

Glendale High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	Glendale High
Street	1440 East Broadway
City, State, Zip	Glendale, Ca, 91205-1503
Phone Number	818-242-3161
Principal	Dr. Monica Makewicz, Principal
E-mail Address	mmakewicz@gusd.net
County-District-School (CDS) Code	19645681933530

Last updated: 1/5/2016

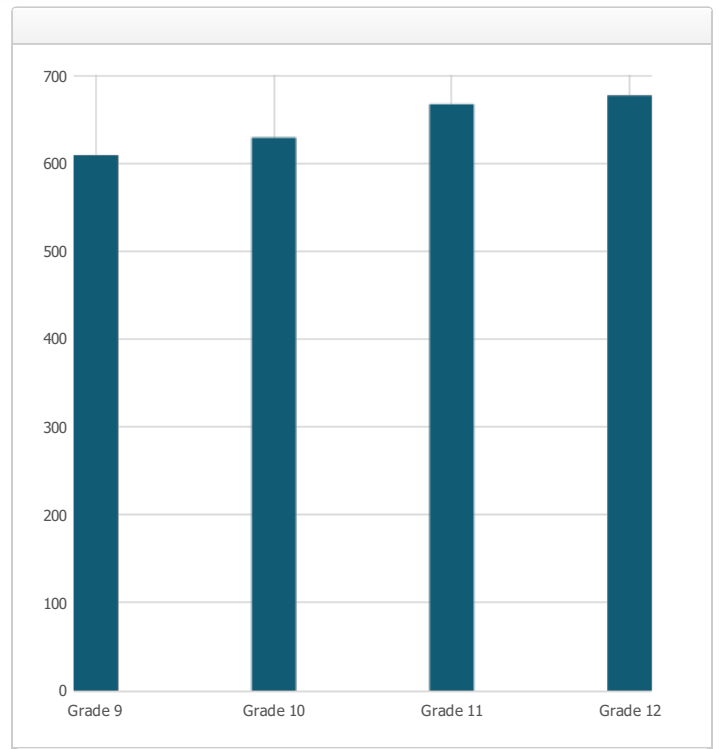
School Description and Mission Statement - Most Recent Year

We are a community of learners dedicated to excellence.

Last updated: 1/5/2016

Student Enrollment by Grade Level (School Year 2014-15)

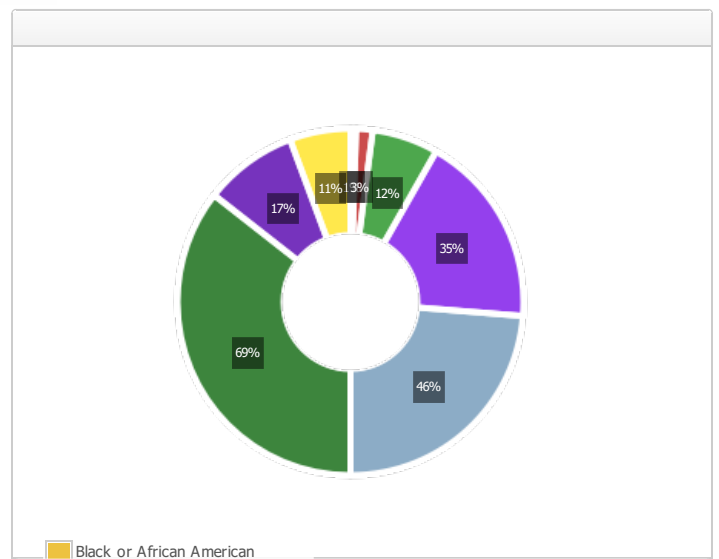
Grade Level	Number of Students
Grade 9	609
Grade 10	629
Grade 11	667
Grade 12	677
Total Enrollment	2582



Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.2 %
Asian	3.2 %
Filipino	12.3 %
Hispanic or Latino	35.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	46.6 %
Two or More Races	0.9 %
Socioeconomically Disadvantaged	69.1 %
English Learners	17.8 %
Students with Disabilities	11.3 %
Foster Youth	0.4 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/5/2016

