



VALLEY VIEW ELEMENTARY SCHOOL

4900 Maryland Avenue, La Crescenta, CA 91214 • (818) 236-3771 • Kindergarten through Sixth Grade

Carla Walker, Principal

www.gusd.net

2003-2004 School Accountability Report Card

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 school with strong traditions. Our school is known for its academic excellence, its outstanding teaching staff, and strong parent and student support. Valley View is a place where everyone is someone special. Our school is organized and designed to facilitate and enable "teacher 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.

Our educational goal is to make learning exciting so that students will experience the joy of discovering new ideas and building new skills, while developing a love of learning that will create "life-long learners."

The staff focuses on positive, caring effective approaches in building self-esteem by teaching children respect for themselves and others. Students are provided many opportunities to develop and demonstrate self-discipline and responsibility on a daily basis.

Working as a partnership, the students, parents, staff, and community commit themselves to developing the social, emotional, academic and physical well being of all children. Our school takes pride in rewarding and recognizing accomplishments of our student. We believe that it is imperative to nurture a positive climate by valuing diversity, empowering others, maintaining high standards, rewarding improvement, and celebrating successes.

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 as we strive to continue providing an exciting and rewarding educational program for each and every child at Valley View.

-- Mrs. Carla Walker,
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 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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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 29,433 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, a 2004 California Distinguished School, re-opened in 1998, and is located in the La Crescenta area of Glendale and serves 469 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.

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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.9
American Indian	0.2
Asian	40.1
Caucasian	49.9
Filipino	3.4
Hispanic	4.3
Pacific Islander	0.2
Other	1.1

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 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. 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.

	Suspensions & Expulsions					
	Valley View Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	5	15	2	3425	5489	4903
Suspension (%)	1.13%	3.35%	0.43%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

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.

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

- Student Council
- Drama Club

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

Academic Support

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. Classroom intervention programs enhance students’ understanding and mastery of core subject matter. Students may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

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 2003-2004 school year, the actual attendance rate for all grade levels for Valley View was 97.65%.

Class Size

Valley View Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 22:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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.

Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	20	20	20	2	2	2	0	0	0	0	0	0
1st	19	19	20	2	3	2	0	0	0	0	0	0
2nd	18	17	18	3	2	4	0	0	0	0	0	0
3rd	18	18	20	4	3	3	0	0	0	0	0	0
4th	31	32	34	0	0	0	2	1	0	0	1	2
5th	31	28	33	0	0	0	2	1	0	0	0	2
6th	31	34	32	0	0	0	2	0	2	0	2	0
K-3	13	19	18	2	2	1	0	0	0	0	0	0
4th-8th	30	31	33	0	0	0	1	2	0	0	0	1

School Facilities

Valley View provides a safe, clean environment for students, staff, and volunteers. School facilities, originally built in 1958 and rebuilt in the late 1990s, sits on 5.36 acres and includes 23 classrooms, a library, a cafetorium, administrative offices, grassy fields, and blacktop playground. At the time of publication in April 2005, 100% of the restrooms were fully functional.

The district's scheduled maintenance program, which included asphalt and roof repairs for 2003-2004 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Valley View has one full-time employee during the day, and two part-time custodians at night, to ensure school facilities remain clean and safe.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional minutes and days offered at Valley View (met/exceeded) state requirements as specified in the California Education Code. For the 2003-2004 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	50,400	50,630
2nd	50,400	50,630
3rd	50,400	50,630
4th	54,000	54,200
5th	54,000	54,200
6th	54,000	54,200

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Sicence	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills: Adventures in Time and Place	2000
K-6	Mathematics	Everyday Learning Corp: Everyday Mathematics, Revi	2001

Library & Computer Resources

The school's library, staffed by a full-time library assistant, is stocked with 9,500 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.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	55	58	82
Students per computer	8.1	7.7	5.7
Classrooms connected to Internet	20	21	25

Each classroom at Valley View Elementary School 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.

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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

Local Measures

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, report card grades
- 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.

CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 results are available at the end of this report.

California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

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. API results are available at the end of this report.

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.

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 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

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 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).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
5th Grade	
Valley View Elementary	
School Overall	29.4%
School (Boys)	25.0%
School (Girls)	33.3%
Glendale Unified	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
California	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Valley View Elementary School had 21 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	20	20	21
Emergency Credentials	1	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	21	20	21
Average Years Teaching	10.7	10.9	12.7
Average Years in District	8.3	8.4	10.1
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
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 and assistant 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.

Counseling & Support Staff

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.

