



Glendale Unified School District Valley View Elementary School

2001-2002 Annual School Report Card

4900 Maryland Avenue, La Crescenta, CA 91214

(818) 236-3771

Kindergarten through Sixth Grade

Dr. Nancy Jude, Principal

www.gusd.net

2001-02 Board of Education

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Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Valley View Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this not only as a means of complying with state law, but an opportunity to publish the accomplishments we take great pride in sharing. It enables us to set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of our instruction and school program.

Valley View Elementary School is a place where everyone is someone special. Our school is organized and designed to facilitate and enable "teachers to teach and students to learn." The efforts of the staff to create a climate for learning at Valley View Elementary School are reflected in the accomplishments of our students.

For three school years in a row, 1999-2002, the Academic Performance Index (API) for Valley View Elementary School has had a state ranking of 10. The 2000-01 API of 867 increased to 879 with 2001-02 assessment results. Eighty-seven percent of Valley View Elementary School K-6 students met grade level standards in reading/language arts and 90 percent in mathematics for the 2002-03 school year. In addition, Valley View Elementary School won the Governor's Reading Award Program for the third year in a row for the number of pages students read after school hours, a total of 1,495,891 pages!



Our goals for the 2002-03 school year remain focused on increasing our Academic Performance Index by at least five points and raising percentages of students meeting grade level standards. The use of the Accelerated Reader and Larsen's School Math for Sixth Grade software will be increased. The new revision of the Everyday Mathematics Program will be implemented in grades K-6 this year. GATE students will be given differentiated instruction in their classrooms. All teachers will be using the Electronic Report Card system. Our PTA will be providing the Masters of the Arts Program assemblies and classroom art experiences. For the first year, we will have a PTA-sponsored Science Fair.

Parents are actively involved at Valley View Elementary School through PTA, Valley View Education Foundation, School Site Council, and a myriad of classroom and school volunteer activities. Our parents' many creative talents and efforts enrich our school program with assemblies, field trips, additional instructional materials, equipment, videos, and wonderful events for our children and families. We hope all parents are able to volunteer in their child's classroom, as well as with one or more of our parents groups this year.

Our goal in presenting you with this information is to keep our community and the public well informed. In reflection of this goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

-- Dr. Nancy Jude
Principal

Community & School Profile

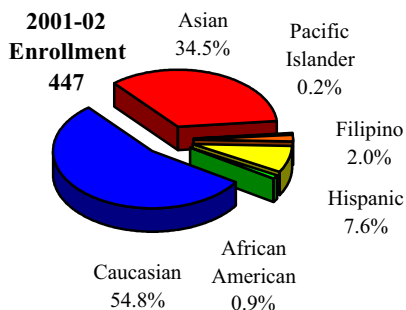
The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60

foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, dramatic towering office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year-round and traditional calendar systems, complimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Valley View Elementary School is located in the La Crescenta area of Glendale, serving kindergarten through sixth grade students. The mascot of Valley View Elementary School is an eagle and the school colors are blue and white. Valley View Elementary School, operating on a traditional calendar system, offers educational programs that are tailored to meet the needs of a changing school population.



Discipline & Climate for Learning

Students at Valley View Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Valley View Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent handbooks.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Valley View Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit them selves and others.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Teacher Choice Award
- Student of the Month
- Perfect Attendance
- Chorus and Orchestra participants
- Presidential Awards
- Scholastic Award
- Eagle Eye Award

Valley View Elementary School has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Valley View Elem.			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	4	3	5	4,440	3,642	3,425
Suspensions (%)	0.53	0.39	1.12	14.62	12.02	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Enrichment & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, clubs, and programs include:

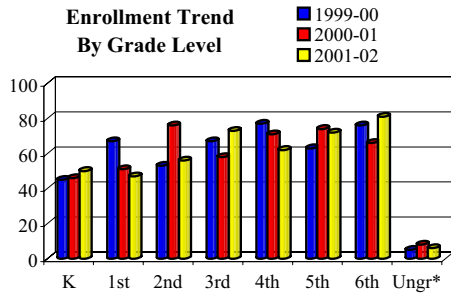
- Chorus
- Reflections Art
- Orchestra
- Gifted and Talented Education
- Caldecott/Newbery Award Club
- Math Club
- Spanish Class
- Intervention Program
- Student Council

Homework

Valley View Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Valley View Elementary School has decreased by 1.3%. Schoolwide enrollment at the beginning of the 2001-02 school year was 447 students. Valley View Elementary School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



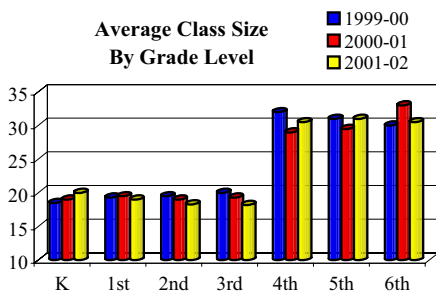
*Ungraded includes any students enrolled in an ungraded program. May include special education students.

