Woodrow Wilson 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	Woodrow Wilson Middle
Street	1221 Monterey Rd.
City, State, Zip	Glendale, Ca, 91206-2521
Phone Number	818-244-8145
Principal	Dr. Chris Coulter, Principal
E-mail Address	ccoulter@gusd.net
County-District-School (CDS) Code	19645686061311

Last updated: 1/20/2017

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

Wilson Middle School is committed to providing a safe, supportive, and welcoming environment in addition to a comprehensive educational program that strives for intellectual, creative, physical, and social development for all students to demonstrate academic growth, responsbility, self-confidence, and an appreciation of diversity.

Last updated: 1/20/2017

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

Grade Level	Number of Students
Grade 6	279
Grade 7	457
Grade 8	443
Total Enrollment	1179
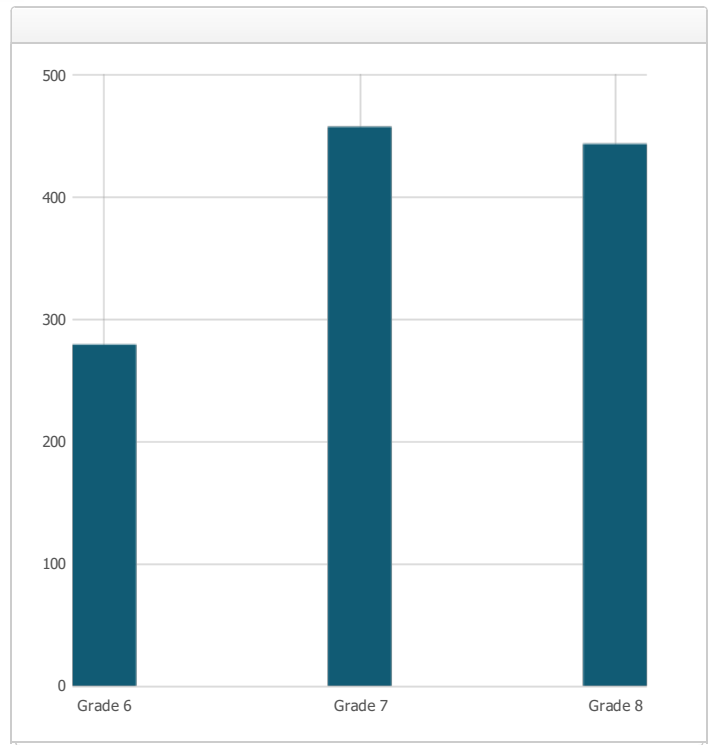
Last updated: 1/20/2017

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	0.3 %
Asian	4.1 %
Filipino	7.8 %
Hispanic or Latino	18.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	65.9 %
Two or More Races	1.3 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.6 %
English Learners	22.1 %
Students with Disabilities	8.9 %
Foster Youth	0.2 %

Last updated: 1/20/2017

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	50	49	49	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	9	6	6	35
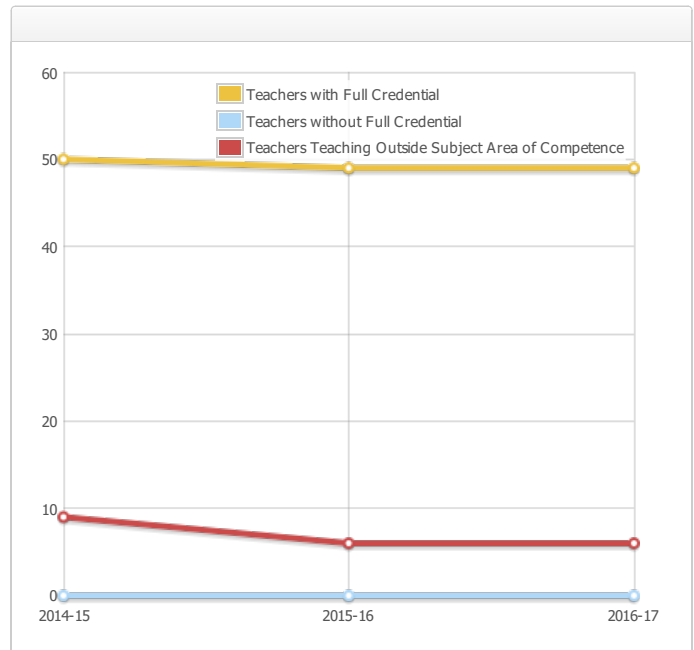
Last updated: 1/24/2017

