



COLLEGE VIEW SCHOOL

"Together We Can Make a Difference"

1700 E. Mountain St., Glendale, CA 91207-1246 • (818) 246-8363 • Pre-Kindergarten through Post-High

Nancy Epstein, Principal • Rene Guevarra, Assistant to the Principal

www.glendale.k12.ca.us

2003-2004 School Accountability Report Card

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.

After celebrating its 25th birthday two years ago, College View is moving in several new directions. With a generous donation from the Glendale Community Foundation, the playground for the older students is being revamped. A new slide, which will be handicap accessible, and a new shade shelter, are being installed. In addition, the staff is working on developing curriculum to provide sensory stimulation for all the students. The staff will be working with local agencies to develop a unique safety and disaster plan tailored to the needs of the student population.

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

-- Nancy Epstein
Principal

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 eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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. The district serves approximately 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented 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.

Mission Statement

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

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	5.0
American Indian	0.5
Asian	9.0
Caucasian	57.0
Filipino	4.5
Hispanic	21.0
Pacific Islander	0.0
Other	3.0

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.

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:

- Community Field Trips
- Annual Walk-a-thon/ Wheel-a-thon Fund Raiser
- Bringing Community Resources to College View: Los Angeles County Zoo, Aquarium of the Pacific
- Pinewood Derby
- Bringing Arts Performances to College view: Puppet Show, Glendale High School Bell Ringers
- Special Event Fridays: Crazy Hat Day Parade, Karaoke, Moon Bouncer, Bowling

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

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2003-2004 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 2003-2004 school year, the actual attendance rate for all grade levels for College View was 85.02%.

Class Size

College View School maintained a pupil-to-teacher ratio of 20:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. College View has implemented CSR in 100% of all K-3 classrooms for the past three years.

School Facilities

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. At the time of publication in April 2005 100% of the restrooms were fully functional.

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.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

State instructional time requirements apply to children with severe handicaps. During the 2003-2004 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 2003-2004 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.

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

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.

Curriculum Development

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at College View School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed Kindergarten inventory, report card grades
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

CAT/6

The CAT/6 is a norm referenced test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. CAT/6 scores are available at the end of this report.

California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. API results are available at the end of this report.

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.

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, College View School employed 5 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	8	5	5
Emergency Credentials	2	1	3
Interns	0	0	0
Waivers	0	4	3
Total Teachers	10	9	10
Average Years Teaching	12.2	13.6	14.7
Average Years in District	10.7	11.9	13.3
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
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.			

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, 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 and assistant principal. These administrators have 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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Counseling & Support Staff

It is the goal of College View School School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

The district offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Interpreter	1	1
Nurse	1	1
PE Specialist	1	1
Psychologist	1	1
Special Education Teacher	9	9
Speech/Language Specialist	2	0.8
Teacher Specialist	1	0.5

School Leadership

Leadership at College View is a responsibility shared among GUSD administration, the principal, the instructional staff, the support staff, and the parents. A newly formed Principal's Advisory Committee, representing all staff members, is beginning to tackle safety and other issues.

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

Community Involvement

There is an emphasis on community involvement at College View. The students benefit greatly from contributions and involvement from numerous service organizations and community institutions. Easter Seals operates an after school program on our site which provides after school care to students with disabilities through Glendale Unified School district. There is a small but active and committed College View PTA. Through their fund raising events, they are able to provide special events and field trips from the school.

The Glendale Police Department never misses a holiday visit. Santa Claus comes roaring up our hill with sirens blaring and the students and staff turn out to greet them. Each student gets a gift from and a photograph with Santa. The Glendale Elks also provide a holiday program complete with gifts and entertainment. Numerous high school and college students earn service credit for volunteering in the classrooms. We are delighted to have young energetic people volunteer their time. The Glendale Community Foundation has been extremely responsive to our needs and generous in their support of the program here. Both the primary and upper grade playgrounds have been revamped through the support of the Foundation.

Contact Information

The school office is open daily from 7:30 a.m. to 4:00 p.m. The phone number is (818) 246-8363, and the fax number is (818) 246-0708. If the office is closed, please contact the Special Education Office at the Glendale Unified School District by calling (818) 241-3111.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

As a school receiving Title I federal funding, College View is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. College View has met all AYP criteria; therefore, it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 0% of core academic classes at College View were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 0% of core academic classes at College View were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
	2003-04	
	College View	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	40.0%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	20.0%	41.5%
Bachelor's Degree	30.0%	10.3%
Less Than Bachelor's	10.0%	0.2%
None Reported	0.0%	0.0%
*Indicates additional hours above and beyond degree.		

