Eleanor J. Toll Middle

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	Eleanor J. Toll Middle
Street	700 Glenwood Rd.
City, State, Zip	Glendale, Ca, 91202-1524
Phone Number	818-244-8414
Principal	Dr. Thomas Crowther, Principal
E-mail Address	tcrowther@gusd.net
County-District-School (CDS) Code	19645686057723

Last updated: 1/18/2017

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

Toll Middle School is a dynamic educational epicenter that challenges all students to develop their academic, personal and social potential, to respect diversity, and to become life-long learners through 21st century classrooms in partnership with a dedicated staff, involved parents, and a supportive community.

Last updated: 1/18/2017

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

Grade Level	Number of Students
Grade 6	274
Grade 7	483
Grade 8	484
Total Enrollment	1241
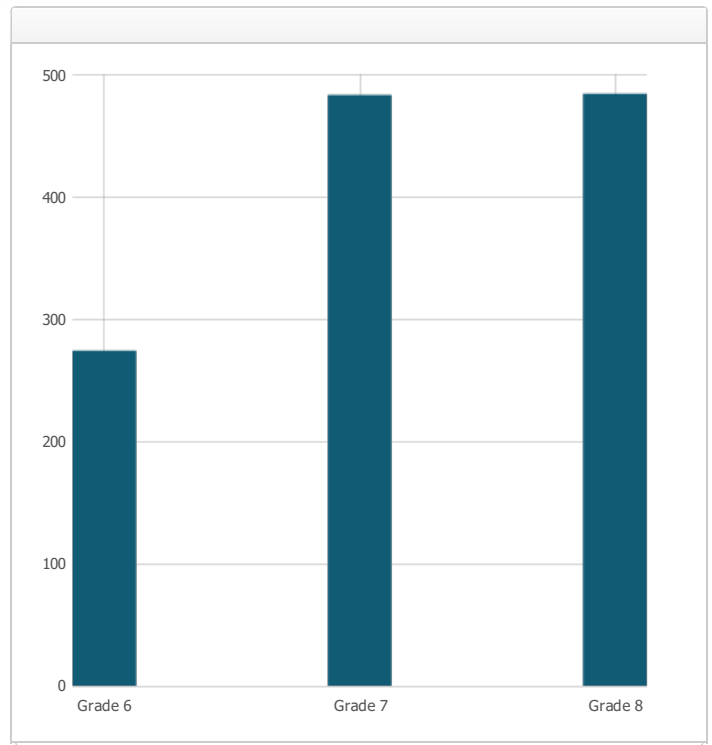
Last updated: 1/18/2017

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

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	8.0 %
Filipino	6.6 %
Hispanic or Latino	19.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	62.8 %
Two or More Races	1.5 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.3 %
English Learners	22.3 %
Students with Disabilities	8.3 %
Foster Youth	0.1 %

Last updated: 1/18/2017

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	47	49	53	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	35
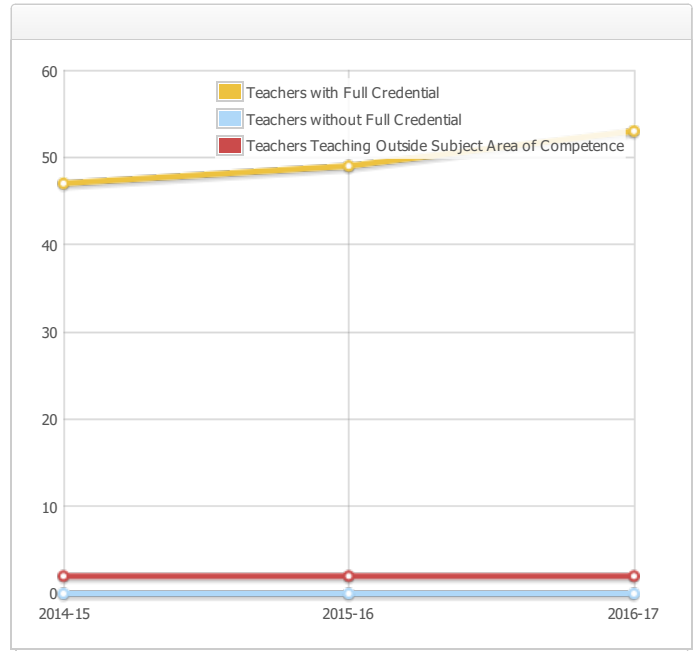
Last updated: 1/24/2017

