



Glendale Unified School District
 "Excellence is Worth the Effort"

College View School
2000-2001 Annual School Report Card

Pre-Kindergarten through Post-High
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 Principal
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2001-02 Board of Education

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Principal's Message

Welcome to College View School. Thank you for your interest in perusing our Annual School Accountability Report Card. As principal, I am honored to take this opportunity to share with you the unique and special facets of the school.

The School Accountability Report Card is a requirement that every school in California issue in accordance with Proposition 98. It is my privilege to provide insight and understanding into the quality and scope of the educational program. The information presented will elicit a better understanding of our program, our students, our purpose and the integration of schooling into home and the community.

We welcome any suggestions, ideas, or comments and invite the community to continue to foster partnerships with us. Our doors have opened the minds of medical interns, high school students, local community members and parents by integrating a volunteer program into the educational setting which benefits the volunteer as well as the students. The staff is a special group of individuals that work together to create a caring and safe environment.

A special thank you to the parents, staff, and community for supporting College View School, an educational setting in which our students can flourish and recognize their potentials.

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

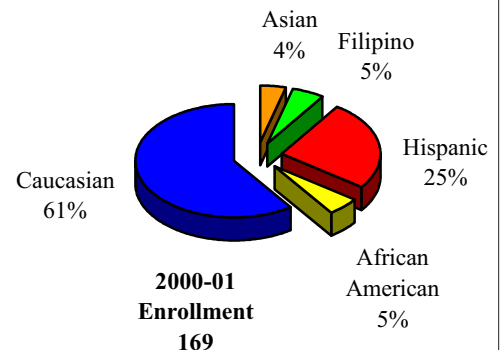
To teach functional self-help skills to ensure maximum self-reliance for our students in their daily living

To teach physical and thinking skills needed for home, school, and community environments, leading to the highest level of independence possible

To teach the social conventions and provide the opportunities for students to make friends and find acceptance in the community

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains – only 8 miles north of the city of Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipi-



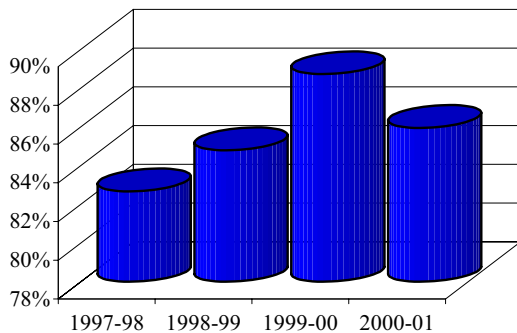
pal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements. College View operates on a traditional calendar system, but also offers a summer program. The school serves pre-kindergarten through post-high students in a specially formatted setting customized to meet the unique needs of handicapped children. The staff is committed to attending to each student individually as well as creating an environment that fosters group interaction.

School Attendance

Schoolwide enrollment at the beginning of the 2000-01 school year was 169 students. 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 and regular daily attendance is a priority at College View School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for College View School was 85.95%.

**Actual Attendance Rates
By Year**



Discipline & Climate for Learning

Students at College View School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of College View School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

Extracurricular Activities

The school's additional academic and extracurricular activities are an integral part of the educational program. These schoolwide and class-

room incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs include:

- Field Trips
- Kiwanis-Sponsored Activities
- PTA-Sponsored Activities

Certificates, ribbons, prizes, and various other awards are given to students throughout the year by teachers in the individual classrooms.

Class Size

College View School maintained a schoolwide average class size of 8 students and a pupil/teacher ratio of 11:1 for the 2000-01 school year. The ratio of students per teacher varies per classroom. Due to the unique nature of the students attending College View, classrooms are not grouped by grade level; rather, students are grouped by age range and capabilities. Each classroom contains 2-3 age and grade levels. This is a necessary arrangement to ensure primary focus on the level and ability of each child specifically, regardless of age.

