

## Glendale Unified School District

"Excellence is Worth the Effort"

# Valley View Elementary School

## 2004-2005 School Accountability Report Card



4900 Maryland Avenue, La Crescenta, CA 91214

(818) 236-3771

Kindergarten through Sixth Grade

[www.gusd.net](http://www.gusd.net)



### School Administration

Carla Walker  
Principal



### 2004-05 Board of Education

Mary Boger, President  
Chakib Sambar, Vice President  
Pam Ellis, Clerk  
Greg Krikorian, Member  
Joylene Wagner, Member

### District Administration

Dr. Michael F. Escalante  
Superintendent

Alice Petrossian  
Assistant Superintendent  
Educational Services, Elementary Education

Dr. Gregory Franklin  
Assistant Superintendent  
Educational Services, Secondary Education



### Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Valley View Elementary School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school 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 Elementary School 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 Elementary School is a place where everyone is someone special. Our school is organized and designed to facilitate and enable "teachers to teach and students to learn." The efforts of the staff to create a climate for learning at Valley View Elementary School are reflected in the accomplishments of our students.

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 Elementary School. Our motto is "Soaring to Success."

### School 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

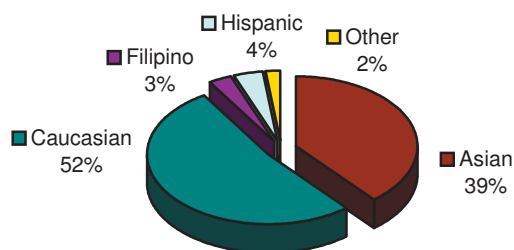
The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born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

60 foreign languages. National studies, residents, and realtors 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 nearly 29,000 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, a 2004 California Distinguished School and a 2005 National Blue Ribbon School, re-opened in 1998. The school is located in the La Crescenta area of Glendale and serves 466 students in kindergarten through sixth grade. Students from Valley View Elementary School will move on to Rosemont Middle School and Crescenta Valley High School. Operating on a traditional calendar system, the educational programs at Valley View Elementary School are tailored to meet the needs of a changing school population.

**% of Student Enrollment by Ethnicity**



### Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Valley View Elementary School 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.

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.

	Suspensions & Expulsions					
	Valley View ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	15	2	4	5489	4903	4882
Suspension (%)	3.35	0.43	0.86	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

### Extracurricular and 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:

- Accelerated Reader Clubs
- Art Showcase
- Book Club
- Chorus
- Drama Club
- GATE Classes
- Intervention Classes
- Caldecott/Newberry Award Club
- Math Club
- Orchestra/Honors Orchestra
- Reflections Art Contest
- Science Fair
- Spanish Class
- Student Council
- 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:

- Chorus and Orchestra Awards
- Eagle Eye Award
- Golden Dustpan
- Golden Lunchpail
- Perfect Attendance
- Principal's Award of Excellence
- Presidential Awards
- Scholastic Award
- Student of the Month
- Teacher Choice Award

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 466 students. 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. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. 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).

### Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Valley View Elementary School exceeded State requirements as specified in the California Education Code. For the 2004-05 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
1st-3rd	50,400	50,677
4th-6th	54,000	54,260

## Class Size

Valley View Elementary School maintained a schoolwide average class size of 24 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20			21-32			33+		
K	20	20	19	2	2	3	0	0	0	0	0	0
1st	19	20	19	3	2	3	0	0	0	0	0	0
2nd	17	18	19	2	4	2	0	0	0	0	0	0
3rd	18	20	20	3	3	3	0	0	0	0	0	0
4th	32	34	33	0	0	0	1	0	1	1	2	1
5th	28	33	34	0	0	0	1	0	0	0	2	2
6th	34	32	29	0	0	0	0	2	3	2	0	0
K-3	19	18	20	2	1	1	0	0	0	0	0	0
4th-6th	31	33	0	0	0	0	2	0	0	0	1	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Valley View Elementary School participated in CSR.

## School Facilities & Safety

Valley View Elementary School was originally built in 1958 and rebuilt in the late 1990s. School facilities are situated on 5.36 acres and consist of 23 classrooms, a library, a cafeteria, administrative offices, grassy fields, and a blacktop playground. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

### Safety

Safety of students and staff is a primary concern of Valley View Elementary School. 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. During lunch, recesses, and before and after school, teachers, noon aides, and traffic assistants supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 November 2005. An updated copy of the plan is available to the public at the school and at the District office.

## Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

## Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

## 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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

## Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

# 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, 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.

## No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Valley View Elementary School met all of the 2005 AYP criteria. Valley View Elementary School does not receive Title I funding and is not subject to Program Improvement requirements.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		24.4%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		26.5%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
<b>All Students</b>							
Percent Tested	98	99	99	Percent Tested	100	100	
API Score	870	878	885	API Growth Score	874	894	
Growth Target	*	*	*	Actual Growth	4	16	
Statewide Rank	10	10	10	Eligible for Awards	Not funded		
Similar Schools Rank	8	5	5	Eligible for II/USP			
<b>Subgroups</b>							
<b>Asian</b>							
Base API Score	889	909	909	API Growth Score	902	918	
Growth Target	*	*	*	Actual Growth	13	9	
<b>Caucasian</b>							
Base API Score	864	862	868	API Growth Score	860	874	
Growth Target	*	*	*	Actual Growth	-4	12	

**\* 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.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

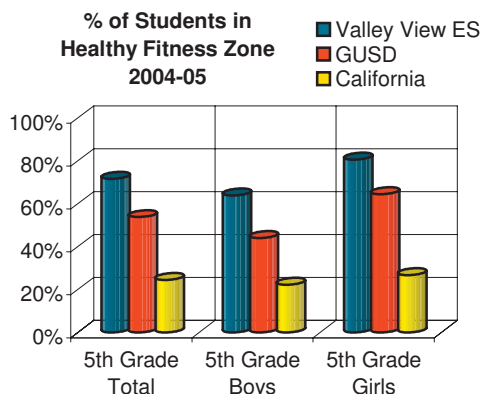
Federal Awards & Intervention Programs			
	2003	2004	2005
Recognition for Achievement (Title I)	n/a	n/a	n/a
Identified for Program Improvement	n/a	n/a	n/a
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

### California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

### 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).



California Standards Test (CST) 2003, 2004, 2005									
Combined % of Students Scoring at Proficient and Advanced Levels									
	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
<b>Second Grade</b>									
All Students	51	65	65	73	81	86			
Females	61	80	64	75	89	89			
Males	39	50	65	71	74	80			
English Learners	47	42	67	79	67	89			
Non English Learners	51	76	66	70	88	86			
Asian	59	68	82	88	84	95			
Caucasian	50	58	57	65	75	78			
<b>Third Grade</b>									
All Students	75	45	69	83	67	93			
Females	74	50	81	86	77	89			
Males	76	41	57	82	59	97			
English Learners	50	35	45	75	75	82			
Non English Learners	85	50	80	88	63	98			
Asian	75	55	72	88	85	97			
Caucasian	80	44	70	88	59	89			
<b>Fourth Grade</b>									
All Students	70	79	68	76	87	65			
Females	72	86	75	72	86	66			
Males	67	73	63	82	88	66			
English Learners	52	55	40	71	82	67			
Non English Learners	76	91	77	78	89	65			
Asian	72	72	59	84	92	74			
Caucasian	68	92	74	71	79	62			
<b>Fifth Grade</b>									
All Students	68	73	85	78	75	90	49	62	
Females	82	74	90	85	72	100	44	65	
Males	53	71	81	72	78	81	54	61	
English Learners	24	50		65	75		19		
Non English Learners	81	78	91	83	75	91	56	67	
Asian	68	71	84	87	76	91	47	59	
Caucasian	66	74	81	72	76	85	50	69	
<b>Sixth Grade</b>									
All Students	76	79	80	84	87	86			
Females	80	82	76	83	90	80			
Males	74	76	85	86	84	91			
English Learners	50	44	64	87	75	82			
Non English Learners	82	88	83	84	90	86			
Asian	74	78	83	93	92	93			
Caucasian	83	81	79	81	78	79			