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	1	0
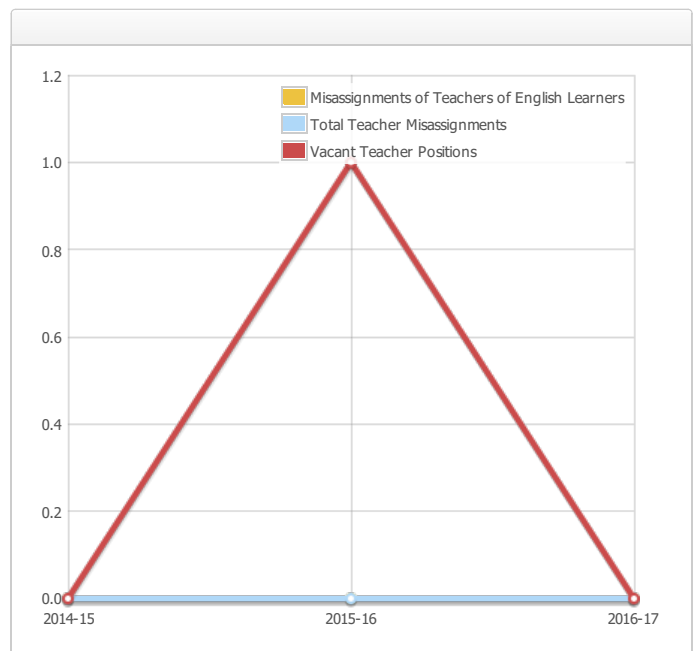
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	98.0%	2.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015	Yes	0.0 %
Science	Prentice Hall - California Earth Science/2207 Prentice Hall - California Life Science/2007 Prentice Hall - California Physical Science/2007	Yes	0.0 %
History-Social Science	McDougal Littell - world History: Ancient Civilizations/2006 McDougal Littell - world History: Medieval & Early Modern Times/2006 McDougal Littell - Creating American: Beginnings Through WWI/2006	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol - Mas Practica/2005 McGraw Hill-Glencoe - Bon Voyage! Level 1/2005	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/18/2017

School Facility Conditions and Planned Improvements

Toll Middle School, originally constructed in 1926, is currently situated on 9.31 acres and is comprised of 54 classrooms, a library, three stationary computer labs, several mobile computer lab carts, an auditorium, a cafeteria, covered lunch shelters, a multipurpose room, administrative offices, a gymnasium and athletic fields. The final phases of Measure K modernizations were completed in the fall of 2005. At that time, the school's technological capabilities, infrastructure, and handicap accessibility were all thoroughly upgraded. The school also has several landscaped areas for student and parent enjoyment. With the passage of Measure S in the spring of 2010, we anticipate further improvements and modernization of our computer network and technology related infrastructure. Additionally other classrooms and systems were upgraded in the summer of 2013.

Last updated: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 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	Outlet now working in 4114
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: September 2016