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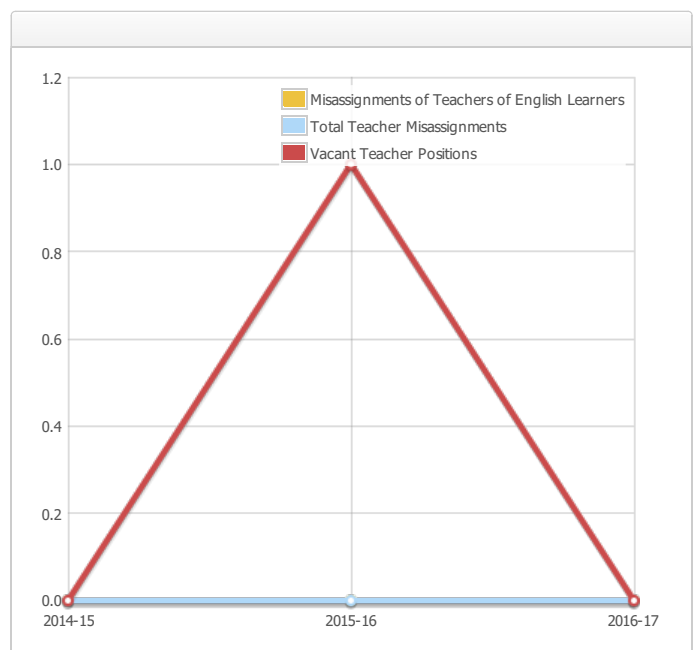
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* 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 McDougal Littell - Math Course 2/2008 McDougal Littell - Algebra 1 Concepts and Skills/2008	Yes	0.0 %
Science	Prentice H all - California Earth Science/2007 Prentice Hall - California Life Science/2007 Prentice Hall - California Physical Science/2007	Yes	0.0 %
History-Social Science	McDougall Littell - Worl History: Ancient Civilizations/2006 McDougall Littall - World History: Medieval & Early Modern Times/2006 McDougall Littell - Creating America: Beginnings Through WWI/2006	Yes	0.0 %
Foreign Language	McGraw-Hill/Glencoe - bon Voyage/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: 1/20/2017

School Facility Conditions and Planned Improvements

The main buildings on our campus were built in 1954. The most recent renovations to our school occurred in 2006, when upgrades were made to some classrooms, heating, air-conditioning, electrical systems, lighting, and technology. Wi-Fi capacity has also been updated for increased bandwidth to support numerous portable computers that can be used in classrooms.

Our custodians provide excellent maintenance and cleaning of our buildings and grounds. Our ADA compliant school features a library, a cafeteria, gymnasium, auditorium, and two computer labs in addition to specialized classrooms for art, drama, consumer education/cooking, music, and science. All buildings are permanent structures with no portable or modular buildings.

Last updated: 1/20/2017

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	Repair ceiling s in most areas Patch and pain wall to cover camera holes
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Staff restroom 3103 needs repair
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Broken windows in some classrooms

