



Glendale Unified School District

"Excellence is Worth the Effort"

Valley View Elementary School

2002-2003 Annual School Report Card

4900 Maryland Avenue, La Crescenta, CA 91214

(818) 236-3771

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Dr. Nancy Jude, Principal
Mrs. Frances Miller,
Assistant to the Principal

2002-03 Board of Education

Pam Ellis, President
Greg Krikorian, Vice President
Lina Harper, Clerk
Mary Boger, Member
Chakib Sambar, Member

District Administration

James R. Brown
Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

Alice Petrossian
Assistant Superintendent
Educational Services

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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 School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluations, 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 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 are reflected in the accomplishments of our students.

For four school years in a row, 1999-2000, 2000-2001, 2001-2002 and 2002-03 the Academic Performance Index (API) for Valley View has had a state ranking of 10. Seventy percent of our students have already met the new state adequate yearly progress criteria for language arts, 79% for mathematics. Eighty-five percent of Valley View K-6 students met grade level standards in reading/language arts and 88 percent in mathematics for the 2002-03 school year.

Our goals for the 2003-04 school year remain focused on increasing our Academic Performance Index (API) by at least five points and raising the percentages of students meeting grade level standards. All grades will be using a new language arts textbook series this year. The Houghton Mifflin Reading textbooks will be used in grades K-5. In sixth grade, we will be using the McDougal Littell Language of Literature textbooks, which are also used in our middle schools. The Accelerated Reader and Larsen's School Math for Sixth Grade software are integral parts of the instructional program. All teachers use the Electronic Report Card system.

Our goal in presenting you with this information is to keep our community and 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

Mission Statement

The mission of Valley View Elementary School, in partnership with the school district, dedicated staff, involved parents, and the community, is to provide a safe environment, challenging instructional programs, and to promote excellence and the best of technology. Every student will develop skills, knowledge, attitudes, and behaviors necessary to reach full potential, be independent thinkers and learners, demonstrate responsibility towards each other, and become well-educated, productive citizens.

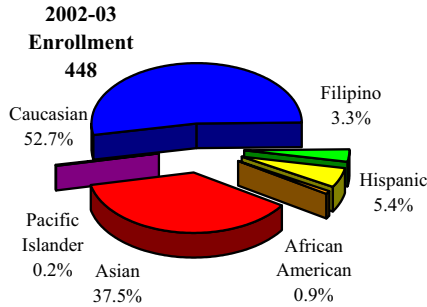
Community & School Profile

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 eight 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Valley View Elementary School, which re-opened in 1998, is located in the La Crescenta area of Glendale and serves 468 students in kindergarten through sixth grade. Students from Valley View will move on to Rosemont Middle School and Crescenta Valley High School. Operating on a traditional calendar system, the educational programs at Valley View are tailored to meet the needs of a changing school population.



Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Valley View are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Valley View’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student’s success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one “guiding word” per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Chorus
- Reflections Art Contest
- Orchestra/Honors Orchestra
- Gifted and Talented Education
- Caldecott/Newbery Award Club
- Art Showcase
- Book Club
- Student Council
- Math Club
- Spanish Class
- Intervention Classes
- Student Council
- Accelerated Reader Clubs
- Science Fair
- Summer Academy

To build self-esteem and recognize student achievement, 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

Homework

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 on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Valley View is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The school’s Leadership Team, comprised of teachers, classified staff, and the principal, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members, students 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. These committees include:

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

Community Involvement

Parents and the community are very supportive of the educational program at Valley View. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

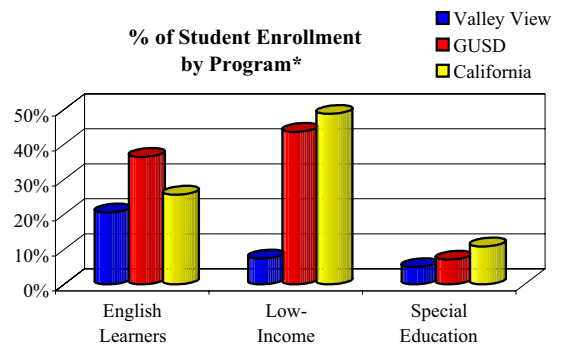
- Glendale Rotary Club
- Trader Joe’s
- La Crescenta Ralphs
- La Crescenta Vons
- Tazza’s Coffee
- Assistance League
- Lions Club
- Elks Club
- In and Out Burger
- Glendale Symphony Orchestra Women’s Committee
- McDonald’s
- La Crescenta Public Library
- Glendale Healthy Kids
- Shakey’s
- Jet Propulsion Laboratory
- Glendale Fire Department
- Glendale Police Department
- Burger King

Contact Information

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

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While Valley View receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Valley View's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



*Based on 2003 STAR testing data.