Overall Rating	Exemplary

Last updated: 1/18/2017

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)	44.0%	55.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	40.0%	47.0%	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: 1/18/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	266	97.8%	55.3%
Male	134	131	97.8%	46.6%
Female	138	135	97.8%	63.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	32	94.1%	59.4%
Filipino	17	17	100.0%	76.5%
Hispanic or Latino	46	45	97.8%	37.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	159	98.2%	56.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	165	160	97.0%	48.8%
English Learners	36	31	86.1%	16.1%
Students with Disabilities	19	18	94.7%	11.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	492	471	95.7%	54.4%
Male	252	239	94.8%	46.0%
Female	240	232	96.7%	62.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.9%	74.2%
Filipino	32	32	100.0%	75.0%
Hispanic or Latino	102	102	100.0%	35.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	316	296	93.7%	57.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	319	302	94.7%	45.7%
English Learners	56	38	67.9%	13.2%
Students with Disabilities	47	47	100.0%	6.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	492	477	97.0%	54.3%
Male	248	239	96.4%	45.2%
Female	244	238	97.5%	63.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	70.0%
Filipino	33	33	100.0%	63.6%
Hispanic or Latino	99	96	97.0%	42.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	318	306	96.2%	54.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	303	95.6%	44.6%
English Learners	35	23	65.7%	13.0%
Students with Disabilities	40	40	100.0%	12.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	271	99.6%	35.8%
Male	134	133	99.3%	39.9%
Female	138	138	100.0%	31.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.1%	42.4%
Filipino	17	17	100.0%	64.7%
Hispanic or Latino	46	46	100.0%	15.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	162	100.0%	37.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	165	165	100.0%	25.5%
English Learners	36	36	100.0%	11.1%
Students with Disabilities	19	18	94.7%	11.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	492	489	99.4%	50.9%
Male	252	250	99.2%	48.4%
Female	240	239	99.6%	53.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.9%	77.4%
Filipino	32	32	100.0%	75.0%
Hispanic or Latino	102	102	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	316	314	99.4%	52.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	319	317	99.4%	42.9%
English Learners	56	55	98.2%	18.2%
Students with Disabilities	47	47	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	492	489	99.4%	49.6%
Male	248	247	99.6%	45.1%
Female	244	242	99.2%	54.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	73.3%
Filipino	33	33	100.0%	66.7%
Hispanic or Latino	99	98	99.0%	32.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	318	316	99.4%	50.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	315	99.4%	40.1%
English Learners	35	35	100.0%	35.3%
Students with Disabilities	40	40	100.0%	7.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	70.0%	76.0%	72.0%	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: 1/18/2017

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	492	488	99.2%	75.6%
Male	248	246	99.2%	72.0%
Female	244	242	99.2%	79.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	30	30	100.0%	86.7%
Filipino	33	33	100.0%	87.9%
Hispanic or Latino	99	98	99.0%	60.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	318	315	99.1%	77.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	314	99.1%	67.5%
English Learners	35	35	100.0%	54.3%
Students with Disabilities	40	40	100.0%	35.0%
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: 1/18/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.5%	26.0%	31.3%

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: 1/18/2017

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)

Exceptional community involvement is an integral part of Toll Middle School. Parents have a variety of opportunities to volunteer and participate in the academic and social life of their children at school. The Foundation in partnership with the PTA combine to form our Parent Association. This group raises funds and contributes to the extra curricular opportunities for all students. Parents serve on our School Site Council (SSC) and the English Language Acquisition Committee (ELAC), both decision-making bodies that oversee state and federal funds. Each interdisciplinary team, consisting of an English, science, social studies, and math teacher, has a group of dedicated parent volunteers who help students in the classroom, during field trips, and with extra-curricular activities.