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/20/2017

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)	51.0%	54.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	37.0%	44.0%	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: 1/20/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	284	97.9%	47.4%
Male	150	147	98.0%	41.8%
Female	140	137	97.9%	53.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100.0%	60.0%
Hispanic or Latino	47	47	100.0%	40.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	196	97.5%	46.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	201	98.5%	43.0%
English Learners	59	55	93.2%	9.1%
Students with Disabilities	24	23	95.8%	13.0%
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: 1/20/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	471	448	95.1%	58.6%
Male	239	227	95.0%	51.3%
Female	232	221	95.3%	66.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.7%	77.8%
Filipino	27	27	100.0%	77.8%
Hispanic or Latino	94	92	97.9%	45.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	314	295	94.0%	60.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	266	251	94.4%	49.2%
English Learners	64	47	73.4%	10.6%
Students with Disabilities	46	45	97.8%	8.9%
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: 1/20/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	440	98.9%	53.3%
Male	241	237	98.3%	43.0%
Female	204	203	99.5%	65.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.7%	72.2%
Filipino	46	46	100.0%	69.6%
Hispanic or Latino	83	82	98.8%	41.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	279	276	98.9%	52.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	262	98.9%	44.8%
English Learners	33	28	84.9%	--
Students with Disabilities	35	35	100.0%	11.8%
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: 1/20/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	287	99.0%	35.2%
Male	150	149	99.3%	34.2%
Female	140	138	98.6%	36.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100.0%	60.0%
Hispanic or Latino	47	47	100.0%	21.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	199	99.0%	34.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	203	99.5%	31.0%
English Learners	59	58	98.3%	1.7%
Students with Disabilities	24	23	95.8%	8.7%
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: 1/20/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	462	98.3%	45.6%
Male	238	233	97.9%	44.8%
Female	232	229	98.7%	46.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.7%	61.1%
Filipino	27	27	100.0%	61.5%
Hispanic or Latino	93	91	97.9%	33.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	314	310	98.7%	47.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	263	99.3%	36.3%
English Learners	64	62	96.9%	12.9%
Students with Disabilities	45	44	97.8%	6.8%
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: 1/20/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	441	99.1%	47.3%
Male	241	238	98.8%	42.3%
Female	204	203	99.5%	53.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.7%	61.1%
Filipino	46	46	100.0%	65.2%
Hispanic or Latino	83	81	97.6%	38.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	279	278	99.6%	46.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	263	99.3%	39.9%
English Learners	33	30	90.9%	10.0%
Students with Disabilities	35	34	97.1%	6.3%
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: 1/20/2017

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)	78.0%	75.0%	74.0%	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: 1/20/2017

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	445	438	98.4%	74.0%
Male	241	237	98.3%	72.2%
Female	204	201	98.5%	76.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.7%	88.9%
Filipino	46	46	100.0%	82.6%
Hispanic or Latino	83	79	95.2%	68.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	279	277	99.3%	73.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.1%	66.5%
English Learners	33	30	90.9%	16.7%
Students with Disabilities	35	34	97.1%	29.4%
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: 1/20/2017

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	16.2%	23.5%	42.1%

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: 1/20/2017

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)

Wilson has an active Parent Teacher Student Association (PTSA). This group does many things to help make our school a success including fundraising, providing parent educatin opportunities, and directly supporting students by assisting with field trips, assemblieis, and student activities. Parents also volunteer as coaches/mentors for athletics, theater, art, and music productions.

Teachers and Counselors regularly hold conferences with parents throughout the school year to keep all stakeholders involved. Howdy Night, Back to School Night, and Open House provide parents with an opportunity to tour the school with their students, and to meet the faculty and staff. In addition to regular telephone messages sent home from the principal, parents may sign up for our weekly email bulletins through our website at (www.wilsonknights.org). Wilson also maintains a facebook page (Wilson Knightly News), and parents may opt into text message alerts through Remind.com. We strongly encourage parents to attend PTSA meetings, school events as well as to volunteer at the school, visit classrooms, and assist in fundraising efforts in support of our school programs.

Student progress is communicated in many ways. Progress reports and report cards are mailed every five weeks during the school year. Parents may request translation of documents, newsletters, and meetings in any language at any time. We also offer Parent Connect, which is an online portal directly linked to our student information system. With this tool, parents can stay up-to-date on their child's attendance, grade reports, and in many cases the teacher's grade book.