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 (based at the old Edison campus), Healthy Families, and Healthy Kids programs. Information on these programs can be located at all school sites. These programs, mostly based at the district office, 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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Psychologist	1	0.2
Registered Nurse	1	0.2
Speech/Language Specialist	1	0.2

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, the principal, and assistant to 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
- Social Studies Committee
- Valley View Leadership Team
- Science Committee
- Parent Teacher Association
- Technology Committee
- Education Foundation
- Literacy Committee
- Safety Committee
- Student Council

Community Involvement

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

- Glendale Rotary Club
- McDonald's
- Trader Joe's
- La Crescenta Public Library
- La Crescenta Ralphs
- Glendale Healthy Kids

- La Crescenta Vons
- Shakey's
- Tazza's Coffee
- Jet Propulsion Laboratory
- Assistance League
- Glendale Fire Department
- Lions Club
- Glendale Police Department
- Elks Club
- Burger King
- In and Out Burger
- Mimi's Cafe
- Glendale Symphony Orchestra Women's Committee

Contact Information

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

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

Since it does not receive Title I federal funding, Valley View Elementary School is not affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Valley View Elementary has met all AYP criteria and has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	No	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 57.1% of core academic classes at Valley View School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 90.5% of core academic classes at Valley View School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Valley View Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	57.1%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	33.3%	41.5%
Bachelor's Degree	9.5%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

***Indicates additional hours above and beyond degree.**

Individualized Instruction

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 Elementary School is able to offer programs to meet the individual needs of its students.

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. Valley View Elementary School meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Valley View Elementary School uses its Title I funds to increase the achievement of all students. 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.

English Language Learners

English Language Development is taught to English language learners in the classroom. Teachers assist students with building vocabulary, developing reading comprehension, and mastering verbal skills in English. Teachers have CLAD and BCLAD credentials authorizing them to provide instruction in the regular classroom setting.

GATE

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 Elementary School provides additional after school activities for GATE students.

Special Education

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.

Professional 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 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 2003-04 school year, staff development focused 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 Elementary School's staff 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 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 educational 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 program.

Safe School Plan

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 Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in the fall of 2004. An updated copy of the plan is available to the public at the school and at the district office.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified \$6,639	All Unified School Districts \$6,987	All Districts \$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading								Math																		
	2 2 2 3 3 3 4 4	4 4 4 5 5 5 6 6 6	2 2 3 3 3 4 4 4 5 5 5 6 6 6	2 2 3 3 3 4 4 4 5 5 5 6 6 6																							
Grade Level	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Year Ending	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
All Students																											
Valley View Elementary	57	68	62	43	63	72	66	69	78	79	66	84	87	78	79	87	86	81	90	95							
GUSD	52	54	39	40	44	45	45	50	57	59	62	66	64	63	62	59	62	67	72	72							
California	46	47	34	35	35	36	40	41	45	46	57	59	52	54	48	49	49	50	51	53							
Subgroups																											
Gender																											
Females	68	83	57	54	65	72	74	70	80	82	64	89	91	77	74	86	91	84	88	92							
Males	46	55	67	34	61	73	58	68	76	76	68	79	82	78	85	88	81	78	93	97							
Socioeconomic Status																											
Non SED	61	69	67	44	66	75	67	70	79	79	73	83	88	81	82	90	89	82	91	94							
SED^	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
Language Fluency																											
English Learners	53	50	35	20	38	41	41	56	50	31	63	75	75	80	71	82	76	75	87	88							
Non English Learners	59	78	73	55	73	87	74	72	84	92	68	88	92	76	82	89	89	82	91	97							
Special Programs																											
ESEA Title 1 Targeted																											
Indian Education																											
Migrant Education																											
Special Education	*	*	*	17	*	*	*	*	*	*	*	*	*	50	*	*	*	*	*	*							
Title 1																											
Ethnicity																											
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
American Indian																											
Asian	71	68	63	45	56	64	74	76	79	81	82	84	88	90	81	92	94	82	95	97							
Caucasian	53	64	56	44	66	83	56	64	78	75	62	81	92	75	78	79	81	81	89	91							
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
Pacific Islander			*		*								*		*												
† R-FEP - Redesignated – Fluent English Proficient																											
^SED - Socioeconomically Disadvantaged																											
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																											

