# College View

---

**California Department of Education**
## School Accountability Report Card
### Reported Using Data from the 2015-16 School Year

---

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 and the county. 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 (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|---|---|
| **District Name** | Glendale Unified |
| **Phone Number** | (818) 241-3111 |
| **Superintendent** | Winfred Roberson |
| **E-mail Address** | wroberson@gusd.net |
| **Web Site** | www.gusd.net |

| School Contact Information (School Year 2016-17) | |
|---|---|
| **School Name** | College View |
| **Street** | 1700 East Mountain |
| **City, State, Zip** | Glendale, Ca, 91207 |
| **Phone Number** | 818-246-8363 |
| **Principal** | Jay Schwartz, Principal |
| **E-mail Address** | jschwartz@gusd.net |
| **County-District-School (CDS) Code** | 19645686099022 |

*Last updated: 1/17/2017*

## School Description and Mission Statement (School Year 2016-17)

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

*Last updated: 1/17/2017*

## Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 1 |
| Grade 1 | 4 |
| Grade 2 | 3 |
| Grade 3 | 5 |
| Grade 4 | 1 |
| Grade 5 | 2 |
| Grade 6 | 5 |
| Grade 7 | 5 |
| Grade 8 | 8 |
| Grade 9 | 4 |
| Grade 10 | 4 |
| Grade 11 | 3 |
| Grade 12 | 19 |
| Ungraded Secondary | 90 |
| Total Enrollment | 154 |
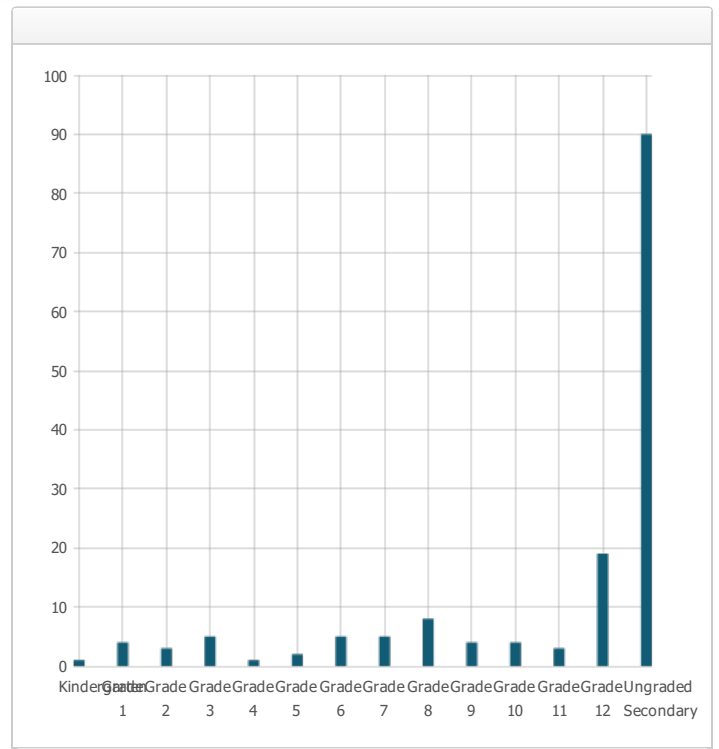


*Last updated: 1/17/2017*

## Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.9 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 8.4 % |
| Filipino | 7.8 % |
| Hispanic or Latino | 25.3 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 55.2 % |
| Two or More Races | 1.3 % |
| Other | 0.1 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 35.7 % |
| English Learners | 37.7 % |
| Students with Disabilities | 94.2 % |
| Foster Youth | 0.6 % |