State Priority: Pupil Engagement

Last updated: 1/20/2017

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.6	4.3	9.0	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
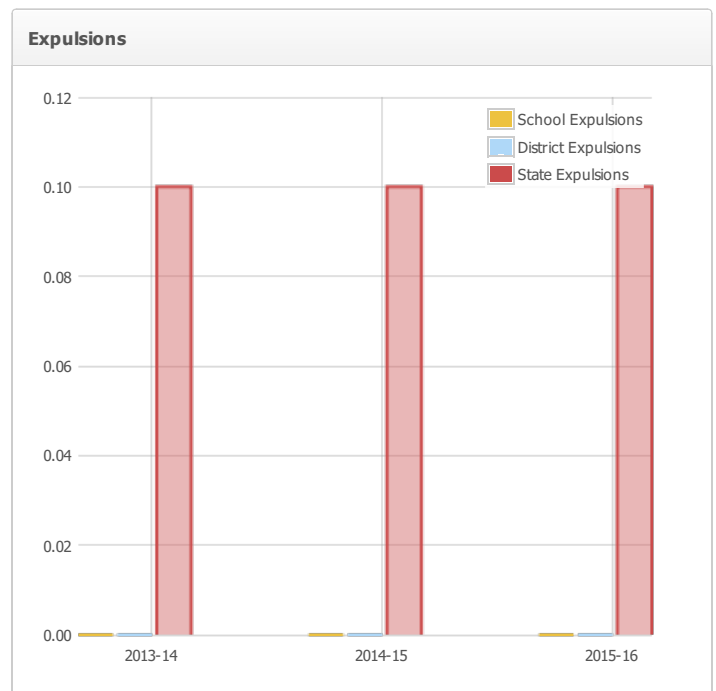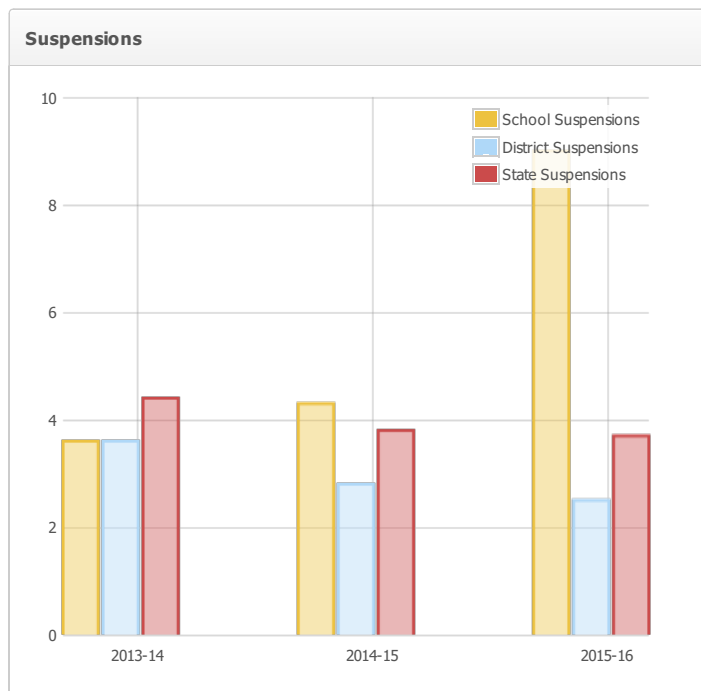
Last updated: 1/20/2017

School Safety Plan (School Year 2016-17)

Our safety plan, which is updated annually with the input of the entire Wilson facilty, covers the procedures that we follow in emergency situations (earthquakes, fires, intruders, etc.). We distribute the safety plan to teachers, school staff, emergency personnel, and members of the School Site Council (SSC). Parents may review the safety plan upon request. Communicating with parents during emergencies is a high priority. To contact parents during an emergency situation, parents will receive an automated phone call.

To ensure safety, Wilson is continuously monitored by security cameras both inside and outside of buidings. Before and after school, teachers, administrators, classified staff, and security personnel monitor the grounds and surrounding areas to ensure that students arrive safely to school. Student safety is closely monitored during drop-off and pick-up times, with designated school traffic zones and drop-off/pick-up lanes. During snack and lunch, students are confined to a designated eating area and playground, which is monitored by teachers, administrators, counselors, and classified staff.

Wilson Middle School operates a closed-campus. This means visitors must check-in through the main office and students are not permitted to leave without permission during the school day. Parents are provided school rules at the beginning of the school year and students are advised of these rules through the school website and through assemblies in both the first and second semesters. When students do not follow rules, progressive consequences are assigned to the student in accordance with GUSD Board Policies and California Education Code. Our focus is to remind the student their purpose at school is to learn.