Regular attendance at Valley View Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Valley View Elementary School was 97.23%.

Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Valley View Elementary School maintained a schoolwide average class size of 22.2 students and a student/teacher ratio of 21:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning

of the 2001-02 school year, 100% of all K-3 classrooms participated in this program.

Class Size Distribution
Number of Classrooms by Size

	1-20			20-30			31+		
	00	01	02	00	01	02	00	01	02
K	2	2	2	0	0	0	0	0	0
1st	3	4	2	0	0	0	0	0	0
2nd	2	3	3	0	0	0	0	0	0
3rd	3	0	4	0	0	0	0	0	0
4th	0	0	0	0	0	2	2	0	0
5th	0	0	0	0	0	2	1	0	0
6th	0	0	0	1	0	2	1	2	0
K-3	1	1	2	2	0	0	0	0	0
4th-8th	0	0	0	2	0	1	0	0	0

Instructional Time

During the 2001-02 school year, all instructional minutes offered at Valley View Elementary School either met or exceeded state requirements. Some students in grades kindergarten through six receive instruction in computer science in addition to the core subjects. Valley View Elementary School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Instructional Minutes by Grade Level & Track

	Required Minutes	Actual Minutes
Kindergarten	36,000	36,180
1st-3rd	50,400	50,630
4th-6th	54,000	54,200

For the 2001-02 school year, Valley View Elementary School offered 180 days of instruction comprised of 140 regular days and 40 minimum and modified days. Minimum days are used for Back-to-School Night, Open House, the last day of school, parent conferences, and report card preparation. Each Thursday is a "Banking Day." Students are dismissed from school one hour earlier in the afternoon. The "Banking Days" allow teachers additional time to for grade level and faculty meetings and classroom planning.

Counseling & Other Support Services

It is the goal of Valley View Elementary School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates the counseling and support services.

Counseling and Support Services Staff

Valley View Support Staff	Number of Staff	FTE	Availability Days Per Week
Registered Nurse	1	0.2	1
Psychologist	1	0.2	1
Speech/Language Specialist	1	0.2	1

*FTE = Full-Time Equivalent

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Valley View Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergartners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark

**% of Students At or Above Proficiency Level
2001-2002**

	Math		Writing	
	01	02	01	02
K	98	94	47	85
1st	100	88	76	72
2nd	96	91	77	78
3rd	95	94	87	91
4th	69	89	63	90
5th	80	59	92	87
6th	74	85	83	91

Meeting Grade Level Standards % of Students At or Above Proficiency Level

Language Arts			Math		
00	01	02	00	01	02
75	85	87	86	88	90

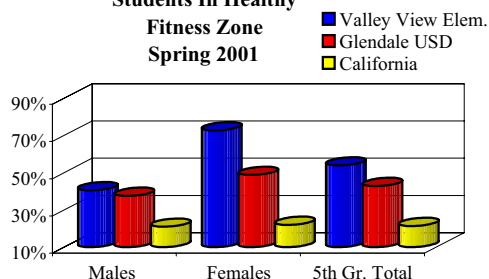
Standardized State Testing

Valley View Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Valley View Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**Students In Healthy Fitness Zone
Spring 2001**



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10%

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade Year Ending	Reading														
	2			3			4			5			6		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Valley View Elem.	88	79	74	72	82	84	74	81	92	71	79	81	81	83	91
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
Math															
Valley View Elem.	88	86	89	92	91	92	89	83	95	79	89	81	88	84	95
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
Language															
Valley View Elem.	86	87	85	78	84	81	84	85	95	75	83	81	92	85	87
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
Spelling															
Valley View Elem.	86	86	82	70	82	84	74	76	87	73	78	77	75	63	90
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