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 provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
85	87	85	88	90	88

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	98	94	86	47	85	
1st	100	88		76	72	
2nd	96	91	78	77	78	63
3rd	95	94		87	91	
4th	69	89	81	63	90	82
5th	80	59		92	87	
6th	74	85	75	83	91	86

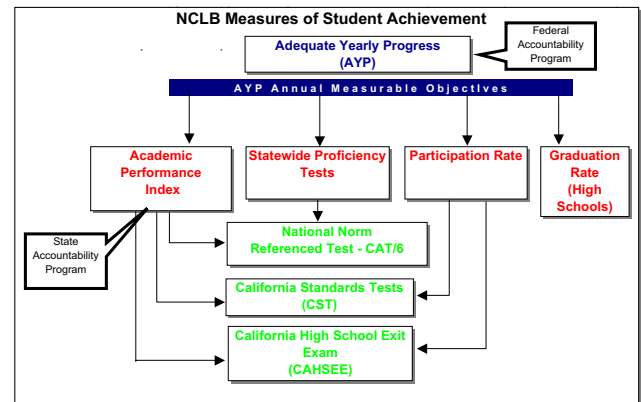
Not tested in 2003.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Valley View achieved Adequate Yearly Progress for 2003.



Adequate Yearly Progress (AYP) 2003 Phase I

Valley View Elementary School

	California Standards Test (CST)					
	Participation Rate	% Proficient or Advanced				
		English/ Language Arts	Mathematics			
Target	95%	13.6%				
Met Target? Yes (Y) or No (N)						
	Met	Rate	Met	%	Met	%
All Students	Y	100%	Y	69.8%	Y	79.2%
Subgroups:						
Hispanic or Latino	Y	100%	Y	73.7%	Y	88.3%
Caucasian	Y	100%	Y	68.4%	Y	73.8%
English Learners	Y	100%	Y	60.8%	Y	82.5%

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Valley View Elementary School qualified to participate in the 2000 and 2001 Governor's Performance Award.

API School Results								
All Students								
	Base				Growth			
	2000	2001	2002		00-01	01-02	02-03	
Percent Tested	301	317	335	Percent Tested	99	100	100	
API Score	868	867	870	API Growth Score	877	879	874	
Growth Target	*	*	*	Actual Growth	9	12	4	
Statewide Rank	10	10	10					
Similar Schools Rank	8	8	8					
Subgroups								
Asian								
Base API Score	901	900	889	API Growth Score	915	898	802	
Growth Target	*	*	*	Actual Growth	14	-2	13	
Caucasian								
Base API Score	847	861	864	API Growth Score	867	873	860	
Growth Target	*	*	*	Actual Growth	20	12	-4	

**Schools that receive an API of 800 or more are expected to maintain that level of achievement. 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.*

Standardized State Testing

Valley View participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

State Awards and Intervention Programs		
	01	02
Eligible for Governor's Performance Award	Yes	No
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No



Norm Referenced Test (SAT-9 & CAT/6) % At or Above 50th Percentile

	Reading												Math																	
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students	79	74	57	82	84	62	81	92	63	79	81	66	83	91	78	86	89	66	91	92	87	83	95	79	89	81	86	84	95	90
Valley View Elementary																														
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	79	75	46	83	94	67	77	88	61	76	80	58	83	91	76	93	93	68	92	94	82	79	96	85	93	83	81	94	100	93
Female	80	73	68	82	76	57	85	94	65	84	82	74	82	92	80	80	85	64	91	90	91	88	94	74	84	79	91	76	89	88
Language Fluency																														
English Learners (EL)	72	61	53	64	83	35	58	83	38		41		55	50		80	83	63	91	94	75	58	91	71	64		76		83	87
Non EL	82	84	59	87	84	73	85	94	73	92	83	74	87	97	84	88	94	68	91	91	92	88	96	82	95	83	89	86	97	91
Ethnicity																														
Asian	85	77	71	95	90	63	77	96	56	65	81	74	94	83	79	92	91	82	99	93	88	81	99	81	91	88	94	94	99	95
Caucasian	79	70	53	77	78	56	82	90	66	85	81	56	75	95	78	85	92	62	87	93	92	88	90	78	95	78	81	78	95	89

