

Executive Summary School Accountability Report Card 2005-06

For Valley View Elementary School

Address: 19414 Sierra Estates Dr., Newhall CA 91321-2196 **Phone Number:** (661) 251-2000
Principal: Gayle Abril **Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Valley View Community School has an A.P.I. of 803 and ranks 8 out of 10 when compared to similar schools. For 2006, we meet all of the A.Y.P. Targets as outlined by the National No Child Left Behind Program. We serve a student population of 751 students. Of the 751, 47% participate in the free/reduced lunch program, which entitles us to be a Title I targeted assistance school. 188 students are English Learners who speak sixteen languages, reflecting the culturally diverse nature of our student body. We have a high rate of student transiency. For example, 23% of our sixth grade class has been at Valley View since kindergarten.

On campus we also house the Regional Severely Handicapped Special Education classes for students with orthopedic impairments, multiple disabilities and other health impairments. This program serves students from all four elementary school districts in the Santa Clarita Valley. There are six classes serving a total of 39 students, in preschool through 6th grade, enrolled in the program. Our students are medically fragile. We have lost anywhere from one to four students each school year.

Our special needs students actively interact with our regular education students. It is a point of pride for our school. Our Regional and Regular Education Teachers team together for the benefit of all students. We have written our model of "Win - Win Integration" for a Golden Bell Award. The principal along with the Director of Special Education will be presenting this model at the 2006 California School Board Annual Conference.

The California Children's Services has a Medical Treatment Unit also on the campus to provide physical therapy and occupational therapy services to children, from birth to age 21, who reside throughout the Santa Clarita Valley.

A YMCA facility is also housed on campus and provides childcare for our students as well for other schools.

Student Enrollment

Teachers

| Group | Enrollment | Indicators | Teachers |
|---|-------------------|---|-----------------|
| Number of Students | 773 | Teachers With Full Credential | 40 |
| African American | 9.1 % | Teachers Without Full Credential | 3 |
| American Indian or Alaska Native | 0.0 % | Teachers Teaching Outside | n |

| | | | |
|------------------------------------|--------|---|----|
| Asian | 4.7 % | Teachers Teaching Outside Subject Area of Competence | 0 |
| Filipino | 2.8 % | | |
| Hispanic or Latino | 40.4 % | Misassignments of Teachers of English Learners | 11 |
| Pacific Islander | 0.9 % | | |
| White (Not Hispanic) | 40.8 % | | |
| Multiple or No Response | 1.4 % | | |
| Socioeconomically Disadvantaged | 26.2 % | | |
| English Learners | 22.0 % | | |
| Students with Disabilities | 10.0 % | | |

School Facilities

Summary of Most Recent Site Inspection

A clean and safe environment allows for optimum student learning. Each month the principal and custodian “walk” the campus to complete the monthly cleanness and safety reports. Work orders are written and submitted for needed repairs. During the year, our assistant principal and a parent “walk” the campus, examining every classroom to inspect for Indoor Air Quality issues. This report is filed with the District and they attend an Indoor Air Quality meeting to discuss findings. As a result of our on going efforts, Valley View is a well kept campus.

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--|--|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | n/a |
| Health | 0% |
| Science Laboratory Equipment (grades 9-12) | n/a |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|--------------------|---|
| School Site | \$4,064 |
| District | \$5,010 |
| State | \$4,743 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|----------------|--|
|----------------|--|

Academic Progress

| Indicator | Result |
|------------------|---------------|
|------------------|---------------|

| Subject | Students Proficient and Above on California Standards Tests | 2006 API Growth Score (from 2006 API Growth Report) Statewide Rank (from 2005 API Base Report) | 2006-07 Program Improvement Status |
|-----------------------|---|--|------------------------------------|
| English-Language Arts | 50 | 803 7 | |

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Valley View Elementary | District Name | Sulphur Springs Union Elementary |
| Street | 19414 Sierra Estates Dr. | Phone Number | 661-252-5131 |
| City, State, Zip | Newhall, CA 91321-2196 | Web Site | www.sssd.k12.ca.us |
| Phone Number | 661-251-2000 | Superintendent | Robert Nolet, Ed.D. |
| Principal | Gayle Abril | E-mail Address | bnolet@sssd.k12.ca.us |
| E-mail Address | gabril@sssd.k12.ca.us | --- | --- |

School Description and Mission Statement

This section provides information about the school's goals and programs.

