



College View

School Accountability Report Card, 2006–2007
Glendale Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

College View

School Accountability Report Card, 2006–2007 Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average K–8 school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

1700 East Mountain St.
Glendale, CA 91207
Principal: Jay Schwartz
Phone: (818) 246-8363

How to Contact Our District

223 North Jackson St.
Glendale, CA 91206
Phone: (818) 241-3111
<http://www.glendale.k12.ca.us>



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- 1 Principal's Message**
- 3 Measures of Progress**
- 5 Student Achievement**
- 10 Students**
- 11 Climate for Learning**
- 13 Leadership, Teachers, and Staff**
- 19 Curriculum and resources**
- 24 Resources**
- 21 District Expenditures**
- 22 School Expenditures**

A NOTE ABOUT K–8 SCHOOLS: K–8 schools combine, in effect, an elementary and middle school together. For this reason, schoolwide averages may obscure important differences across grade levels.

Please note that some counties have very few K–8 schools. As a result, when we compare our K–8 school's averages to the averages for K–8 schools in the county, those averages will be less reliable and less consistent than statewide K–8 averages. There were about 550 K–8 schools in California in the 2006–2007 school year.



Published by
SCHOOL WISE PRESS
385 Ashton Ave., Ste. 200
San Francisco, CA 94112
Phone: (415) 337-7971
www.schoolwisepress.com

©2007 Publishing 20/20

College View

School Accountability Report Card, 2006–2007
Glendale Unified School District

» Principal's Message

College View School is a place where great things happen for kids every day. The school was established in 1977 to provide for the educational needs of students with extraordinary special needs. As research in the field of education has provided more and more information about teaching students with special needs, College View has updated its programming and philosophy. Now College View boasts research-based educational strategies and innovative programs to help all students reach the highest level of independence and to provide the least restrictive educational environment for Glendale, Burbank, and La Cañada's students with severe disabilities.

In the 2007–2008 school year, College View will join the third and final cohort of Glendale Schools in the Focus on Results process. We will be challenged to examine our teaching practices and reflect upon everything that we do to ensure that we are implementing the most successful educational programs for all students.

Jay Schwartz, PRINCIPAL

Grade range and calendar

K-12

TRADITIONAL

Academic Performance Index

460

County Average: 745
State Average: 761

Student enrollment

265

County Average: 751
State Average: 424

Teachers

13

County Average: 35
State Average: 21

Students per teacher

20

County Average: 21
State Average: 20

Students per computer

16

County Average: 5
State Average: 5

Major Achievements

- Our students participated in a music program provided by the Music Center in Los Angeles. Each classroom had an opportunity to experience a variety of different instruments and rhythmic patterns. Next year, we plan to expand this idea to include our own instruments.
- College View had two very successful fund-raisers, the Silent Auction in October and the Wheel-A-Walk-A-Thon in May. The funds generated from these fund-raisers provided specialized sensory equipment and enrichment activities.
- The school PTA sponsored many field trips and enrichment programs including the Valentine Animal Show, Kidspace Museum, and Shane's Inspiration Park.
- After four wonderful years, our principal, Nancy Epstein, retired at the end of the 2006–2007 school year. We thank Principal Epstein for her guidance and leadership and wish her well in this new chapter of her life.

Focus for Improvement

- As we implement the Focus on Results process, we will identify a schoolwide instructional focus area and concentrate resources to make gains for each student in this area. This includes improving data collection and using authentic assessments that provide meaningful information to guide our instructional programs.
- We hope to complete some building improvements including increasing storage space for large equipment, which will relieve crowding in our classrooms.
- Research shows that collaboration and consistency are key elements to effective instruction for students with disabilities. Next year we will examine some of our service delivery systems and work to create more comprehensive programs for all students.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	Yes
API score	460
Growth attained from prior year	+104
Met subgroup* growth targets	N/A
Underperforming school	No