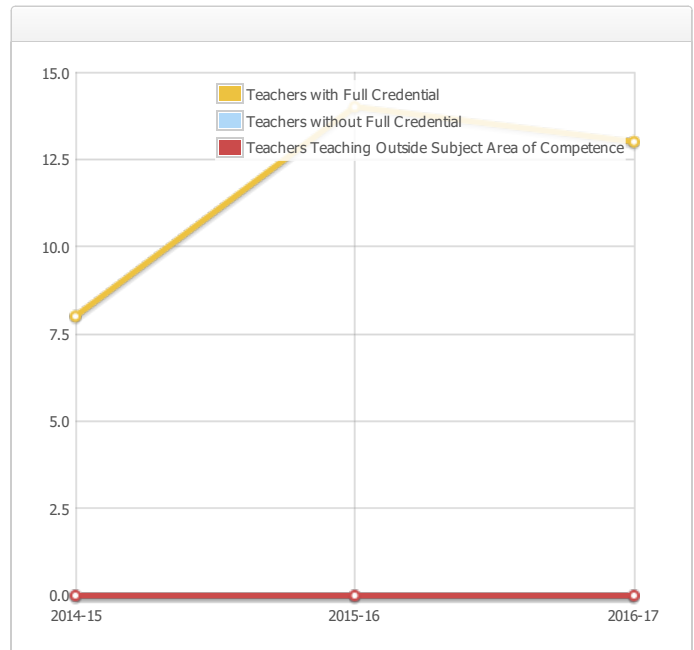*Last updated: 1/17/2017*

# 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 |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 8 | 14 | 13 | 1148 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 35 |



*Last updated: 1/24/2017*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
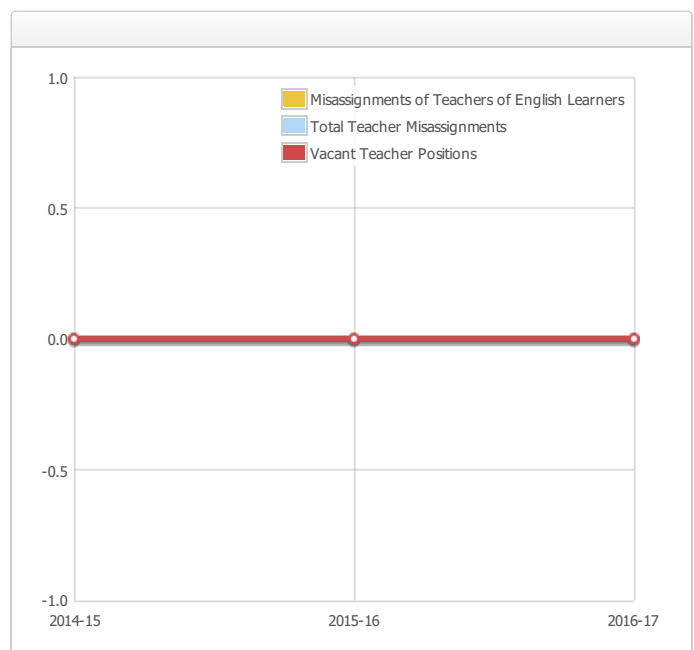


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

*Last updated: 1/24/2017*

**School Facility Conditions and Planned Improvements**

College View School, with our state-of-the-art building and campus, was built with Measure S funds and boasts the following educational enhancements: a specialized therapy pool, a sensory and motor therapy gym and a multipurpose room with instructional kitchen and instructional laundry room as well as flexibility for a multitude of other instructional uses.  Also, way-finding features, such as colored paths, large numbered rooms and a magnetic wall strip helps us teach our students to navigate their educational environment with more independence.  Each classroom has a technology center, interactive projector and evaluation/observation room.  Our playgrounds have accessible and engaging stations where all students can play and learn with a sensory garden for all to enjoy.  The second story of our building is designed to house other District programs, which can provide opportunities for our students to interact, communicate and socialize with typical peers.  With green energy features and a natural design, our new state-of-the-art school building better serves the unique needs of our special children, not to mention, the pride of Glendale Unified School District.

*Last updated: 1/17/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: July 2016

| Overall Rating | Exemplary |
|---|---|

*Last updated: 1/17/2017*

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
| Subject | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | -- | -- | 58.0% | 61.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | -- | -- | 49.0% | 51.0% | 34.0% | 36.0% |

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.

*Last updated: 1/17/2017*

### CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| Subject | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 0.0% | -- | 23.0% | 0.0% | 70.0% | 69.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

*Last updated: 1/17/2017*

### CAASPP Tests Results in Science by Student Group
### Grades Five, Eight and Grade Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|---|---|---|---|
| All Students | 15 | 13 | 86.7% | 23.1% |
| Male | 12 | 11 | 91.7% | 27.3% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 14 | 13 | 92.9% | 23.1% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/17/2017*

# 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 area of physical education

## 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 (School Year 2016-17)**

Our parents are actively involved with caring for their children thus we see our role as assisting both the child and the families in making this task easier. Because of this unique relationship we have a different idea of parent involvement in our school. While we do not specifically ask parents to volunteer, they are welcome to come any time and communicate with teachers. We also have opportunities for parents to volunteer on field trips, special events, and parties.
We continue to have strong PTA involvement and work with our College View Foundation, School Site Council and ELAC. The PTA generously supports our students in the classroom by funding special projects for each teacher as well as assisting our school with field trips and special assembliies that enrich the experiences of our students.  The College View Foundation has been working to raise funds to purchase state of the art sensory equipment for the therapy gym. College View Foundation has benefitted from several parent and volunteer philanthropic organizations.