Valley View Community School has an A.P.I. of 803 and ranks 8 out of 10 when compared to similar schools. For 2006, we meet all of the A.Y.P. Targets as outlined by the National No Child Left Behind Program. We serve a student population of 751 students. Of the 751, 47% participate in the free/reduced lunch program which entitles us to be a Title I targeted assistance school. 188 students are English Learners who speak sixteen languages, reflecting the culturally diverse nature of our student body. We have a high rate of student transiency. For example, 23% of our sixth grade class has been at Valley View since kindergarten.

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The California Children's Services has a Medical Treatment Unit also on the campus to provide physical therapy and occupational therapy services to children, from birth to age 21, who reside throughout the Santa Clarita Valley.

A YMCA facility is also housed on campus and provides child care for our students as well for other schools.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Valley View actively promotes parental involvement at our school. We have volunteers in classrooms working with students and assisting teachers on a daily basis. Our P.T.A. meetings are held on the first Tuesday of every month at 7:00 p.m. in the school Library. They sponsor such events as: Mother / Son Dance; Father/ Daughter Dance; Family Concert Night, Book Fairs and Holiday Shop. Our School Site Council, who oversees our budget and program, also meets on a monthly basis. To academically support our families, we hold annual GATE Parent Nights, Family Math Classes, Parent Conferences, Back To School Night, "Bella Via" Art Fair, and an Open House.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|---------------------|---------------------------|----------------------------|---------------------------|
| Kindergarten | 104 | Grade 8 | 0 |
| Grade 1 | 102 | Ungraded Elementary | 0 |
| Grade 2 | 112 | Grade 9 | 0 |
| Grade 3 | 101 | Grade 10 | 0 |
| Grade 4 | 128 | Grade 11 | 0 |
| Grade 5 | 119 | Grade 12 | 0 |
| Grade 6 | 107 | Ungraded Secondary | 0 |

| | | | |
|----------------|---|-------------------------|-----|
| Grade 7 | 0 | Total Enrollment | 773 |
|----------------|---|-------------------------|-----|

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|------------------------------------|--|------------------------------------|
| African American | 9.1 | White (not Hispanic) | 40.8 |
| American Indian or Alaska Native | 0.0 | Multiple or No Response | 1.4 |
| Asian | 4.7 | Socioeconomically Disadvantaged | 26.2 |
| Filipino | 2.8 | English Learners | 22.0 |
| Hispanic or Latino | 40.4 | Students with Disabilities | 10.0 |
| Pacific Islander | 0.9 | --- | --- |

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|--------------------|------------------------|-----------------------------|--------------|------------|------------------------|-----------------------------|--------------|------------|------------------------|-----------------------------|--------------|------------|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 25.5 | 1 | 3 | | 24.3 | | 4 | | 23.6 | | 5 | |
| 1 | 18.6 | 5 | | | 19.8 | 5 | | | 18.3 | 4 | | |
| 2 | 17.8 | 5 | | | 19.0 | 5 | | | 19.7 | 6 | | |
| 3 | 18.8 | 6 | | | 19.5 | 6 | | | 15.7 | 7 | | |
| 4 | 29.3 | | 3 | | 29.0 | | 4 | | 27.5 | 1 | 3 | |
| 5 | 33.7 | | | 3 | 30.7 | | 3 | | 28.8 | | 4 | |
| 6 | 26.7 | 1 | 2 | | 35.3 | | | 3 | 33.7 | | | 3 |
| K-3 | 19.0 | 1 | | | 16.0 | 1 | | | 18.0 | 1 | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

| Grade Level | Percent of Students Participating | | |
|--------------------|--|----------------------|----------------------|
| | 2003-04 | 2004-05 | 2005-06 |
| K | 100% Option 2 | 100% Option 2 | 100% Option 2 |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 100% | 100% | 100% |