SAT-9 Disaggregated Results 2001, 2002 % At or Above National Average

	Reading						Math													
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Gender																				
Male	79	75	83	94	77	88	76	80	83	91	93	93	92	94	79	96	93	83	94	100
Female	80	73	82	76	85	94	84	82	82	92	80	85	91	90	88	94	84	79	76	89
Ethnicity																				
Asian	85	95	77	65	94	92	99	81	91	94										
Caucasian	79	77	82	85	75	85	87	88	95	78										
Language Fluency																				
English Learners (EL)	72	61	64	83	58	83	55	80	83	91	94	58	91	64	83					
Non EL	98	84	100	84	97	94	100	83	100	97	88	94	91	91	88	96	95	83	86	97
Socioeconomic Status																				
SED																				
Non SED	80	78	88	85	81	94	82	81	82	92	88	94	96	93	84	98	94	81	86	97
Migrant Education	data currently unavailable																			

SED = Socioeconomically Disadvantaged

Only numerically significant subgroups are required to be presented in this report card. In some instances, no students who met specific subgroup criteria were tested.

Ethnicity data is currently unavailable

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math													
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02	02	02
All Students:																				
Valley View Elem.	59	61	68	64	71	79	69	65	68	74	74	72	79	64	85					
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53					
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32					
Gender																				
Male	58	60	67	60	64	72	69	61	67	75	74	75	77	70	91					
Female	59	63	69	67	78	84	67	72	72	73	75	69	79	57	78					
Ethnicity	<i>data currently unavailable</i>																			
Language Fluency																				
English Learners (EL)	44	52	36	61	34	60	0	25	33	72	78	71	54	59						
Non EL	63	69	76	65	78	86	82	73	72	80	75	70	81	67	90					
Migrant Education	<i>data currently unavailable</i>																			
Socioeconomic Status																				
SED																				
Non SED	59	65	74	65	72	83	72	65	66	75	76	73	83	64	87					

SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are required to be presented in this report card.
In some instances, no students who met specific subgroup criteria were tested.

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	99	Percent Tested	100	99
API Score	835	868	867	API Growth Score	868	877
Growth Target	*	*	*	Actual Growth	33	9
Statewide Rank	10	10	10	Eligible for Awards	Yes	Yes
Similar Schools Rank	5	8	8	Eligible for II/USP	No	No

API Subgroup Results

<i>Asian-American</i>						
Base API Score	874	901	900	API Growth Score	901	915
Growth Target	*	*	*	Actual Growth	27	14
<i>Caucasian</i>						
Base API Score	808	847	861	API Growth Score	847	867
Growth Target	*	*	*	Actual Growth	39	20

*The school scored at or above the interim Statewide Performance Target of 800.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming Schools Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Valley View Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined \$43,489 for schoolwide use.



Textbooks & Instructional Materials

Valley View Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts	
1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics	
2001 Everyday Learning Corp.: <i>Everyday Mathematics, revised</i>	K-6
History/Social Studies	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science	
2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with thousands of books that are available for students to check out. The school also has a large collection of video tapes for classroom use that tie into curricular areas of study. Computers in the library are connected to the Internet so students are able to access resources and information on-line.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources

	1999-00	2000-01	2001-02
Computers	55	55	76
Students per computer	8.2	8.2	5.9
Classrooms connected to Internet	55	20	21

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools.

School Facilities & Safety

Valley View Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 23 classrooms, a library, a cafeteria, administrative offices, grassy fields, and blacktop playground. Facilities encompass more than 48,000 square feet of the 5.36-acre site. A team of 2 1/2 custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Valley View Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as standardized testing. Before and after school and during lunch, teachers, noon aides, and traffic assistants monitor campus activities and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Valley View Elementary School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. A few teachers of Valley View Elementary School hold multiple credentials; nine teachers supplement their regular credential with a Cross Cultural Language Development (CLAD) certification authorizing teachers to provide instructional services to English Learners.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	21	19	20
Emergency Permits	1	1	1
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	22	20	21
Average Years Teaching	9.3	10.1	10.7
Average Years in District	6.8	8.0	8.3

Valley View Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth, as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 22 employees: 36.4 percent with 30+ additional units beyond their bachelor's degree and 50 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Training & Curriculum Improvement

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted. The Glendale Unified School District adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Valley View Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Valley View Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During

the 2001-02 school year, staff development focused on reading comprehension. Teachers were trained on the Understanding by Design program, and developing Learning Communities. Learning Communities are used by schools to share ideas and strategies for teaching, providing teachers a supportive environment, and creating an atmosphere of shared values and visions. Understanding by Design is a process that allows teachers to plan their lessons by identifying desired results, determining ways for students to demonstrate their understanding, and planning instruction and activities based on achieving those goals.