State Priority: Pupil Engagement

Last updated: 1/18/2017

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	2.5	2.9	4.0	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
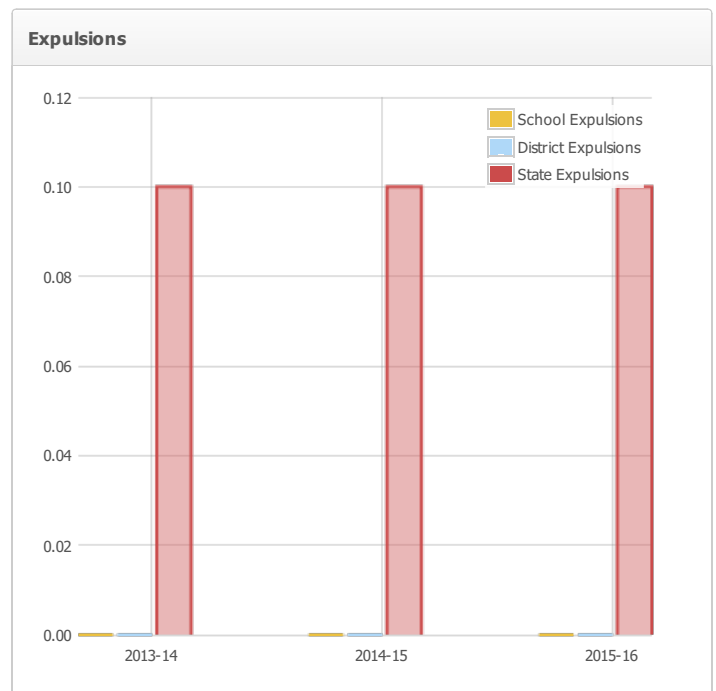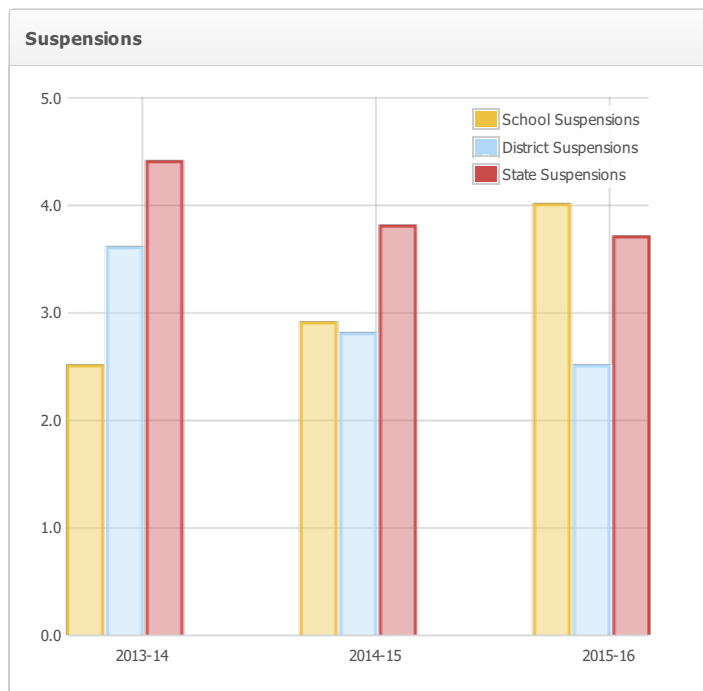
Last updated: 1/18/2017

School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Toll Middle School. Administrators, teachers, and security personnel monitor students before school, after school, and during passing periods, breaks, and lunch. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass that must be displayed at all times. If there is a question about the purpose of the visit, the attendance office contacts the administration. All areas of the school are equipped with an Internet-based video surveillance system consisting of 70 strategically placed cameras. The administration uses this system to monitor the campus at all times and to investigate incidents that occur on the school site.

The School Site Safety Plan is evaluated and revised each spring by members of the School Safety Committee and the School Site Council. Key elements of the plan include procedures and policies for: child abuse reporting; notification to teachers of dangerous pupils; disaster response; safe ingress and egress from school; sexual harassment; and dress code. Toll also maintains a Disaster Preparedness plan that is reviewed after monthly emergency drills. This plan includes communication with online community partners (fire, police, and district), which provides web accessible school data in case of a disaster/emergency. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year.

Toll also recognizes and celebrates the diversities of its students. All faculty are equal opportunity educators dedicated to meeting students where they are and moving them forward.