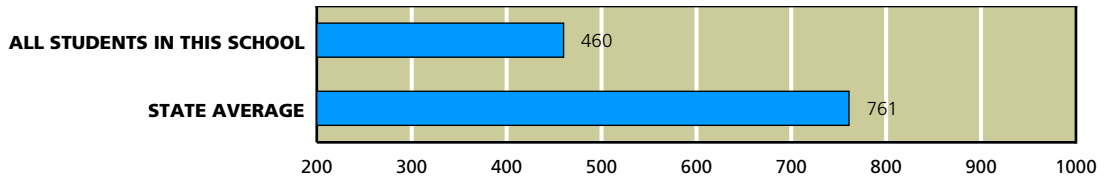
College View’s API was 460 (out of 1000). This is an increase of 104 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report. Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 356.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents K-8 schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all six criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average K-8 school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	46%		45%		42%	
Percent Proficient or higher						
MATH (excluding algebra)						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	52%		51%		48%	
Percent Proficient or higher						
ALGEBRA						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	37%		36%		31%	
Percent Proficient or higher						
HISTORY/SOCIAL SCIENCE						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	35%		34%		31%	
Percent Proficient or higher						
SCIENCE						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	39%		35%		28%	
Percent Proficient or higher						

SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.



CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY			43%	99%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			46%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	



SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

You can read the California standards for [English/language arts](#) on the CDE’s Web site.

Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY			51%	89%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			52%	91%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

Although we teach science at all grade levels, only our fifth and eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE's Web site.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	15%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	40%	45%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	21%	23%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	44%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	27%	28%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	53%	56%

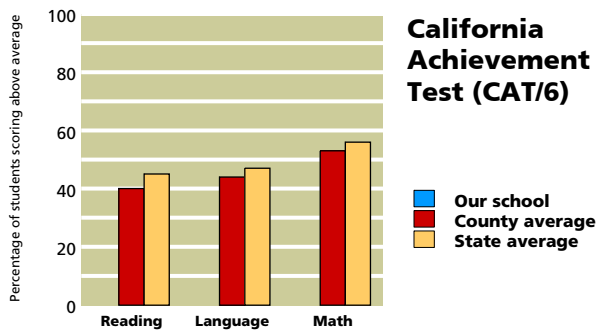
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). College View did not report how many students scored at or above average on the CAT/6.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). College View did not report how many students were high scoring on the CAT/6.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent K-8 schools only.

Other Measures of Student Achievement

Students at College View are supported in every way possible to maximize their learning experience.

STUDENTS

Students’ English Language Skills

At College View, 69 percent of students were considered to be proficient in English, compared to 76 percent of K–8 school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	69%	68%	76%
English learners	31%	32%	24%

SOURCE: Language Census for school year 2006–2007. County and state averages represent K-8 schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 83 students classified as English learners. At College View, the language these students most often speak at home is Armenian. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	20%	81%	83%
Vietnamese	1%	2%	2%
Cantonese	0%	7%	3%
Hmong	0%	0%	1%
Filipino/Tagalog	4%	1%	1%
Korean	12%	1%	1%
Khmer/Cambodian	0%	1%	1%
All other	63%	7%	8%

SOURCE: Language Census for school year 2006–2007. County and state averages represent K-8 schools only.

Ethnicity

Most students at College View identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at College View. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	12%	7%
Asian American/Pacific Islander	12%	14%	11%
Latino/Hispanic	20%	58%	44%
White/European American/Other	65%	16%	39%

SOURCE: CBEDS census of October 2006. County and state averages represent K-8 schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At College View, 11 percent of the students qualified for this program, compared to 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	11%	67%	52%
Parents with some college	69%	47%	55%
Parents with college degree	56%	25%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent K-8 schools only.

The parents of 69 percent of the students at College View have attended college, and 56 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About six percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	N/A	20	19
First grade	N/A	20	19
Second grade	N/A	20	19
Third grade	N/A	20	20
Fourth grade	N/A	29	27
Fifth grade	N/A	29	28
Sixth grade	N/A	31	28
CORE COURSE			
English	N/A	27	25
History	N/A	29	28
Math	N/A	28	26
Science	N/A	29	28

SOURCE: CBEDS census, October 2006. County and state averages represent K-8 schools only.

Safety

Safety is a huge concern for us at our school. All students are monitored during every activity, by all staff. Many students have medical problems and physical problems, so they are constantly monitored. We have a closed campus. The playground is gated, and our campus is secure, so students cannot get out independently. We are a safe campus by design.