Valley View Elementary School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Valley View Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession.
- The Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- The Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training.

Specialized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Valley View Elementary School provides after school and summer activities for GATE students.

Valley View Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Intervention programs after school and during the summer are offered to enhance students' understanding and mastery

of core subject matter. Students in grades kindergarten through six may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

English Language Development is taught to English Language Learners in the classroom. A classroom aide supports teachers in assisting students with building vocabulary, developing reading comprehension, and mastering verbal skills in English.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Valley View Elementary School is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, a member of classified staff, and the principal, meets regularly to make decisions regarding school policies and operations. Teachers also meet as grade level teams, and as Learning Communities, which span all grade levels.

The district requires various levels of participation from school staff to regularly assemble and address specific issues for each school, as well as districtwide issues.

- Assessment Advisory Committee
- Administrative Expulsion Panel
- Crisis Intervention
- District Review Committee - School Board Management
- Emergency Preparedness Committee
- PAR Panel Assistance Review
- Title VI Advisory Committee
- Social Studies Steering Committee
- Science Steering Committee
- Substitute Teacher Committee
- Glendale School Management Association
- Essential Standards - Language Arts

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Valley View Leadership Team
- Parent Teacher Association
- Education Foundation
- Safety Committee
- Social Studies Committee
- Science Committee
- Technology Committee
- Literacy Committee

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and

appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Valley View Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

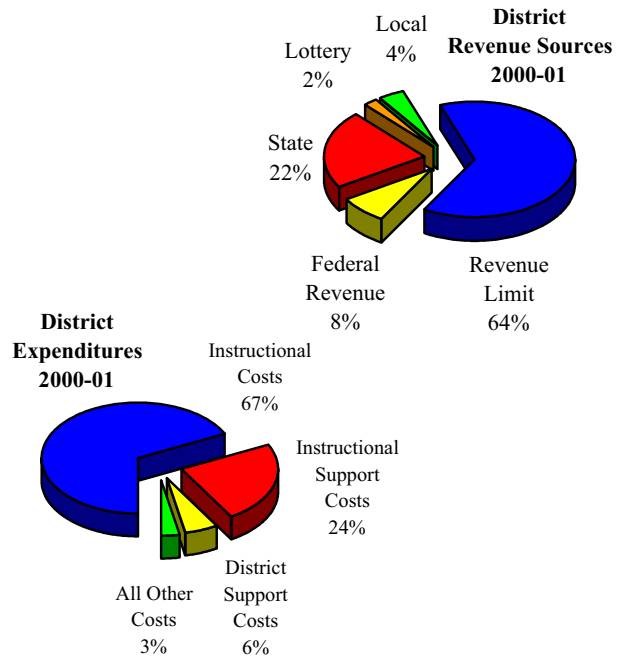
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
2000-01		
Statewide Average		
Glendale USD	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

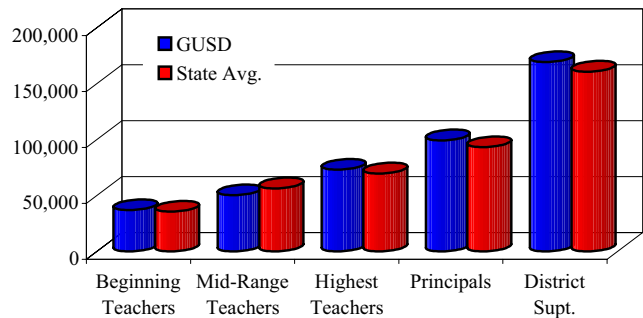
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



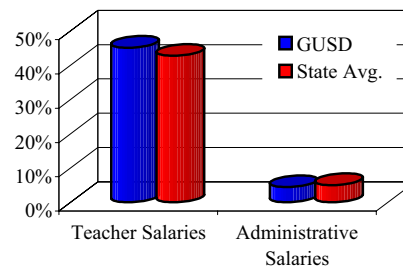
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

Parents who wish to participate in Valley View Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Dr. Nancy Jude, Principal, at (818) 236-3771.