# State Priority: Pupil Engagement

*Last updated: 1/17/2017*

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

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

# 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.0 | 3.6 | 2.8 | 2.5 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |
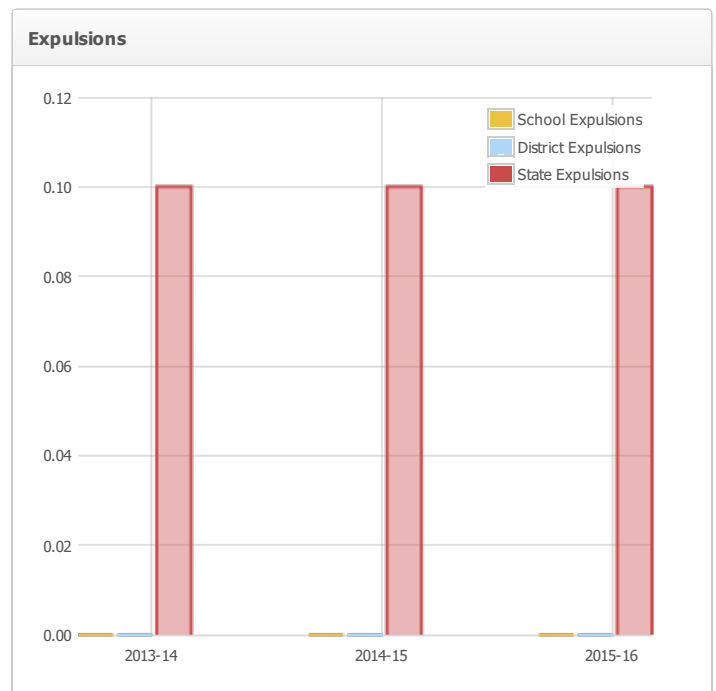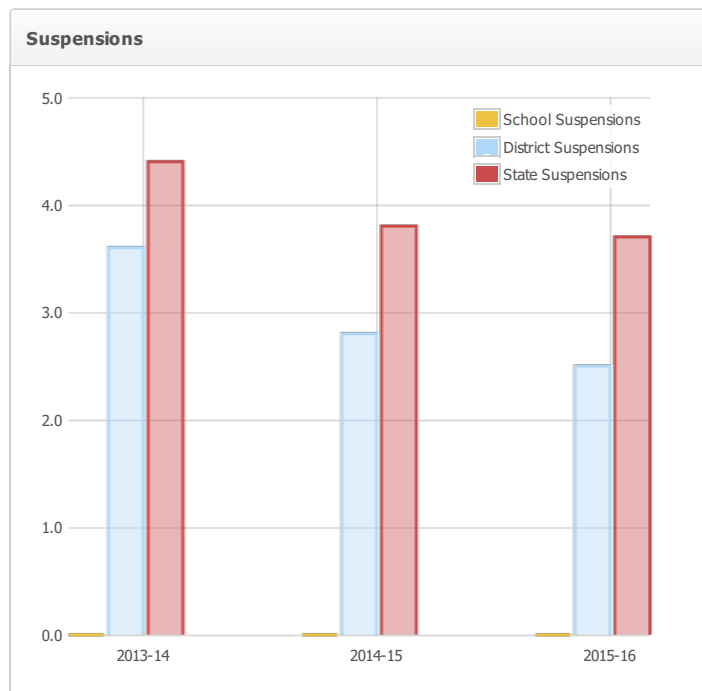




*Last updated: 1/17/2017*

## School Safety Plan (School Year 2016-17)

Safety is a top priority for our school. We are very diligent about keeping track of who is on our campus and their reason for visiting. Our site visitor policy helps us keep track of the therapists, parents and families, observers, volunteers, and other visitors while on campus. Our state-of-the-art building has a secure lobby, secure side gates and 17 cameras around the perimeter of our building. All visitors are initially escorted by school personnel after signing in.

Our school's safety plan is revised annually. We have fire, earthquake and lock down drills every month throughout the school year and extended school year. Our routine practice of safety procedures helps both staff and students to remain calm during real emergencies.

*Last updated: 1/17/2017*

# 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.

## Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 11 |
| Percent of Schools Currently in Program Improvement | N/A | 64.7% |

Note: Cells with NA values do not require data.