Class Designation <i>Classrooms by Grouping</i>		
Ages	Grade Levels	Disability
3-6	Pre K-K	Autistic
5-8	1-3	Autistic
3-7	Pre K-1	MR
6-13	K-6	Younger Orthopedic/MR/MH
3-10	3-10	Medically Fragile
11-19	6 & up	OI/VI/MR/Older Orthopedic
9-20	4 & up	Autistic/MR
11-20	6 & up	Autistic/MR
9-22	6 & up	Older Medically Fragile/MR/Autistic

MR = Mentally Retarded MH = Multi-Handicapped
VI = Visually Impaired OI = Other Impaired

Instructional Time

State instructional minute requirements apply to children with severe handicaps. During the 2000-01 school year, school was in session a minimum of 360 minutes daily. All instructional time is based on the needs of each student; flexibility is of vital importance in the case of handicapped children. Though College View adheres to their own schedule, students are the primary concern and instructional time and activities vary from day to day. College View offered 180 instructional days during the 2000-01 school year, comprised of 179 regular days and 1 minimum day. The only minimum day during the school year occurred on the last day of school.

Textbooks & Instructional Materials

All textbooks and instructional materials used within the school are aligned with the SEACO (Special Education Administration at County Offices) guide. They are geared toward a functional skills program and consist of puzzles, blocks, special relationship manipulatives, and various other appropriate materials. Students also have access to a wide array of hands-on kits and assisted technical devices, to further progress and learning.

School Facilities & Safety

College View School provides a safe, clean environment for students, staff, and volunteers. School facilities consist of 9 classrooms, 1 kitchen, and administration offices. Every two classrooms share a kitchen area,

where students are fed. In the evenings and during the day, a team of three custodians and one maintenance engineer ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of College View School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. College View keeps in line with the district's guidelines in updating the School Safety Plan during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan provides and maintains the high level of safety. A copy of the plan is available to the public at the district and/or school office.

Pupil Support Services

It is the goal of College View School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates pupil support services at the school site.

College View Support Services Staff			
	Number of Staff		Availability Days Per Week
		FTE	
Interpreter	1	1	5
Adaptive PE Specialist	1	1	5
Nurse	1	1	5
Psychologist	1	1	5
Special Education Teacher	9	9	5
Speech/Language Specialist	2	0.75	4

**FTE = Full-Time Equivalent*

The school provides qualified personnel to provide support services, on a part-time and/or full-time basis. All support staff, including psychologists, are devoted to helping students deal with problems and assisting them to reach positive goals.

Teacher Assignment, Evaluation, & Development

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, College View School had 7 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential. Substitute teachers are drawn from the district pool of 300 when there is a vacancy to fill and have not proven difficult for College View to draft. Per district requirements, substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

College View School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 24 employees: 33.33 percent with 30+ additional units

beyond their bachelor's degree and 50.01 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teachers and staff at College View follow the staff development courses and guides provided by the district. Due to the customized curriculum in place, additional staff development must be created to conform to the specialized curriculum and bolster the effectiveness of the educational program. The principal conducts teacher evaluations at the school site, based on state evaluation criteria. Temporary and probationary teachers are evaluated annually, and tenured teachers are evaluated every other year. Classified staff are evaluated annually.

Curriculum & Leadership

College View implements an alternative core curriculum, based on the special and varied needs of students. The program addresses those needs through appropriate assessment, identification of problem areas, and placement. SEACO (Special Education Administration at County Offices) has developed curriculum guides for schools serving disabled students. College View teachers write lesson plans and IEPs (Individual Education Plans) that align with the curriculum guides.

Leadership at College View School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards for disabled students. All teachers meet regularly to evaluate the instructional programs and make suggestions for improvement. College View has two teachers participating in PAR (Peer Assistance Review), two staff on the technology committee, and one teacher instructor for PART (Professional Assault Response Training).