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Valley View Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	61	51	65	74	73	81			
Females	63	61	80	75	75	89			
Males	60	39	50	73	71	74			
English Learners	52	47	42	72	79	67			
Non English Learners	69	51	76	75	70	88			
R-FEP†			*			*			
SED^		*	*		*	*			
Non SED	65	55	65	76	78	82			
Special Education		*	*		*	*			
African American	**		*	**		*			
Asian	70	59	68	78	88	84			
Caucasian	56	50	58	77	65	75			
Filipino	**		*	**		*			
Hispanic or Latino	**	*	*	**	*	*			
Pacific Islander	**			**					
Third Grade									
All Students	64	75	45	72	83	67			
Females	67	74	50	69	86	77			
Males	61	76	41	76	82	59			
English Learners	61	50	35	78	75	75			
Non English Learners	65	85	50	70	88	63			
R-FEP†	**	*	*	**	*	*			
SED^		*	*		*	*			
Non SED	65	77	46	73	87	71			
Special Education		*	17		*	25			
African American		*			*				
Asian	79	75	55	86	88	85			
Caucasian	57	80	44	64	88	59			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	**	*	*	**	*	*			
Pacific Islander		*			*				
Fourth Grade									
All Students	79	70	79	78	76	87			
Females	85	72	86	79	72	86			
Males	72	67	73	77	82	88			
English Learners	60	52	55	71	71	82			
Non English Learners	86	76	91	81	78	89			
R-FEP†	**	*	100	**	*	100			
SED^		*	*		*	*			
Non SED	83	73	81	83	79	89			
Special Education		*	*		*	*			
African American	**		*	**		*			
Asian	88	72	72	85	84	92			
Caucasian	77	68	92	71	71	79			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	**	*	*	**	*	*			
Pacific Islander			*			*			

Fifth Grade							
All Students	65	68	73	65	78	75	49
Females	71	82	74	57	85	72	44
Males	60	53	71	70	72	78	54
English Learners	25	24	50	54	65	75	19
Non English Learners	73	81	78	67	83	75	56
R-FEP†	77	100	64	85	92	79	50
SED^		*	*		*	*	*
Non SED	65	67	75	64	80	75	51
Special Education		*	*		*	*	*
African American		*			*		
Asian	67	68	71	70	87	76	47
Caucasian	64	66	74	58	72	76	50
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	**	*	*	**	*	*	*

Sixth Grade							
All Students	74	76	79	85	84	87	
Females	73	80	82	78	83	90	
Males	74	74	76	91	86	84	
English Learners	33	50	44	59	87	75	
Non English Learners	80	82	88	90	84	90	
R-FEP†	64	71	75	93	100	90	
SED^		*	*		*	*	
Non SED	75	78	79	87	84	87	
Special Education		*	*		*	*	
African American			*			*	
Asian	71	74	78	90	93	92	
Caucasian	78	83	81	85	81	78	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	**	*	*	**	*	*	

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results

	Base			Growth			
	All Students	2001	2002	2003	2002	2003	2004
Percent Tested	98	98	99	Percent Tested	100	100	100
API Score	867	870	878	API Growth Score	879	874	894
Growth Target	A	A	A	Actual Growth	12	4	16
Statewide Rank	10	10	10	Eligible for Awards	No	No	Yes
Similar Schools Rank	8	8	5	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score	900	889	909	API Growth Score	898	902	918
Growth Target	A	A	A	Actual Growth	-2	13	9
Caucasian							
Base API Score	861	864	862	API Growth Score	873	860	874
Growth Target	A	A	A	Actual Growth	12	-4	12
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

***Schools and subgroups with scores 800 and above have met the statewide target and 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.

Adequate Yearly Progress

California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Valley View Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	13.6%	13.6%	13.6%	13.6%	95%	95%	95%	95%	12.0%	12.0%	12.0%	12.0%

Subgroups

All Students	Yes	100	Yes	100	Yes	69.8	Yes	70.6	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	100	Yes	60.8	Yes	55.6	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	*	100	*	100	*	48.4	*	58.6	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	72.9			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	28.0	*	40.0	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	100	Yes	100	Yes	73.7	Yes	72.9	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	*	*	71.4	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	68.4	Yes	69.0	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	100	*	50.0	*	66.6	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

Year Ending Target	Valley View Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	16.0%	16.0%	16.0%	16.0%	95%	95%	95%	95%	12.8%	12.8%	12.8%	12.8%

Subgroups

All Students	Yes	100	Yes	100	Yes	79.2	Yes	79.8	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	82.5	Yes	78.2	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	*	100	*	100	*	57.5	*	65.5	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	86.4			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	40.0	*	48.0	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	Yes	100	Yes	88.3	Yes	86.4	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	*	*	85.7	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	73.8	Yes	73.9	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	100	*	63.6	*	73.3	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

Target	Valley View Elementary								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	874	Yes	894	Yes	767	Yes	767	Yes	767	Yes	779	Yes	779	Yes	779

^SED = Socioeconomically Disadvantaged
***Only numerically significant subgroups are required to be reported**