A. Conditions of Learning

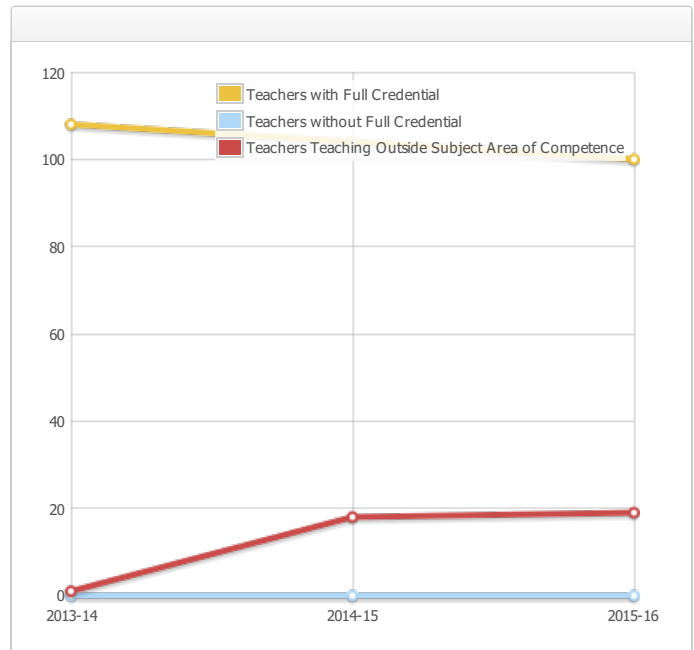
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

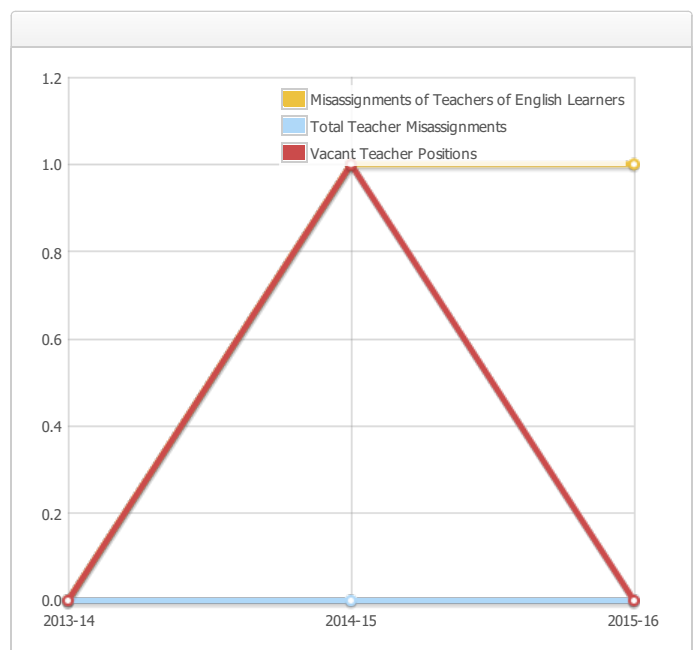
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	108	104	100	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	18	19	65



Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.0%	1.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt-Literature & Language/2003 American Literature: Language of Literature/2003 World Literature: Language of Literature/2003	Yes	0.0 %
Mathematics	Glencoe - Algebra 1/2008 Glencoe - Geometry/2008 Calculus: Single Variable w/Vector Functions	Yes	0.0 %
Science	Holt- Biology CA Edition/2007 Holt - Earth Science/2007 Chemistry Matter & Change/2007 Holt - Physics/2007 Anatomy & Physiology: From Science to Life/2007 McGraw Hill - Marine Bio/2007	Yes	0.0 %
History-Social Science	California World History/2006 California American Anthem/2006 MacGruders - American Government/2006 Economics - Principals & Practice/2006 American Pageant/2006	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol 1,2, & 3/2005 Bon Voyage 1,2, & 3/2005	Yes	0.0 %
Health	Lifetime Health/2005	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements - Most Recent Year

The majority of the buildings on campus were constructed in 1967-1969. The exceptions are the pool, which was built in 1955, the stadium, built in 1975, and J building, built in 1994.