Last updated: 1/18/2017

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	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 4	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: 1/18/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	28.0	8	14	13	29.0	6	13	15	30.0	25	14	12
Mathematics	31.0	4	10	15	30.0	4	9	17	30.0	10	19	9
Science	30.0	4	13	13	32.0	2	6	20	32.5	13	13	13
Social Science	29.0	6	10	15	29.0	4	12	15	29.6	20	16	8

* 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: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	600.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		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: 1/18/2017

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	$6572.0	$869.0	$5702.0	$85779.0
District	N/A	N/A	$5365.0	$82657.0
Percent Difference – School Site and District	--	--	0.0%	--
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: 1/18/2017

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

A combination of state and federal funding is used to cover all aspects of our instructional programs including but not limited to specialized services for: students qualifying for our Gifted and Talented Education (GATE) program; English Language Learners (ELL), Special Education (SPED) and students from socio-economically disadvantaged homes. Strong PTA and Toll School Foundation support is evident in many of our supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation.

Last updated: 1/18/2017

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
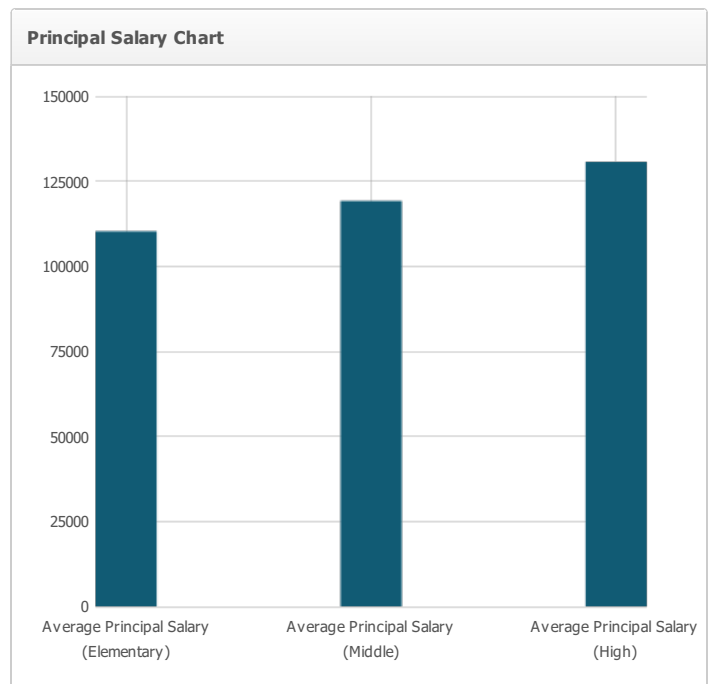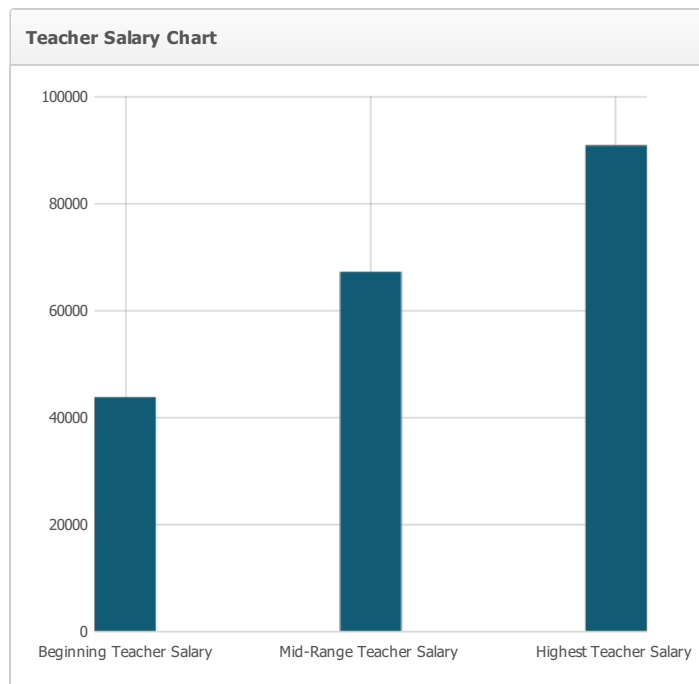
Last updated: 1/18/2017

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: 1/18/2017