



Glendale Unified School District

"Excellence is Worth the Effort"

College View School

"Together We Can Make a Difference"

2002-2003 Annual School Report Card

1700 E. Mountain St., Glendale, CA 91207-1246
(818) 246-8363

Pre-Kindergarten through Post-High
www.glendale.k12.ca.us

School Administration

Nancy Epstein, Principal
Rene Guevarra, Assistant to the Principal

2002-03 Board of Education

Pam Ellis, President
Greg Krikorian, Vice President
Mary Boger, Clerk
Lina Harper, Member
Chakib Sambar, Member

District Administration

James R. Brown
Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

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Principal's Message

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

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

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

College View School recently celebrated its 25th birthday along with current students, current and past staff members, Glendale Unified School District personnel and community members. There were balloons, a birthday cake, music and singing and most important a sense of pride and accomplishment shared by all participants. Therefore, with so much to celebrate, I was very proud to be named principal on July 1, 2003. I have spent over 20 years in Glendale Unified School District; the last 10 years have been divided between a district office position and Mark Keppel Elementary School. My goal here is to sustain and continue the magic that is created at this school every day.

-- Nancy Epstein
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

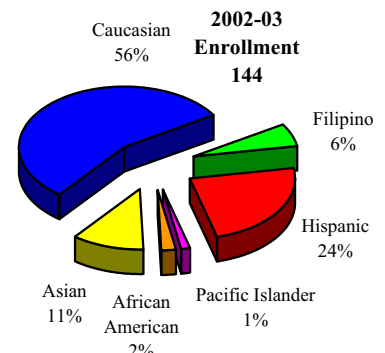
To teach functional self-help skills to ensure maximum self-reliance for our students in their daily living

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 29,500 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.

Discipline & Climate for Learning

Students at College View 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 high expectations are a solid foundation on which to build an effective school. The goal of College View'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
- Birthdays
- Kiwanis-Sponsored Activities
- Dial-A-Ride
- Elks Club-Sponsored Activities
- PTA-Sponsored Activities
- Community-based training -- Library, Park

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

Community Involvement

Parents and the community are very supportive of the education program at College View. Easter Seals sponsors and operates an after-school program held at College View. The College View PTA is very active and supportive of school activities, including field trips, the Wheel/Walk-a-thon, and Box Tops for Education. Numerous programs and activities are enriched by the generous contributions made by the community organizations and private donors 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

Contact Information

The school office is open daily from 7:30 a.m. to 4:00 p.m. (818) 246-8363.

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 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. All College View teachers are participating in assistive technology, one staff member on the technology committee, one teacher instructing in PART (Professional Assault Response Training), CPR, and First Aid training.

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. Each year, the school is able to increase the number and variety of books and instructional materials offered at the school. 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.

Pupil Support Services

It is the goal of College View 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.

Counseling & Support Services Staff			
College View Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Interpreter	1	5	1
PE Specialist	1	5	1
Psychologist	1	5	1
Nurse	1	5	1
Speech/Language Specialist	2	3	0.8
Special Education Teacher	9	5	9
Teacher Specialist	1	2	0.5

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2002-03 school year was 144 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. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2002-03 school year, the actual attendance rate for all grade levels for College View was 89.42%.

Instructional Time

State instructional time requirements apply to children with severe handicaps. During the 2002-03 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 students are the primary concern. College View offered 180 instructional days during the 2002-03 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.

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 to monitor students' speech, psychological, and development progress.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. College View is a Targeted Assistance Title I school and has not been identified for Program Improvement.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, or the California Alternative Performance Assessment, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. College View did not achieve Adequate Yearly Progress for 2003.

Standardized State Testing

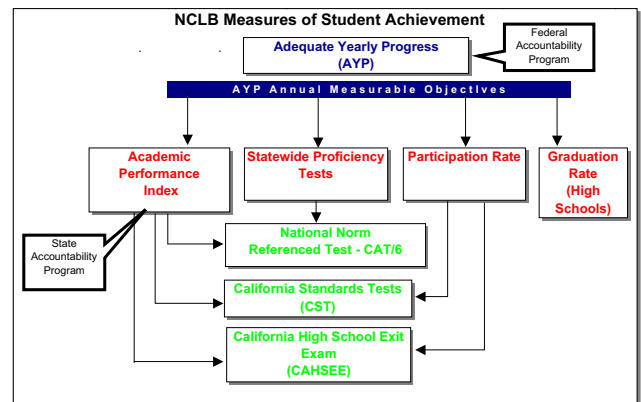
College View participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

Teacher Assignment & Evaluation

Glendale Unified School recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, College View had 5 fully credentialed teachers.

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.

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



Adequate Yearly Progress (AYP) 2003						
College View School						
California Alternative Performance Assessment (CAPA)						
		% Proficient or Advanced				
		Participation Rate	English/ Language Arts		Mathematics	
Target		95%	13.6%		16%	
Met Target? Yes (Y) or No (N)						
	Met	Rate	Met	%	Met	%
All Students	N	94.1%	Y*	53.1%	Y*	20.6%
Academic Performance Index						
560 or 1 point growth						
Met Target? Yes (Y) or No (N)						
	Met	Score		Increase		
Schoolwide	N/A	N/A				

**Based on State Department of Education calculations for schools with less than 100 valid scores.
N/A - Not available due to small number of students tested or missing data.*

Federal Programs		
	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0

Teacher Credential Status			
	01	02	03
Fully Credentialed	7	8	5
Working Outside Subject	0	0	0
Emergency Credentials	6	2	1
Interns	0	0	0
Waivers	5	0	4
Total Teachers	16	10	9
Average Years Teaching	11.4	12.2	13.6
Average Years in District	10.4	10.7	11.9

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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

School Facilities & Safety

College View 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 District to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

College View 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.

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; and 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 2003 and reviewed with school staff at the beginning of the 2003-04 school year. A copy of the plan is available to the public at the district and/or school office.

Class Size

College View maintained a schoolwide pupil-to-teacher ratio of 16:1 for the 2002-03 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 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	3-5	Medically Fragile
14-22	9 & up	Autistic/MR
7-14	2-9	OI/VI/MR/Older Orthopedic
11-22	6 & up	Autistic/MR
10-22	5 & up	MR/Autistic

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

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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*		
2001-02		
Statewide Average		
GUSD	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

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

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		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%