In general, the buildings are in good condition. In 2006-2007, the condenser pump for the central chiller system was rebuilt. Flooring in some of the bungalows has been replaced, as has the filter system and piping, tile, and sections of the decking in the pool area. In the north gym the floor was refinished and the waterproof surface outside the foyer was removed and replaced. In 2007-2008, we replaced the roofs on two buildings, repaved the parking lot at the corner of Verdugo and Broadway, and converted room 258 into a demonstration classroom for the Bistro Program. In 2009-2010, the Cosmetology classrooms and Commercial Multi-Media classrooms were updated and refurbished. The entire campus has been remodeled to be handicap accessible. During the 2013-14 school year the 2000 and 3000 buildings completed an HVAC modernization/upgrade. This included the cafeteria and kitchen area.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Need patch and paing in some rooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	no water in Fire Sprinkler in trap room
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	fix door in 2 rooms, craked tiles and concrete

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Exemplary
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Last updated: 1/15/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	33.0%	49.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	629	605	96.2%	16.0%	24.0%	34.0%	25.0%
Male	629	301	47.9%	20.0%	25.0%	34.0%	20.0%
Female	629	304	48.3%	13.0%	24.0%	33.0%	30.0%
Black or African American	629	10	1.6%	--	--	--	--
American Indian or Alaska Native	629	0	0.0%	--	--	--	--
Asian	629	13	2.1%	0.0%	0.0%	31.0%	69.0%
Filipino	629	88	14.0%	11.0%	18.0%	36.0%	34.0%
Hispanic or Latino	629	205	32.6%	17.0%	30.0%	34.0%	19.0%
Native Hawaiian or Pacific Islander	629	1	0.2%	--	--	--	--
White	629	282	44.8%	18.0%	23.0%	32.0%	25.0%
Two or More Races	629	6	1.0%	--	--	--	--
Socioeconomically Disadvantaged	629	390	62.0%	20.0%	27.0%	34.0%	19.0%
English Learners	629	137	21.8%	38.0%	36.0%	20.0%	4.0%
Students with Disabilities	629	59	9.4%	54.0%	31.0%	12.0%	2.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	629	605	96.2%	40.0%	25.0%	21.0%	12.0%
Male	629	300	47.7%	44.0%	22.0%	20.0%	11.0%
Female	629	305	48.5%	36.0%	28.0%	22.0%	13.0%
Black or African American	629	11	1.7%	45.0%	27.0%	9.0%	18.0%
American Indian or Alaska Native	629	0	0.0%	--	--	--	--
Asian	629	13	2.1%	0.0%	23.0%	15.0%	62.0%
Filipino	629	88	14.0%	30.0%	26.0%	30.0%	15.0%
Hispanic or Latino	629	203	32.3%	48.0%	26.0%	18.0%	7.0%
Native Hawaiian or Pacific Islander	629	1	0.2%	--	--	--	--
White	629	283	45.0%	40.0%	24.0%	22.0%	12.0%
Two or More Races	629	6	1.0%	--	--	--	--
Socioeconomically Disadvantaged	629	389	61.8%	45.0%	28.0%	18.0%	9.0%
English Learners	629	138	21.9%	65.0%	19.0%	10.0%	4.0%
Students with Disabilities	629	58	9.2%	88.0%	7.0%	5.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	56.0%	57.0%	59.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	59.0%
Male	64.0%
Female	57.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	89.0%
Filipino	75.0%
Hispanic or Latino	60.0%
Native Hawaiian or Pacific Islander	--
White	55.0%
Two or More Races	--
Socioeconomically Disadvantaged	55.0%
English Learners	38.0%
Students with Disabilities	22.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

Career Technical Education Programs (School Year 2014-15)

Glendale High School has several outstanding Career Technical Education programs: Cosmetology affords students with a license in Cosmetology at public school rates. The Construction Academy is a California Partnership Academy and has been highly successful. The Foods program includes a Bistro class that does catering for school, district and community events.