We have many visitors during the day, and all must come through the office and sign in. The types of visitors vary from therapists providing services, visiting parents, and administrators from other schools. We are very diligent about keeping track of who is here and their reason for visiting. Our school’s safety plan is revised annually. We have fire drills and earthquake drills every month. The principal and staff continually try to improve their abilities in the event of an emergency. We teach students to follow the school rules and to follow directions. We try not to make the drills seem scary to students. We have decided that, in an emergency, we will make it seem as if we are practicing another drill to avoid frightening our students.

Discipline

Students at College View are supported in every way possible to maximize their learning experience.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	N/A	N/A	9
2005–2006	N/A	N/A	8
2004–2005	N/A	N/A	7
Expulsions per 100 students			
2006–2007	N/A	N/A	1
2005–2006	N/A	N/A	0
2004–2005	N/A	N/A	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent K-8 schools only.

Schedule

Our students arrive by bus or are dropped off by a parent between 8:45 a.m. and 9 a.m. They leave at 2:45 p.m., Monday through Friday. Our school follows a traditional school semester schedule, starting in August and ending in June.

There is an afterschool program on our campus that is funded by the Regional Center and is not affiliated with our school. The program begins at 2:45 p.m. to 3 p.m. and ends by 6 p.m. and is run by the Easter Seals. The program is for children with disabilities of all sorts, and serves children in our general area, as well as children from other schools and our school.

Physical Fitness

Students at College View are not required to participate in annual physical fitness testing. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	26%	26%
Girls in Fitness Zone	N/A	29%	31%
Fifth graders in Fitness Zone	N/A	25%	27%
Seventh graders in Fitness Zone	N/A	30%	30%
Ninth graders in Fitness Zone	N/A	N/A	15%
All students in Fitness Zone	N/A	27%	28%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent K-8 schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jay Schwartz is a first year principal at this school; she started in July 2007. It is her third year in the Glendale Unified School District, and her twelfth year in public school education. Prior to that, she worked in the field of special education for about 16 years in the public and private sector. She was a special education classroom teacher for six years, working in classes that are very similar to the classes at College View. She has a lot of experience and training working with the severely handicapped population. She worked for five years as an Assistive Technology Specialist, working with equipment designed for special education students and students with disabilities.

Traditionally, the principal has made our school’s decisions. This year, we developed an Instructional Leadership Team, which consists of the principal, two classroom teachers, our speech therapist, and our teacher specialist. We are working together to brainstorm ideas for better instruction practices and improving our focus area, communication. We have an assistant to the principal, who is one of our more senior classroom teachers. He acts as another set of eyes. If the principal is absent in an emergency, he is the second in charge. He does school visitations, coordinates volunteer programs, and helps with our Decision Making Team. Our school psychologist is very active in our school’s decisions that have to do with instruction, what is good for students, behavioral problems, and specific teaching strategies that work with specific students. We are writing a new school plan and developing a School Site Council.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	14	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	12%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	43%	44%	32%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	57%	56%	68%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent K-8 schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other K-8 schools in California. Our teachers have, on average, 14 years of experience. About 57 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 43 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	86%	93%	96%
Trainee credential holders	Percentage of staff holding an internship credential	7%	4%	3%
Emergency permit holders	Percentage of staff holding an emergency permit	7%	4%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent K-8 schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 86 percent of the faculty at College View hold a full credential. This number is lower than the average for all K-8 schools in the state. About seven percent of the faculty at College View hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, three percent of K-8 school teachers throughout the state hold trainee credentials. About seven percent of our faculty hold an emergency permit. Very few K-8 school teachers hold this authorization statewide (just two percent). About 57 percent of the faculty at College View hold the secondary (single-subject) credential. This number is above the average for K-8 schools in California, which is 34 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	N/A	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	N/A	60%	56%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	14%	7%	4%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. We did not report how many of our core courses were taught by teachers who were teaching out of their field of expertise.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 14 percent of our teachers were working without full credentials, compared to four percent of teachers in K-8 schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	N/A	63%	59%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	N/A	61%	58%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	N/A	66%	58%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	N/A	59%	56%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent K-8 schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	N/A	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school doesn't have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 2,305 K–8 school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	1.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

We have a full-time nurse on campus who is here not only to fix the occasional scrape on the knee, but to help support our children who have various medical problems. Some of our students have asthma, diabetes, or seizures, as well as other medical issues. Our nurse makes sure our students' medical and safety needs are met. Our psychologist focuses on behavioral intervention and assessment, but is a fully trained school psychologist. He provides what he can, when he can.