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Valley View students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST)
Major Content Areas
Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Valley View Elementary	59	61	51	68	64	75	71	79	70	69	65	68	68	74	76
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Valley View Elementary		74	73		72	83		79	76		64	78		85	84
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups
English/Language Arts
Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Valley View Elementary															
Male	58	60	39	67	60	76	64	72	67	69	61	53	65	75	74
Female	59	63	61	69	67	74	78	84	72	67	72	82	72	73	80
English Learners	44	52	47	36	61	50	34	60	52	25	24		33	50	
Non English Learners	63	69	48	76	65	80	78	86	71	82	73	70	72	80	82
Asian		70	59		79	75		88	72		67	68		71	74
Caucasian		56	50		57	80		77	68		64	66		78	83

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups
Math

Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6	
	02	03	02	03	02	03	02	03	02	03
Valley View Elementary										
Male	74	71	75	82	77	82	70	72	91	86
Female	75	75	69	86	79	82	57	85	78	83
English Learners	72	47	78	50	71	52	54	24	59	50
Non English Learners	75	48	70	80	81	71	67	70	90	82
Asian	78	88	86	88	85	84	70	87	90	93
Caucasian	77	65	64	88	71	71	58	72	85	81

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Curriculum Development

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

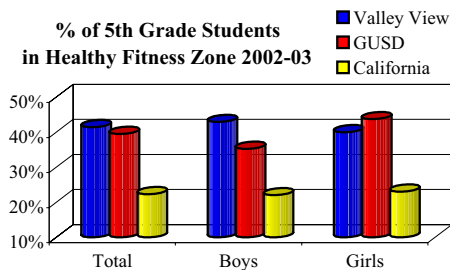
When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

Physical Fitness

In the spring of each year, Valley View 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 are provided several options to perform tasks in each area. 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).

% of 5th Grade Students
in Healthy Fitness Zone 2002-03



Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Valley View is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Valley View provides additional after school activities for GATE students.

Valley View offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four 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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

It is a high District priority to ensure that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a part-time library assistant, is stocked with 9,000 books that are available for students to check out, including books in Korean in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The teacher resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

District Adopted Textbooks			
Subject/ Year Adopted	Series	Grades	
Language Arts			
2002	Houghton Mifflin	K-5	
	McDougal Littell	6	
Mathematics			
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6	
History/Social Studies			
2000	McGraw Hills: <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 classroom at Valley View contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in the classroom and the school's 36-workstation computer lab to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Valley View Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Valley View Support Staff	Number	Days Available Per Week	Full Time Equivalent
	of Staff		
Psychologist	1	1	0.2
Registered Nurse	1	1	0.2
Speech/Language Specialist	1	1	0.2

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Valley View had 20 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	19	20	20
Working Outside Subject	0	0	0
Emergency Credentials	1	1	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	20	21	20
Average Years Teaching	10.1	10.7	10.9
Average Years in District	8.0	8.3	8.4

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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. These administrators have 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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Valley View 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 2003-04 school year, staff development at each grade level will focus on strengthening areas where testing analysis shows a need for improvement. Schoolwide, training focused on the language arts textbook adoption and reading comprehension. All teachers participated in "Strategies That Work," a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding.

Valley View 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 further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Valley View provides a safe, clean environment for students, staff, and volunteers. School facilities, originally built in 1958 and rebuilt in the late 1990s, sit on 5.36 acres and include 23 classrooms, a library, a cafetorium, administrative offices, grassy fields, and blacktop playground.

The district's scheduled maintenance program, which included asphalt and roof repairs for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Valley View has two full-time and one part-time custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Valley View. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Teachers, noon aides, and traffic assistants monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Valley View reviews the plan annually; the plan was last updated and reviewed with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

An office clerk regularly reviews absence reports. Parents are advised of absences through written communication. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Valley View was 97.66%.

Valley View 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			GUSD		
	01	02	03	01	02	03
Suspensions (#)	3	5	15	3642	3425	5489
Suspensions (%)	0.67	1.12	3.35	12.01	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Valley View maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 22:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
K	2	2		0	0		0	0	
1st	4	2		0	0		0	0	
2nd	3	3		0	0		0	0	
3rd	0	4		0	0		0	0	
4th	0	0		0	2		0	0	
5th	0	0		0	2		0	0	
6th	0	0		0	2		2	0	
K-3rd	1	2		0	0		0	0	
4th-6th	0	0		0	1		0	0	

Data unavailable at time of publication.

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Valley View has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Valley View (met/exceeded) state requirements as specified in the California Education Code. For the 2002-03 school year, Valley View offered 180 days of instruction comprised of 140 regular days and 40 minimum. 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 an hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time for grade level and faculty meetings and classroom planning.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,180
1st-3rd	50,400	50,630
4th-6th	54,000	54,200

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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*		
2001-02		
Statewide Average		
GUSD	All Unified School Districts	
	Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%