

Glendale Unified School District

"Excellence is Worth the Effort"

College View School

"Together We Can Make a Difference"

2004-2005 School Accountability Report Card

1700 East Mountain Street, Glendale, CA 91207-1246

(818) 246-8363

Pre-Kindergarten Through Post-High

www.gusd.net

School Administration

Nancy Epstein
Principal

Rene Guevarra
Assistant to the Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education

Principal's Message

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

The staff is composed of 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 environment. The goals include implementing Individualized Education Plan (IEP) goals fully, facilitating academic learning, fostering communication skills, and encouraging functional activities. Our curriculum is aligned with the Glendale Unified School District and California State Standards.

Community partnerships and volunteers allow College View School to enhance an established 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 strives for continuous improvement. With a generous donation from the Glendale Community Foundation, the playground for the older students has been revamped. A new handicapped-accessible slide and a new shade shelter with a mister have been 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 at College View School brings new meaning to the word "dedication." As I begin my third year here as principal, I feel confident that together we will continue to provide an exemplary program for the students.

School 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

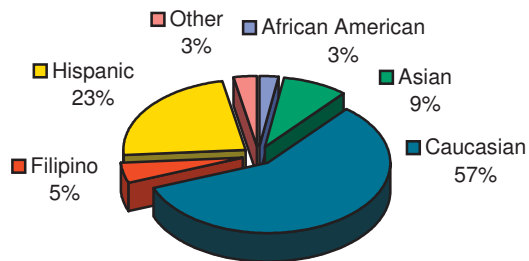
Community & School Profile

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 nearly 29,000 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 School operates on a traditional calendar system, but offers an extended year program of seven weeks during the summer on an as needed basis to prevent possible regression in qualifying students. The school serves pre-Kindergarten through post-high school students in a specially formatted setting customized to meet the needs of students with severe to profound disabilities. The staff is committed to attending to each student individually, as well as creating an environment that fosters group interaction.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

The entire staff at College View School has high expectations for the achievement and behavior of the students. Staff members value and model respect, cooperation, hard work, and mutual support. The goal is to provide a safe environment in a warm and friendly atmosphere that fosters learning. Students with disabilities have difficulty with and a need for self-discipline. This quality is fostered by a system of consistent rewards that is scaled back when the student has mastered the desired behavior. Communication with parents through the use of communication books, phone calls, classroom visits, and classroom newsletters is an important component in creating a climate for learning.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	College View			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	0	0	0	5489	4903	4882
Suspension (%)	0.00	0.00	0.00	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and Enrichment Activities

Extracurricular activities are an integral part of the instructional program. The programs provide necessary stimulation for the students, which aid in focusing and lengthening attention spans. These programs include:

- Annual Walk-a-Thon/Wheel-a-Thon fundraiser
- Bringing community resources to College View School - animals from the Los Angeles Zoo, Aquarium of the Pacific, Kidspace, Valentine's Traveling Nature Class
- Community Field Trips
- Graduation Ceremony and celebration for students leaving College View School
- Pinewood Derby
- Special Event Fridays: Crazy Hat Day Parade, American Spirit Parade, Bowling, and Moon Bouncer



School Enrollment & Attendance

Total school enrollment is 267 students. Glendale Unified School District, Burbank Unified School District, and La Canada Unified School District form a SELPA to meet the needs of all students with special needs. College View School enrolls from districts belonging to the SELPA. The school nurse and the classroom teacher collaborate to maintain and improve attendance.

Instructional Time

State instructional time requirements apply to children with severe handicaps. During the 2004-05 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. College View offered 180 instructional days during the 2004-05 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.

School Facilities & Safety

College View School has a uniquely beautiful setting and a facility designed for students with special needs. The school consists of nine classrooms; all classrooms open onto common areas. These common areas include eating areas for the students and well-equipped kitchens to handle any special dietary requirements. There are two playgrounds with equipment particularly designed for the needs of the students. Occupational and physical therapy are delivered in areas set aside with specialized equipment. Outside doors are equipped with automatic opening and closing devices to accommodate wheelchairs and physical disabilities. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of College View School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors are required to sign in at the school office and to wear a visitor badge while on site. College View School welcomes visits from parents and community members. Visitors are asked to notify school staff prior to visits if at all possible to preserve the integrity of instructional time.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe coming and leaving from school, sexual harassment policy, and dress code policy. College View School reviews the plan annually. The plan was last updated and shared with school staff in October 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that

100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The facility is kept spotlessly clean and well maintained by the lead custodian and staff. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

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 school- and district-developed assessments, the State and Federal government have set standards for student achievement. The school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. 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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). College View School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. API scores are displayed on page 5. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress				
California Alternate Performance Assessment (CAPA)				
English/Language Arts				
	Participation Rate		% Proficient & Advanced	
Year Ending	04	05	04	05
Target	95%		22.3%	
All Students	Met *	Met Yes*	Met No*	Met Yes*
Math				
	Participation Rate		% Proficient & Advanced	
Year Ending	04	05	04	05
Target	95%		20.9%	
All Students	Met *	Met Yes*	Met Yes*	Met Yes*

**AYP scores were adjusted for schools with fewer than 100 valid scores*

API School Results						
All Students	Base			Growth		
	2002	2003	2004	2003	2004	2005
Percent Tested			0	Percent Tested		
API Score			243	API Growth Score		
Growth Target			28	Actual Growth		
Statewide Rank			1	Eligible for Awards	Not funded	
Similar Schools Rank			N/A	Eligible for II/USP		

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.

Federal Awards & Intervention Programs			
	2003	2004	2005
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

California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.



Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, College View School had 10 fully credentialed teachers.

Teacher Credential Status			
	03	04	05
Fully Credentialed	5	5	10
Emergency Credentials	1	3	1
Interns	0	0	2
Waivers	4	3	0
Total Teachers	9	10	13
Average Years Teaching	13.6	14.7	14.5
Average Years in District	11.9	13.3	12.8

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	*
Vacant Teacher Positions	0	0	*

**2005-06 data was unavailable at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 0% of core academic classes at College View School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	College View School
Doctorate	0.0%
Master's Degree +30*	46.2%
Master's Degree	0.0%
Bachelor's Degree +30*	30.8%
Bachelor's Degree	23.1%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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.

Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the District focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The District schedules three staff development days annually.

College View School prepares a staff development plan that is aligned with District strategic targets and which uses a variety of resources to assist teachers in refining instructional practice.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.



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 used 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.

Counseling & Other Support Services

It is the goal of College View 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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Interpreter	1	1.0
Nurse	1	1.0
PE Specialist	1	1.0
Psychologist	1	1.0
Special Education Teacher	9	9.0
Speech/Language Specialist	2	0.8
Teacher Specialist	1	0.5

College View School 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 College View School 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 the Pacific Avenue Center, 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.

School Leadership

Leadership at College View School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Nancy Epstein has led the school for three years, backed by more than 24 years of educational experience. 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 Frameworks 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 School. 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 fundraising events, the PTA is able to provide special activities and field trips for 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 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. Both the primary and upper grade playgrounds have been revamped through the support of the Foundation.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04		
Statewide Average		
GUSD	All Unified School Districts	
	Districts	All Districts
\$6,639	\$6,987	\$6,919

**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 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- 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 more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

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.