Last updated: 1/25/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	871
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	11.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	53.0%

Last updated: 1/25/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	94.6%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.7%

State Priority: Other Pupil Outcomes

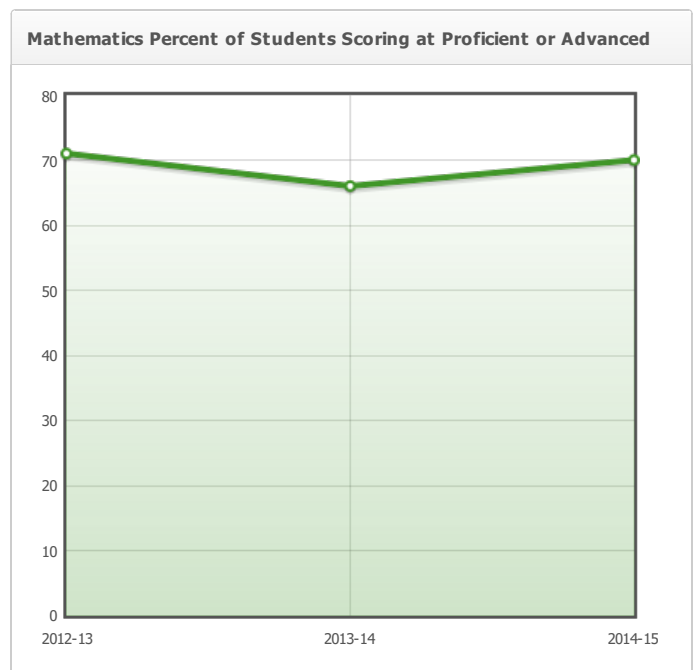
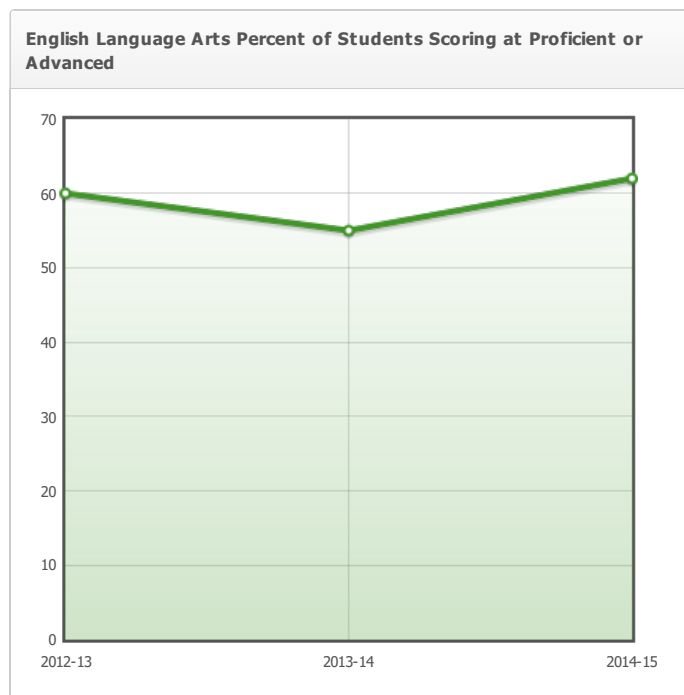
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	60.0%	55.0%	62.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	71.0%	66.0%	70.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/5/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	27.0%	23.0%	50.0%	22.0%	39.0%	38.0%
All Students at the School	38.0%	24.0%	37.0%	30.0%	44.0%	25.0%
Male	40.0%	29.0%	32.0%	27.0%	46.0%	28.0%
Female	36.0%	20.0%	45.0%	34.0%	43.0%	23.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	13.0%	31.0%	56.0%	13.0%	19.0%	69.0%
Filipino	18.0%	27.0%	55.0%	15.0%	42.0%	43.0%
Hispanic or Latino	45.0%	22.0%	33.0%	39.0%	44.0%	17.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	39.0%	25.0%	36.0%	28.0%	46.0%	26.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	44.0%	25.0%	31.0%	33.0%	46.0%	21.0%
English Learners	63.0%	27.0%	10.0%	47.0%	47.0%	7.0%
Students with Disabilities	92.0%	6.0%	2.0%	85.0%	13.0%	2.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.5%	21.5%	40.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/5/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