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

## California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																						
Subject Area	Reading						Math															
	Grade Level		Grade Level		Grade Level		Grade Level		Grade Level		Grade Level											
Year Ending	2	3	4	5	6	2	3	4	5	6												
	03	04	05	03	04	05	03	04	05	03	04	05										
<b>All Students</b>																						
Valley View ES	57	68	62	43	63	63	72	66	69	78	79	66	84	87	78	89	79	87	86	81	90	95
GUSD	52	54	39	40	40	44	45	45	50	57	59	62	66	64	63	66	62	59	62	67	72	72
California	46	47	34	35	36	35	36	40	41	45	46	57	59	52	54	55	48	49	49	50	51	53
<b>Subgroups</b>																						
Females	68	83	57	54	75	65	72	74	70	80	82	64	89	91	77	89	74	86	91	84	88	92
Males	46	55	67	34	51	61	73	58	68	76	76	68	79	82	78	89	85	88	81	78	93	97
English Learners	53	50	35	20	41	38	41	41	56	50	31	63	75	75	80	73	71	82	76	75	87	88
Non English Learners	59	78	73	55	73	73	87	74	72	84	92	68	88	92	76	96	82	89	89	82	91	97
Asian	71	68	63	45	62	56	64	74	76	79	81	82	84	88	90	86	81	92	94	82	95	97
Caucasian	53	64	56	44	68	66	83	56	64	78	75	62	81	92	75	89	78	79	81	81	89	91

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

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Valley View Elementary School had 20 fully credentialed teachers.

Teacher Credential Status	2003-04			2004-05		
	03	04	05	03	04	05
Fully Credentialed	20	21	20			
Emergency Credentials	0	0	0			
Interns	0	0	0			
Waivers	0	0	0			
<b>Total Teachers</b>	20	21	20			
Average Years Teaching	10.9	12.7	14.1			
Average Years in District	8.4	10.1	11.6			

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies	2003-04			2004-05		
	03-04	04-05	05-06	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	*			
Vacant Teacher Positions	0	0	*			

\*2005-06 data was unavailable at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 90.5% of core academic classes at Valley View Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels	2004-05	
	Valley View ES	
Doctorate	0.0%	
Master's Degree +30*	60.0%	
Master's Degree	0.0%	
Bachelor's Degree +30*	35.0%	
Bachelor's Degree	5.0%	
Less Than Bachelor's	0.0%	
None Reported	0.0%	

\*Indicates additional hours above and beyond degree.

## Teacher Evaluation

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

## 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 2004-05 school year, staff development continued to focus on strengthening areas where testing analysis shows a need for improvement 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. Kindergarten through second grade teachers received training in the "Partnership for English Learners" (PELP) Program which provided strategies to support the school's English Learner population. All fourth through sixth grade teachers attended SDAIE workshops to learn effective strategies to assist students in core content areas.

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 (B TSA) 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. The AB75 Principal Training Program is available to site administrators.

## Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

## District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

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.

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.

## Computer Resources

	2002-03	2003-04	2004-05
Computers	58	82	82
Students per computer	7.7	5.7	5.7
Classrooms connected to Internet	21	25	22

## 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

Title	Number of Staff	Full Time Equivalent
Psychologist	1	0.2
Registered Nurse	1	0.2
Speech/Language Specialist	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 the Pacific Avenue Center, 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.

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.

English Language Development is taught to English Language Learners in the classroom. Students receive core instruction in all content areas, including English Language Development (ELD). 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. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

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.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem 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. 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.

## Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04		
Statewide Average		
All Unified School Districts		
GUSD	All Districts	All Districts
\$6,639	\$6,987	\$6,919

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

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program

- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

## 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 more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget		
	GUSD	State Average
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

## School Leadership

Leadership at Valley View Elementary School is a responsibility shared among district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Carla Walker has led the school for two years, backed by more than 16 years of educational experience. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include: School Site Council, Parent Teacher Association, Valley View Elementary School Leadership Team, Education Foundation, Student Council, GATE Coaches, Safety Committee, Literacy Committee, Technology Committee, Science Committee, and Social Studies Committee.

## 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: Assistance League, Burger King, Elks Club, Glendale Fire Department, Glendale Healthy Kids, Glendale Police Department, Glendale Realtor's Association, Glendale Rotary Club, Glendale Symphony Orchestra Women's Committee, In and Out Burger, Jet Propulsion Laboratory, La Crescenta Public Library, La Crescenta Ralphs, La Crescenta Vons, Lions Club, McDonalds, Mimi's Cafe, Shakey's, Tazza's Coffee, and Trader Joe's.

## 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.