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Valley View has a comprehensive plan, which provides for the students' safety at school. Our plan includes a detailed disaster plan, which is annually reviewed with all staff members. Our school participates in the District Wide Disaster Drills as well as monthly fire drills. Our PTA has stocked our disaster been with first aid supplies, water and food. Our School Site Council approved our current Safety Plan in March of 2006.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Character Counts at Valley View School! The pillars of character are evident in every classroom. Each month we give recognition to students who have demonstrated these characteristics that are timeless. Our hallways are named after a Character trait. For example, we have Responsibility Road and Caring Cul de Sac! Students use their room number and hallway name to write letters to friends through our Valley View Postal System operated by sixth grade students.

Fifth and sixth grade students also participate in our Peace Patrol Program. Older students assist younger students out at the playground to solve conflicts at the basketball court or at the four square game. Our Peace Patrol meets with our school counselor monthly to learn strategies on how to assist others.

If you follow the rules, you could be "Caught Being Good"! This is a system of daily recognition for those students who follow school rules. They get a Caught Being Good Slip, which goes into a drawing where five names are selected each week for a prize.

Two students a week are selected by their teacher to receive the "Valiant Viking" award. Students are selected because they have been caring towards their fellow students and helpful to their teacher.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 9 | 35 | 28 | 125 | 179 | 150 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

A clean and safe environment allows for optimum student learning. Each month the principal and custodian "walk" the campus to complete the monthly cleanness and safety reports. Work orders are written and submitted for needed repairs. During the year, our assistant principal and a parent "walk" the campus, examining every classroom to inspect for Indoor Air Quality issues. This

report is filed with the District and they attend an Indoor Air Quality to discuss findings. As a result of our on going efforts, Valley View is a well-kept campus.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Facility in Good Repair | | Repair Needed and Action Taken or Planned |
|---|-------------------------|----|---|
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | X | | |
| Windows/Doors/Gates (interior and exterior) | X | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | |
| Hazardous Materials (interior and exterior) | X | | |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior and exterior) | X | | |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains (inside and outside) | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | | | |

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 29 | 38 | 40 | 270 |
| Without Full Credential | 3 | 2 | 3 | 12 |
| Teaching Outside Subject Area of Competence | N/A | N/A | N/ | N/A |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 15 | 15 | 11 |
| Total Teacher Misassignments | 15 | 15 | 11 |

| | | | |
|---------------------------------|---|---|---|
| Vacant Teacher Positions | 0 | 0 | 0 |
|---------------------------------|---|---|---|

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|--|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 95.5 | 4.5 |
| All Schools in District | 97.0 | 3.0 |
| High-Poverty Schools in District | 0.0 | 0.0 |
| Low-Poverty Schools in District | 99.0 | 1.0 |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

For the 2005/06 school year, substitute teachers were used on 199 days across the District. These substitute days were utilized for program planning, professional development activities, workshop and conference attendance and for illness. These days also include staffs that have extended illness leaves as well as maternity leaves. The returning classroom teacher evaluates substitute teachers. The site principal evaluates those individuals serving in a long-term assignment. The evaluation form includes instructional effectiveness, classroom management, relationship with pupils and an overall rating and an option for comments.

In the 2005/06 school year, there were 15 instances across our eight sites when a substitute was not available. Each site covers these rare occasions by using their assigned resource specialist, assistant principal or principal.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The Board of Trustees in agreement with the Teachers' Association adopted the teacher evaluation process used in the Sulphur Springs School District. Each year, every teacher, with direction from the principal, develops a performance plan covering the objectives identified in our School-wide Program Plan. The principal or assistant principal formally evaluates tenured teachers in the District at least every two years. The evaluation is based on each teacher's performance on a variety of points, including general student performance, classroom discipline, and effectiveness of instructional techniques. Probationary teachers are reviewed every year for two years.