There are a variety of opportunities for parents to become involved with the school, ranging from participating in the Parent, Teacher, Student Association (PTSA) and/or becoming a member of either the School Site Council (SSC), English Language Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), Gifted and Talented Education (GATE) or Special Education. Parents are also welcome to chaperone at dances or attend one of many events that take place at Glendale High School.

State Priority: Pupil Engagement

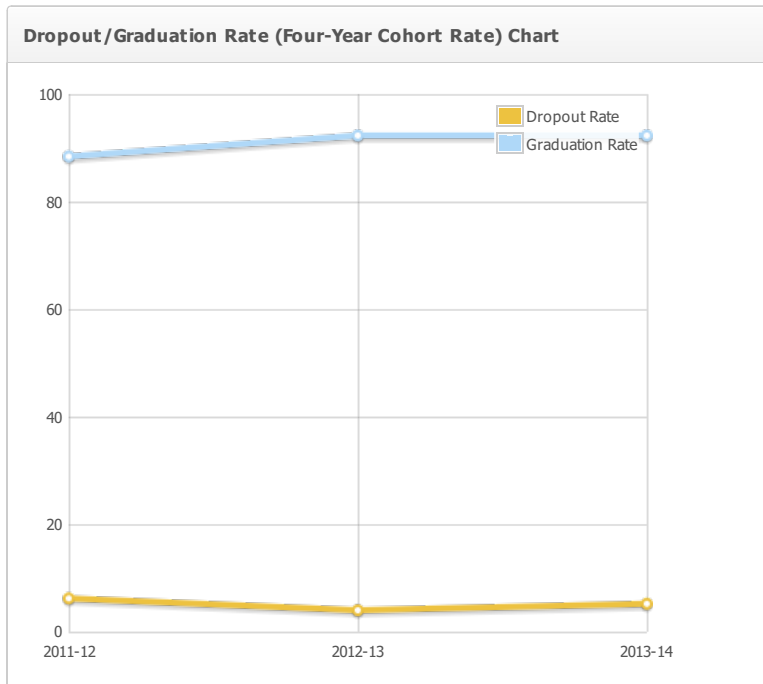
Last updated: 1/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.2%	4.0%	5.2%	6.2%	4.5%	4.1%	13.1%	11.4%	11.5%
Graduation Rate	88.40	92.30	92.30	0.00	91.90	0.00	78.87	80.44	80.95



Last updated: 1/5/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	92	87	84
Black or African American	100	88	76
American Indian or Alaska Native	95	100	78
Asian	0	94	92
Filipino	94	85	96
Hispanic or Latino	60	78	81
Native Hawaiian or Pacific Islander	63	100	83
White	87	90	89
Two or More Races	88	73	82
Socioeconomically Disadvantaged	100	92	81
English Learners	94	47	50
Students with Disabilities	85	53	61
Foster Youth	--	--	--