Student Achievement & Testing

College View conducts a wide array of assessments to monitor student progress. In such customized and delicate circumstances, these assessments are vital in determining student patterns and development for proper program implementation. Assessments and evaluations are conducted in the following areas:

Speech:

- Brigance Inventory (Speech/Language portion)
- Receptive/Expressive Emergent Language Scale (Reel)
- Koontz Developmental Scale
- Goldman-Fristoe Test of Articulation (GFTA)
- Observation
- Informal Play Assessment

Psychological:

- So. Cal. Ordinal Scales of Development
- Developmental Profile II
- Vineland Adaptive Behavior Scales
- Classroom Observation
- Review of Records
- Interview
- Teacher: Brigance Diagnostic Inventory of Early Development

Disability:

- Speech and Language
- Occupational Therapy
- Physical Therapy
- Behavior
- Discrete Trials
- Psychological

College Preparation

College View School offers students opportunities to get a head start on their future. College preparation activities and programs are made a part of the individual school curriculum where applicable, enhanced by supplemental programs sponsored by the school and Glendale Community College. A wide range of disabilities and impairments are supported by Glendale Community College. In certain instances, some special education students have taken regular classes at the college.

Community Involvement

Parents and the community are very supportive of the education program at College View School. Numerous programs and activities are enriched by the generous contributions made by the community organizations through the following avenues:

- Children's Hospital performs training observations on site
- Community 'Santas' yearly
- Local high school students participate in a gift offering

College View benefits greatly from community partnerships formed with the following organizations:

- Glendale Police Department
- Glendale Foundation
- Kiwanis Club

Expenditures & Services Funded

For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

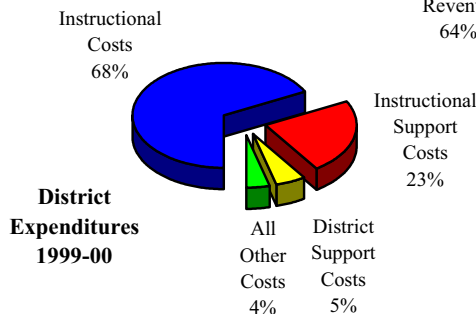
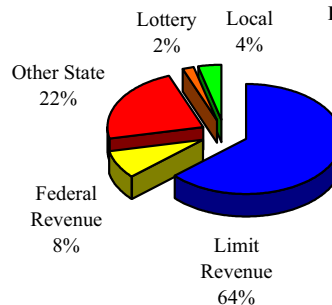
Current Expense of Education Per Student* 1999-00		
Glendale Unified	Statewide Average	
	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Prev.
- Gifted & Talented Pupils
- Instructional Materials
- Home-to-School Transportation
- School Improvement Program
- Vocational & Applied Technology
- Educational Technology Assistance Grants
- School Based Coordination Program
- Staff Development
- Economic Impact Aid
- Instructional Television
- Class Size Reduction
- Healthy Start
- Reading & Math Programs
- Year Round School Incentive

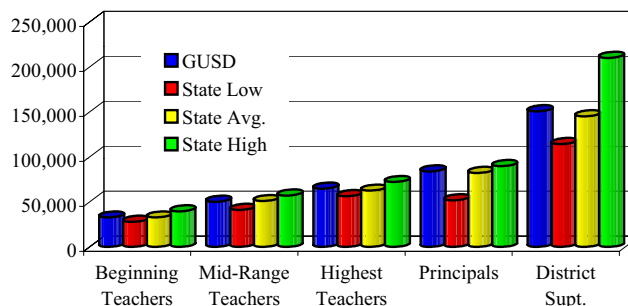
**District Revenue Sources
1999-00**



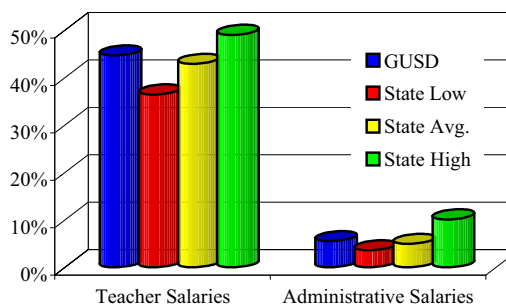
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in College View School's committees, activities, or become a volunteer may contact Dr. Marsha Schultz at (818) 246-8363.