*Last updated: 1/17/2017*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $26968.0 | $26848.0 | $120.0 | $65482.0 |
| District | N/A | N/A | $5365.0 | $82657.0 |
| Percent Difference – School Site and District | -- | -- | -- | -- |
| State | N/A | N/A | $5677.0 | $75837.0 |
| Percent Difference – School Site and State | -- | -- | -- | -- |

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

*Last updated: 1/17/2017*

## Types of Services Funded (Fiscal Year 2015-16)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of Glendale Unified 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, health and fitness.

*Last updated: 1/17/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $43,725 | $45,092 |
| Mid-Range Teacher Salary | $67,125 | $71,627 |
| Highest Teacher Salary | $90,802 | $93,288 |
| Average Principal Salary (Elementary) | $110,262 | $115,631 |
| Average Principal Salary (Middle) | $119,200 | $120,915 |
| Average Principal Salary (High) | $130,676 | $132,029 |
| Superintendent Salary | $266,500 | $249,537 |
| Percent of Budget for Teacher Salaries | 39.0% | 37.0% |
| 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/ .

### Teacher Salary Chart



### Principal Salary Chart
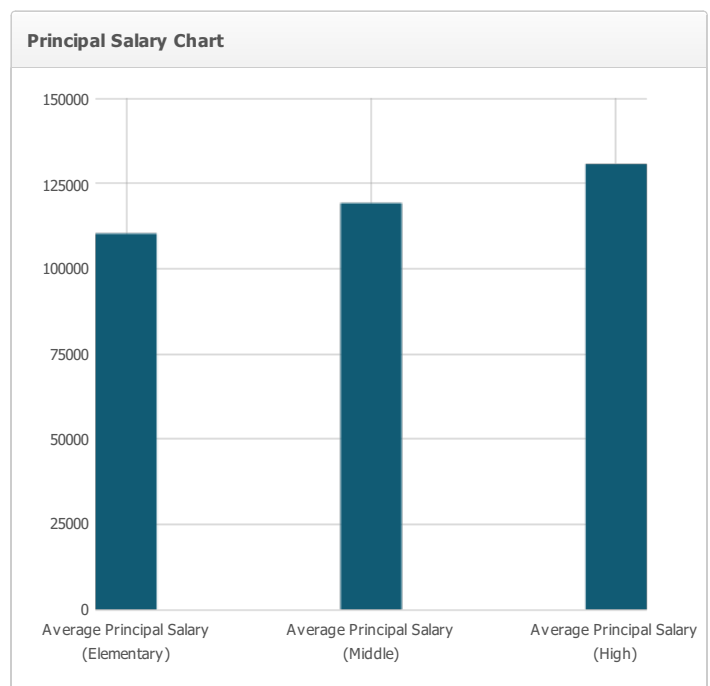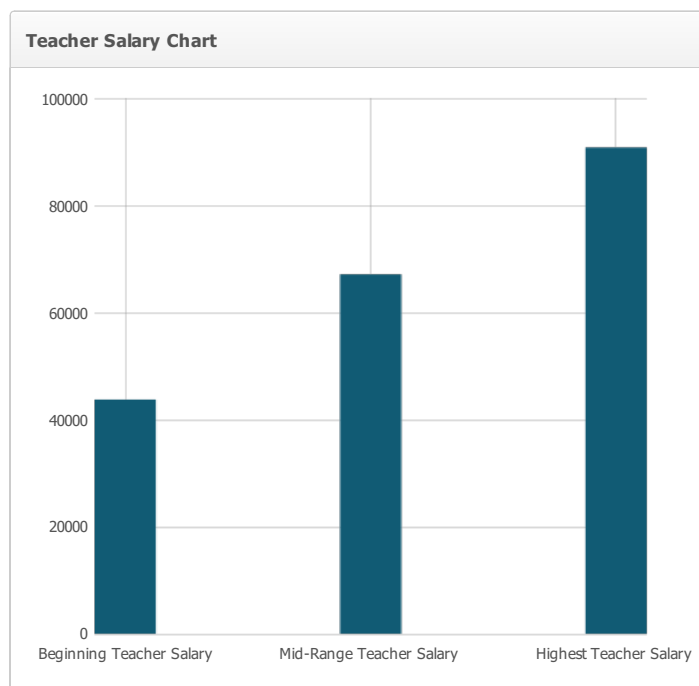


*Last updated: 1/17/2017*

## Professional Development

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: 1/17/2017*