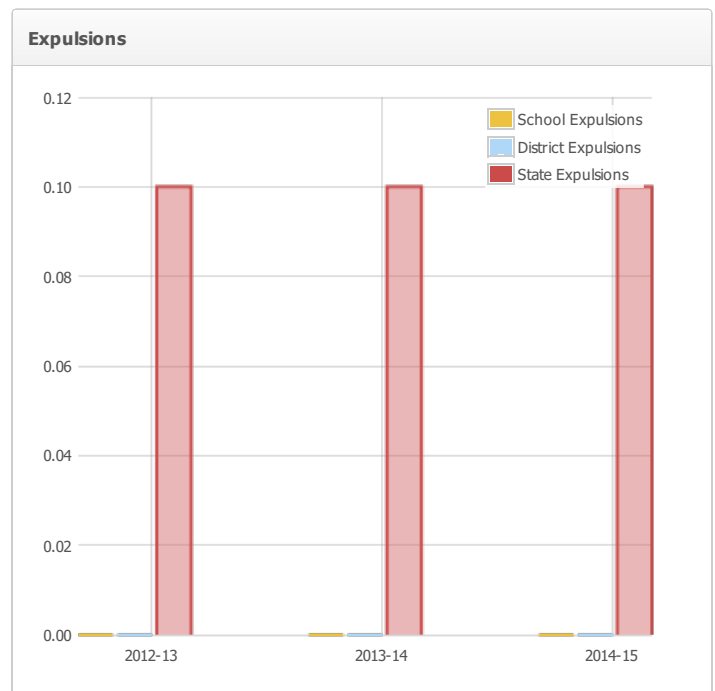
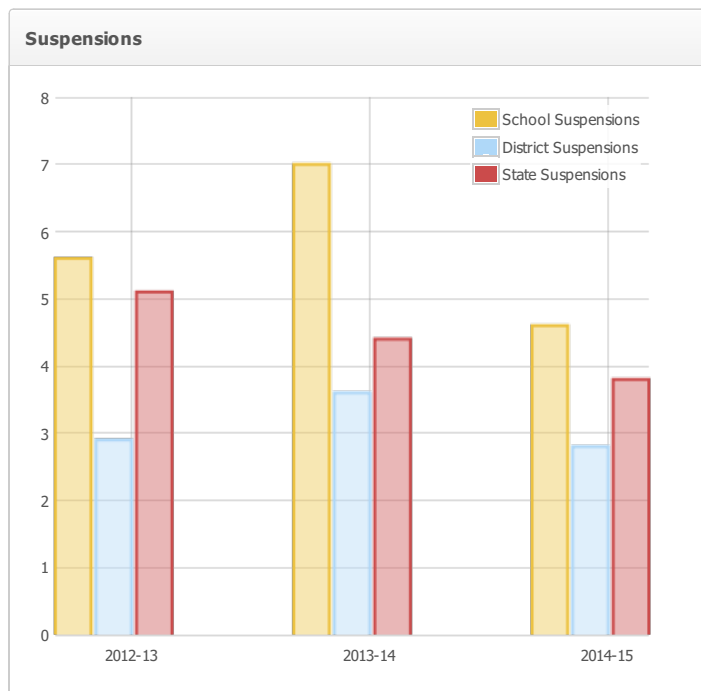
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.6	7.0	4.6	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

School Safety Plan - Most Recent Year

The School Safety Plan is revised every school year. All school entrances are closed during the day except for the main walk-in entrance. All visitors must check in with security personnel at the main entrance, show identification, and state the purpose for their visit. Approved visitors are asked to sign in, are given a visitor's badge, and are directed to their destination.

Overall student safety is ensured through a comprehensive school safety plan that includes emergency procedures for major disasters and a day-to-day supervision plan that accounts for all students at all times. Students are monitored by their assigned teachers or office staff members during instructional time and by a team of administrators and support staff before school, during snack and lunch time, after school, and at extracurricular activities. Teachers are encouraged to meet and greet students at the door as they arrive to class in an effort to increase supervision between classes.

The elements of the comprehensive school safety plan include standard protocol for major disasters, an evacuation plan, a list and location of emergency supplies, and a list of personnel assignments and responsibilities. The day-to-day supervision plan includes personnel assignment areas, schedules, and procedural protocol. All staff members have copies of the plan and updates are communicated to them as they are made via email, special committee meetings, daily announcements, and personal conversations.