Individualized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, College View School is able to offer programs to meet the individual needs of its students.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While College View does not receive Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

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.

Safe School Plan

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.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

for the following categorical, special education, and support programs:

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Grade Level	Year Ending	11	11	11	11	11					
								04	05	03	04	05
								All Students				
GUSD			62		62	69						
California			47		46	46						
Subgroups												
Gender												
Socioeconomic Status												
Language Fluency												
Special Programs												
ESEA Title 1 Targeted												
Indian Education												
Migrant Education												
Special Education												
Title 1												
Ethnicity												
African American												
American Indian												
Asian												
Caucasian												
Filipino												
Hispanic or Latino												
Pacific Islander												
† R-FEP - Redesignated – Fluent English Proficient												
^SED - Socioeconomically Disadvantaged												
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.												

California Standards Test (CST)**2002, 2003, 2004****Combined % of Students Scoring at Proficient and Advanced Levels****College View**

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results

Base		Growth					
All Students	2001	2002	2003	2002	2003	2004	
Percent Tested							Percent Tested
API Score							API Growth Score
Growth Target							Actual Growth
Statewide Rank							Eligible for Awards
Similar Schools Rank							Eligible for II/USP
Subgroups							
Socioeconomically Disadvantaged							
Base API Score							API Growth Score
Growth Target							Actual Growth
African American							
Base API Score							API Growth Score
Growth Target							Actual Growth
American Indian							
Base API Score							API Growth Score
Growth Target							Actual Growth
Asian							
Base API Score							API Growth Score
Growth Target							Actual Growth
Caucasian							
Base API Score							API Growth Score
Growth Target							Actual Growth
Filipino							
Base API Score							API Growth Score
Growth Target							Actual Growth
Hispanic							
Base API Score							API Growth Score
Growth Target							Actual Growth
Pacific Islander							
Base API Score							API Growth Score
Growth Target							Actual Growth
<p>*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</p> <p>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</p>							

Adequate Yearly Progress

	California High School Exit Examination (CAHSEE)													
	English/Language Arts													
	<u>College View</u>								<u>GUSD</u>					
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate			% Proficient & Advanced		
	03	04	03	04	03	04	03	04	03	04	03	04	03	04
	95%	95%	11.2%	11.2%	95%	95%	11.2%	11.2%	95%	95%	11.2%	11.2%	95%	95%
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	*	94	Yes*	59.3	No*	0.0	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	*	100	*	91	*	54.1	*	0.0	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	*	100	*	93	*	52.6	*	0.0	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	72			*	*			Yes	99			Yes	72.3
Special Education	*	100	*	94	*	59.3	*	0.0	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	100	*	72	*	*	*	*	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	*	94	*	100	*	60.0	*	0.0	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	50	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

	<u>College View</u>								<u>GUSD</u>					
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate			% Proficient & Advanced		
	03	04	03	04	03	04	03	04	03	04	03	04	03	04
	95%	95%	9.6%	9.6%	95%	95%	9.6%	9.6%	95%	95%	9.6%	9.6%	95%	95%
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	97	*	94	Yes*	29.0	Yes*	0.0	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	*	96	*	91	*	26.0	*	0.0	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	*	100	*	93	*	15.7	*	0.0	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	72			*	*			Yes	99			Yes	86.3
Special Education	*	97	*	94	*	29.0	*	0.0	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	100	*	72	*	*	*	*	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	75	*	100	*	*	*	*	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	*	94	*	100	*	26.6	*	0.0	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	50	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

	<u>College View</u>								<u>GUSD</u>			
Target	03				04				03		04	
	Minimum score of 560 or 1 point increase											
Scores	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
	Yes	667	N/A		Yes	767	Yes	779				

Graduation Rate

	<u>College View</u>								<u>GUSD</u>			
Target	03				04				03		04	
	82.8% or 0.2% increase over a two-year period											
Scores	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	N/A	N/A	Yes	100.0	Yes	94.7	Yes	95.0				

^SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

