



Glendale Unified School District

"Excellence is Worth the Effort"

College View School

"Together We Can Make a Difference"

2001-2002 Annual School Report Card

1700 E. Mountain St., Glendale, CA 91207-1246

(818) 246-8363

Pre-Kindergarten through Post-High

Dr. Marsha Schultz, Principal

www.glendale.k12.ca.us

2001-02 Board of Education

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Principal's Message

Welcome to our school. College View School was established in 1977. We had our 25th celebration this year. It is my pleasure to share the unique aspects and special facets of our school with you in our annual School Accountability Report Card.

As the principal, it is my privilege to provide insight and understanding into the quality and scope of the educational program. The annual School Accountability Report Card provides information so that you may gain a better understanding of our program, our students, our purpose, and the importance of the integration of schooling into the home and community. This report card is a requirement that every school in California issue in accordance with Proposition 98.

My staff is a unique group of individuals that work together to create a caring and safe environment, implement Individualized Education Plan (IEP) goals, and foster learning, communication, and functional activities. Our alternative core curriculum is aligned with state standards.

We continue to form community partnerships and welcome any suggestions, ideas, or comments. Our volunteer program is integrated into various educational settings and has enlightened medical interns, high school students, local community members, and parents. Volunteers, as well as the students, have benefited by this program.

On behalf of the students, parents, staff, and community, I would like to thank those who have and will support College View School. The College View Giraffes celebrate the diversity and uniqueness of each individual student. Our differences make us who we are. It is a school where students can attain goals and recognize accomplishments.

-- Dr. Marsha Schultz
Principal

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

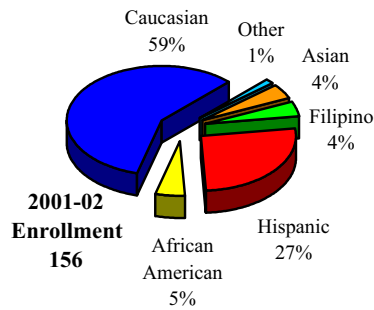
To teach physical and thinking skills needed for home, school, and community environments, leading to the highest level of independence possible

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

Community & School Profile

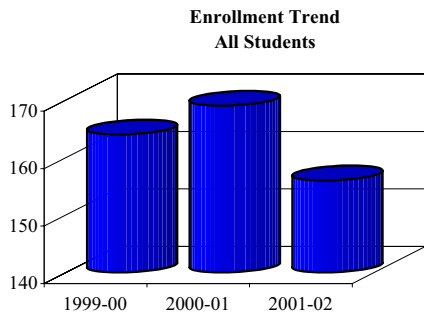
Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary 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 School

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 Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2001-02 school year was 156 students. School districts receive financial support from the state for the education of the students they serve based on how many students attend school 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 2001-02 school year, the actual attendance rate for all grade levels for College View School was 86.77%.



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 monitored by individual student communication books throughout the school year.

Extracurricular Activities

The school's additional academic and extracurricular activities are an integral part of the educational program. These schoolwide and classroom 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
- Elks Club-Sponsored Activities
- Community-based training -- Library, Park
- Birthdays

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 15:1 for the 2001-02 school year. The ratio of students per teacher varies per classroom. Due to the unique nature of the students attending College View School, 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 Classrooms by Grouping		
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 time requirements apply to children with severe handicaps. During the 2001-02 school year, 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. At College View School students are the primary concern. Instructional time and activities vary from day to day. College View School offered 180 instructional days during the 2001-02 school year, comprised of 177 regular days and 3 minimum days. Minimum days were used for Back-to-School Night, Open House, and 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. Students acquire functional living skills, as well as basic academic skills. Utilization of our therapy pool is integrated into the specialized P.E. program.

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 ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

College View School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community

members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors may be restricted at certain times to minimize classroom disruption.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. 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.

	Number of Staff		Availability Days Per Week
		FTE	
Interpreter	1	1	5
PE Specialist	1	1	5
Nurse	1	1	5
Psychologist	1	1	5
Special Education Teacher	9	9	5
Teacher Specialist	1	0.5	2
Speech/Language Specialist	2	0.5	2

FTE = Full-Time Equivalent

Teacher Assignment & Evaluation

Glendale Unified School recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, College View School had 8 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. All teachers are certified in Crosscultural, Language and Academic Development (CLAD). 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 School to draft. Per district requirements, substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria

	1999-00	2000-01	2001-02
Fully Credentialed	9	7	8
Emergency Credentials	5	6	2
Without Credentials	1	5	0
Pre-Interns	0	0	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	15	18	10
Average Years Teaching	12.1	11.4	12.2
Average Years in District	10.2	10.4	10.7

to be evaluated every third year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Curriculum & Leadership

College View School 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 School 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. 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 School has one teacher participating in assistive technology, one staff member on the technology committee, and one teacher instructing in PART (Professional Assault Response Training).

Student Achievement & Testing

College View School 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
- Specialized PE

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.

Community Involvement

Parents and the community are very supportive of the education program at College View School. Easter Seals sponsors and operates an after-school program held at College View School. Numerous programs and activities are enriched by the generous contributions made by the community organizations and individuals who volunteer through the following avenues:

- Glendale Community Foundation
- Elks Club
- Children’s Hospital performs training observations on site
- Community ‘Santas’ yearly
- Local high school students participate in a gift offering, entertainment, and volunteer work

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

- Glendale Police Department
- Glendale Foundation
- Kiwanis Club

Expenditures & Services Funded

For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the adjacent table 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*		
2000-01		
Statewide Average		
Glendale USD	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

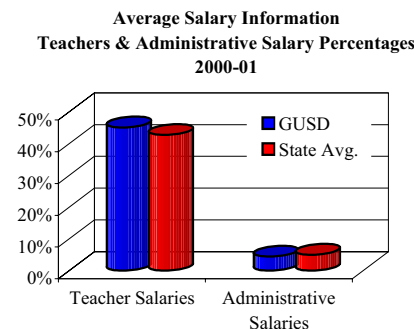
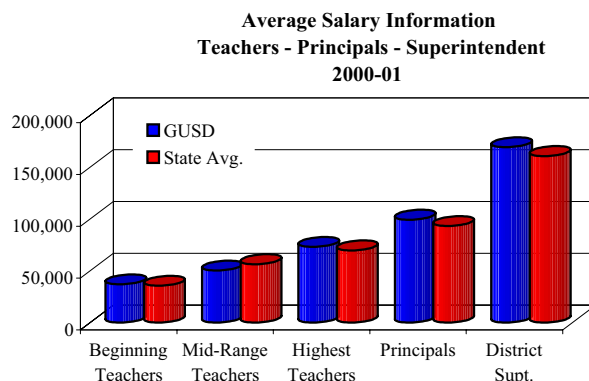
**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

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

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.



Contact Information

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