Last updated: 1/5/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	49	27	60	26.0	40	30	50	27.0	33	28	49
Mathematics	27.0	25	36	39	25.0	33	35	29	28.0	23	22	38
Science	29.0	11	23	41	28.0	16	22	37	29.0	9	28	31
Social Science	29.0	17	21	42	28.0	16	29	39	30.0	13	26	38

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	550.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	3.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5974.0	\$830.0	\$5144.0	\$78837.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/5/2016

Types of Services Funded (Fiscal Year 2014-15)

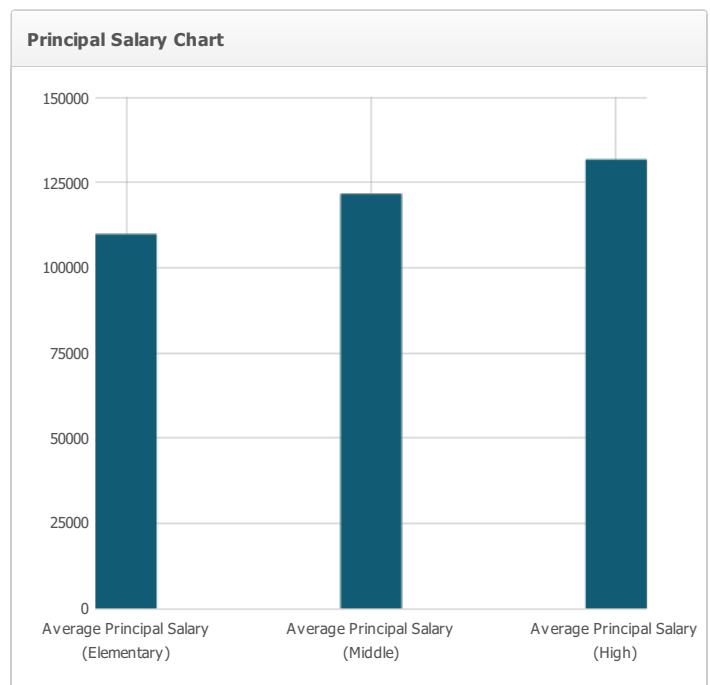
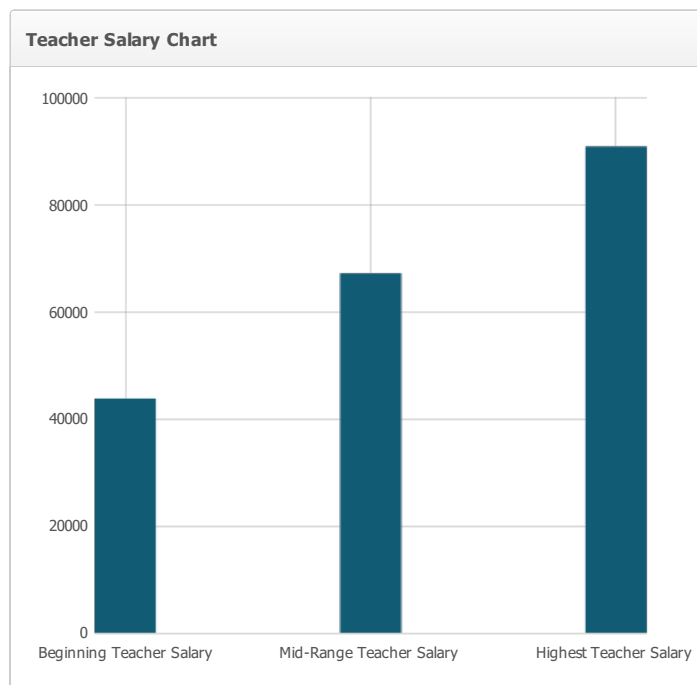
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong Parent, Teacher, Student Association (PTSA) and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness. Resources are allocated to support student achievement and include activities such as: after-school tutoring, instructional support, and reduced class size in English Language Development classes.

Last updated: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/5/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	6	N/A
Social Science	14	N/A
All Courses	34	0.5%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/5/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016