in the classrooms. The school is delighted to have young energetic people volunteer their time. The Glendale Community Foundation has been extremely responsive to the needs of the school and generous in their support of the program.

Both the primary and upper grade playgrounds have been revamped through the support of the Foundation.

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	College View School		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	Yes		Yes	
Made Overall AYP	Yes		Yes	



Results of school and district performance are displayed at left. College View 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

PI Status	Program Improvement (PI)	
	CVS	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%

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Interpreter	1	1.0
Nurse	1	1.0
Psychologist	1	0.5
Speech & Language Specialist	2	0.5
Teacher Specialist	1	0.25
Special Day Class (SDC) Teachers	9	9.0
SDC Assistants	21	21.0

Counseling & Other Support Services

In addition to academics, the staff at College View 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 adjacent chart displays a list of support services that are offered to students at the school.

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.

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 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 College View School focused on the latest research in the causes and treatment of autism and how to maintain high expectations for all students.

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 for educational assistants.



Teacher Assignment

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

Teacher Credential Status

	College View			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	5	10	10	1,262
Without Full Credential	6	3	2	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	7	7
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	7	7
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

	CVS	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	0.0%	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	100.0%	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.

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 beginning 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 following chart displays data collected in October of 2006 in regards to the K-8th grade textbooks in use at College View School during the current school year (2006-07). The adjacent chart on page seven (7) displays the 9th-12th grade textbooks in use.

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 College View 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 K-8th grade students in each core subject area possess the necessary textbooks and instructional materials.
	McDougal Littell	6th-8th		
Math	MacMillin-McGraw Hill	K-6th	1997	
	McDougal Littell	7th-8th		
Social Science	Harcourt	K	2006	
	MacMillin-McGraw Hill	1st-6th		
	McDougal Littell	6th-8th		
Science	Harcourt	K-5th	2002	
	Holt, Rinehart, & Winston	6th-8th		

While the school does not have its own library, students have regular access to Glendale's Public Library, in addition to mini-libraries within each classroom.

Computer skills and concepts prepare students for technological growth and opportunities. In addition to a computer lab on campus, students have access to computers within their classrooms. Students receive computer-assisted instruction on a regular schedule.

Computer Resources

	03-04	04-05	05-06
Computers	14	13	17
Students per computer	14.3	20.5	15.0
Classrooms connected to Internet	8	9	8



Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Holt, Rinehart, & Winston	9th-10th	2003	On August 15, 2006, the district's Board of Education determined that all textbooks at College View 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 9th-12th grade students in each core subject area possess the necessary textbooks and instructional materials.
	McDougal Littell	11th-12th		
Math	McDougal Littell	9th-12th	2003	
	Glencoe/Merrill			
	Wiley/Thompson	11th-12th		
Social Science	Prentice Hall	9th-10th, & 12th	2006	
	Holt, Rinehart, & Winston	11th		
	Glencoe/McGraw Hill	12th		
Health	Holt	9th	2005	
Foreign Language	McDougal Littell	9th-12th	2006	
	Glencoe			
	Prentice Hall			
	Holt			
Science	Prentice Hall	9th-12th	2002	
	McDougal Littell			
	Mosby Yearbook			
	Addison Wesley/Prentice Hall	10th-12th		
	Holt	11th-12th		
Brooks				



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%

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 20,000 average daily attendance statewide. The chart below illustrates the average teacher salary at College View School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	CVS	\$55,215
	GUSD	\$58,888
	Percentage of Variation: 6.2%	
School & State	CVS	\$55,215
	All Unified School Districts	\$57,560
	Percentage of Variation: 4.2%	

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 College View School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
College View	Total	\$7,541
	Restricted (Supplemental) Sources	\$7,539
	Unrestricted (Basic) Sources	\$2
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): >100%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): >100%	

In addition to general state funding, College View 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)



Contact Information

Parents who wish to participate in College View School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 246-8363. The district's website (www.gusd.net) also provides resources and information for parents, students, and community members.