We are continually working on our music program. We know that music is a successful tool in helping with participation and skill development, as well as an enjoyable activity for the children. We incorporate it into each classroom. Thanks to a districtwide arts grant, our program can include percussion instruments. These instruments produce sounds that research has shown to be useful in brain stimulation and overall are good for everybody.

We also have a therapy pool that is four feet deep and heated to 91 degrees. When staffed by a lifeguard, it is part of our comprehensive program for students. The pool is used for water play, and it helps with sensory skills, muscle stretching, muscle strengthening, and muscle relaxing. It also helps get students normally in a wheelchair out of it for a while.

GIFTED AND TALENTED EDUCATION (GATE): All of our children are gifted in their own way. We do not have students who are normally identified for the GATE program.

SPECIAL EDUCATION PROGRAM: Our entire school focuses on special education. The whole school is a special education program. Each student has an Individualized Education Program (IEP). We look at each child individually, assess their strengths and needs, and make programs based on those assessments. We have a Comprehensive Education Program for students with special needs in speech and language intervention, and fine and gross motor development. We have related services per each IEP in occupational therapy, physical therapy, vision services, hearing services, and behavior intervention. All children are special, and that's why we love them.

ENGLISH LEARNER PROGRAM: All of our children are language learners, regardless of their native language. All children are supported in their language development through class activities, and speech and language services as appropriate. Our schoolwide instructional focus is communication. All children are supported in communication development using the strategies that we know to be successful. These strategies include sign language, augmentative communication, and assistive technology. Whenever possible, we use the child's home language. We have many people who speak many languages on our campus. All teachers are held to the same standards for Cross-cultural Language and Academic Development (CLAD) certification as teachers from other schools. All of our teachers either have their CLAD certification or are working on getting it.

CURRICULUM AND RESOURCES

Buildings

Our school was built in the late 1970s. We are always continuing our improvement efforts. It is a clean building, and the grounds are well kept. We have handicapped rest rooms in every classroom. The architecture was specifically designed for our population in 1971. The thoughts and strategies that went into this building have changed as we've gotten better at our jobs. We now know of new techniques and strategies, so we try to update our classrooms to work with students and the way we teach today, which is a challenge.

Last year, we got new automatic sliding doors, replaced some air condensers, and had other maintenance problems fixed, such as the bell system. This year we made improvements to the parking lots, which made it necessary to change the procedures for pick-ups and drop-offs with parents and buses. We worked on this procedure to make it much safer. We also improved parking for people who visit throughout the day. We are working on getting new side doors and increasing our storage space for next year.

We created a mural this year that has been installed for all of the school to see. This was a total participation mural that was painted by us. We commissioned an artist to create a design to match our concept of instruction. The mural contains six giraffes, our school mascot. We have chosen this mascot because the giraffe is a great role model; he is a gentle animal who doesn't hurt anyone, and no one tries to hurt him in return. A giraffe's long neck symbolizes to us that he is always reaching out to people, and trying to reach his goals. The artist took this concept and created a paint-by-number canvas, which all students, staff, parents, and visitors painted. We are very proud of our mural – it's beautiful!

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

We have a lending library at our school that is mostly for our teachers to use. They will check out books and use them in their classes. All classrooms have a classroom library. In every classroom, every day, a story is read. Children enjoy looking at books within their classrooms as appropriate for them. Some kids like looking at books, while others need help looking at them.

Computers

We have 17 computers available for student use, which means that, on average, there is one computer for every 16 students. There are nine classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	16	5	5
Internet-connected classrooms	9	34	23

SOURCE: CBEDS census of October 2006. County and state averages represent K-8 schools only.

We have computers in each classroom.

Currently, we are working on upgrading the computers in each classroom so each has at least one newer computer. Eventually, we would like to have two newer computers in each classroom. We use assistive technology in every classroom.