Last updated: 1/20/2017

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	2011-2012	2011-2012
Year in Program Improvement	Year 3	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: 1/20/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	29.0	11	21	15	35.0	0	9	26				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/20/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	22.0	22	26	2	25.0	9	31	1	27.0	39	10	11
Mathematics	29.0	8	14	14	28.0	6	16	11	30.2	13	12	12
Science	30.0	5	8	20	29.0	4	14	13	31.9	5	8	18
Social Science	30.0	5	10	19	30.0	4	11	16	31.6	5	5	21

* 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)		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		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: 1/20/2017

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	$6519.0	$747.0	$5773.0	$83907.0
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: 1/20/2017

## 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. We use this funding to provide students with an after school homework and computer lab where they can get assistance with homework and complete assignments. There are also several clubs that meet during lunch or after school for students to get more involved in activities outside the regular school day. Strong PTSA and Associated Student Body (ASB) groups are evident in many of our schools' supplemental activities. All Glendale Unified Schools benefit from the support of the Glendale Educational Foundation (GEF), which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/20/2017

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
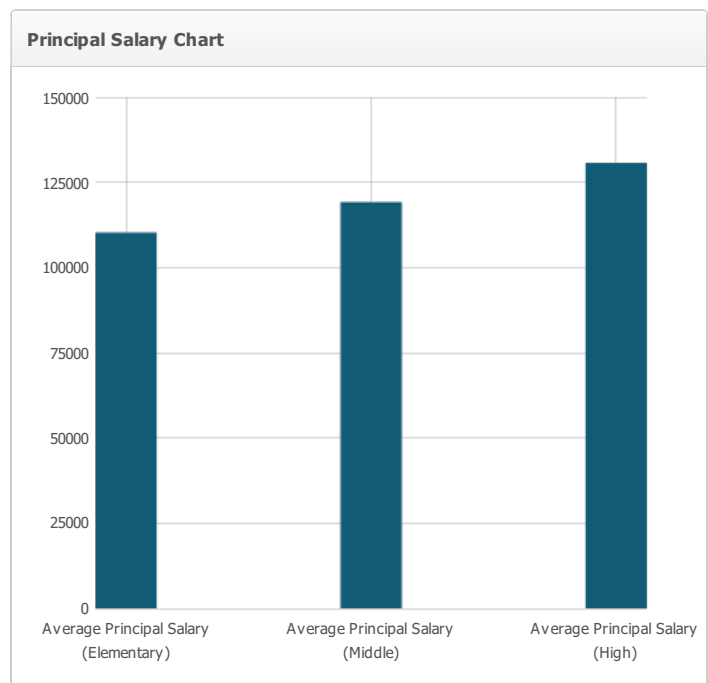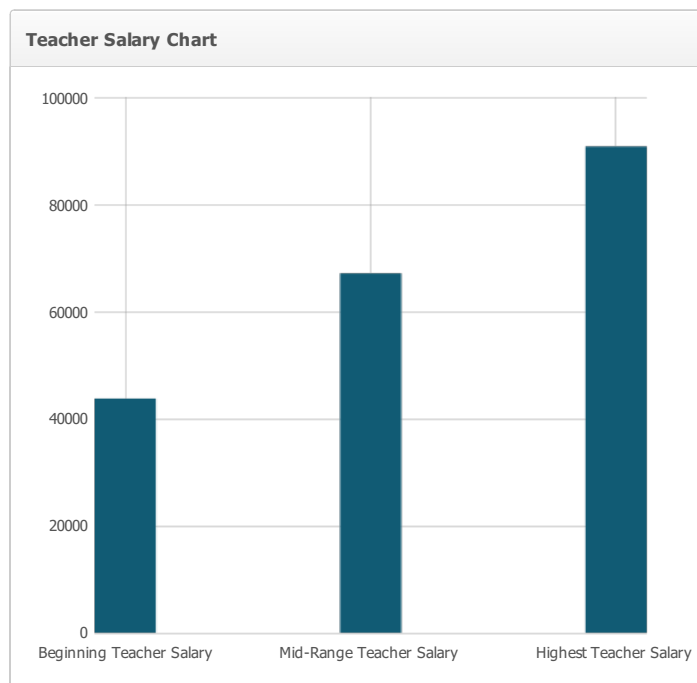
Last updated: 1/20/2017

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: 1/20/2017