Parent Involvement

We have a unique situation for parents at this school. Parents of the types of students we have are inundated with work caring for their child. We do not typically ask parents to come in and volunteer at the school. They are welcome to come any time and communicate with teachers. We have a very open door policy. We don't expect parents to give back to the school; we try to give back to the parents. We do have opportunities for parents to volunteer on field trips, special events, and parties.

We have two fund-raisers, one in the fall and one in the spring. Parents are very gracious with their time, donations, and participation. Our PTA treasurer is currently trying to start a foundation for our school. We have special events, such as our Halloween carnival, silent auction, and Wheel-A-Walk-A-Thon for parents and students. We understand parents differently here, and are thankful for the wonderful parents we have. Any parent is welcome to volunteer at our school, even if they do not have a child attending. The principal is our contact person for parent involvement.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	N/A
FISCAL YEAR 2004–2005			
Total expenses	\$203,558,533	N/A	N/A
Expenses per student	\$7,038	\$7,172	N/A

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,330 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$206,005,343. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$39,599	\$38,937
Midrange teacher's salary	\$60,792	\$61,080
Highest-paid teacher's salary	\$78,447	\$76,443
Average principal's salary (middle school)	\$106,788	\$103,687
Superintendent's salary	\$222,210	\$195,054
Percentage of budget for teachers' salaries	41%	40%
Percentage of budget for administrators' salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of Glendale Unified schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

rev20080501_19-64568-6099022m/17426

» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	265
African American	3%
American Indian or Alaska Native	0%
Asian	7%
Filipino	5%
Hispanic or Latino	20%
Pacific Islander	0%
White (not Hispanic)	62%
Multiple or no response	2%
Socioeconomically disadvantaged	39%
English learners	64%
Students with disabilities	100%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	40
Grade 1	15
Grade 2	22
Grade 3	12
Grade 4	12
Grade 5	10
Grade 6	14
Grade 7	15
Grade 8	16
Grade 9	10
Grade 10	9
Grade 11	16
Grade 12	74

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	N/A	N/A	N/A
History	N/A	N/A	N/A
Math	N/A	N/A	N/A
Science	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	10	12	12	N/A
Without Full Credential	3	2	2	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades two through eight; science in grades five and eight; and history/social science in grade eight. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	N/A	N/A	N/A	54%	56%	58%	40%	42%	43%
History/Social Social	N/A	N/A	N/A	45%	46%	48%	32%	33%	33%
Mathematics	N/A	N/A	N/A	55%	57%	57%	38%	40%	40%
Science	N/A	N/A	N/A	39%	50%	52%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Boys	N/A	N/A	N/A	N/A
Girls	N/A	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third and Seventh Grade Students Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	N/A	N/A	N/A	49%	52%	53%	41%	42%	42%
Mathematics	N/A	N/A	N/A	67%	70%	69%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third and Seventh Grade Students by Group Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Boys	N/A	N/A
Girls	N/A	N/A
Economically disadvantaged	N/A	N/A
English learners	N/A	N/A
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all K-8 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 K-8 schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	1	N/A	N/A
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+49	+69	+104	460
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	N/A
The year the district entered PI	N/A
Number of schools currently in PI	N/A
Percentage of schools currently in PI	N/A

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE O)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Holt Literature & Language	English key concepts	2002	2003
Mathematics, Concepts and Skills, Course 1	Math	2001	2002
Mathematics, Concepts and Skills, Course 2	PreAlgebra key concepts	2001	2002
Basic Algebra	Introduction to Algebra	2001	2003
Algebra 1, Concepts and Skills	Introduction to Algebra	2001	2003
Algebra I, Structure and Method by Brown & Dolciani	Algebra 1	2000	2003
"World History: Medieval & Early Modern Times, CA Edition	History/Social Studies	2006	2006
Creating America: Beginnings through World War I, CA Edition	History/Social Studies	2006	2006
California Life Science	Life Science	2008	2007
Focus on Life Science	Life Science	2008	2007
California Physical Science	Physical Science	2008	2007
Focus on Physical Science	Physical Science	2008	2007

SOURCE: Textbook data is supplied by the district.