The Sulphur Springs School District is firmly committed to the continual development and improvement of all teachers. To this end, the district annually provides professional staff activities to enhance teacher effectiveness. During the 2005/06 school year, all teachers were provided with the opportunity to attend conferences, seminars, workshops and/or other staff development opportunities. Staff development topics included all curriculum areas, however, reading, writing, science, educating English language learners, assessment, and diversity were the major topics

covered. In addition, teachers participated in numerous staff meetings that focused on analyzing student performance on State assessment and how to modify instruction to better meet student needs.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | N/A | |
| Library Media Teacher (Librarian) | N/A | --- |
| Library Media Services Staff (paraprofessional) | .06 | --- |
| Psychologist | 0.8 | --- |
| Social Worker | N/A | --- |
| Nurse | 0.8 | --- |
| Speech/Language/Hearing Specialist | 1.6 | --- |
| Resource Specialist (non-teaching) | 1.0 | --- |
| Other | | --- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts | Houghton Mifflin: K-6 Adopted 2003 | Sufficient Textbooks – One per student |
| Mathematics | McGraw Hill:K-6 Adopted 2001 | Sufficient Textbooks – One per student |
| Science | Harcourt: K-5 Adopted 2000 Holt "Adventures in Science": 6 Adopted 2001 | Sufficient Textbooks – One per student |
| History-Social Science | McGraw Hill: K-6 Adopted 1999 | Sufficient Textbooks – One per student |
| Foreign Language | N/A | |
| Health | Harcourt Brace: Healthy You | Sufficient Textbooks – One per student |
| Science Laboratory Equipment (grades 9-12) | N/A | |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | 4,728 | 664 | 4,064 | --- |
| District | --- | --- | 5,010 | 62,510 |
| Percent Difference - School Site and District | --- | --- | 81.1% | --- |
| State | --- | --- | \$4,743 | \$58,725 |
| Percent Difference - School Site and State | --- | --- | 105.6% | 106.4% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical funds are spent at Valley View to support the instructional assistants, supplemental materials from Title I funds. Categorical dollars also support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,132 | \$38,554 |
| Mid-Range Teacher Salary | \$59,202 | \$62,649 |
| Highest Teacher Salary | \$79,271 | \$76,437 |
| Average Principal Salary (Elementary) | \$104,606 | |
| Average Principal Salary (Middle) | n/a | |
| Average Principal Salary (High) | n/a | |
| Superintendent Salary | \$147,396 | \$150,227 |
| Percent of Budget for Teacher Salaries | 44.6 | 43.8 |
| Percent of Budget for Administrative Salaries | 6.1 | 5.4 |

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 41 | 47 | 50 | 49 | 53 | 55 | 36 | 40 | 42 |
| Mathematics | 45 | 54 | 59 | 53 | 60 | 63 | 34 | 38 | 40 |
| Science | 23 | 30 | 54 | 30 | 45 | 50 | 25 | 27 | 35 |
| History-Social Science | | | | | | | 29 | 32 | 33 |

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | |
|---|---|-------------|---------|
| | English-Language Arts | Mathematics | Science |
| African American | 44 | 42 | 38 |
| American Indian or Alaska Native | * | * | * |
| Asian | 63 | 85 | * |
| Filipino | 70 | 85 | * |
| Hispanic or Latino | 42 | 49 | 42 |
| Pacific Islander | * | * | * |
| White (Not Hispanic) | 56 | 63 | 63 |
| Male | 44 | 58 | 59 |
| Female | 58 | 58 | 50 |
| Economically Disadvantaged | 43 | 52 | 60 |
| English Learners | 28 | 40 | 33 |
| Students with Disabilities | 30 | 25 | * |
| Students Receiving Migrant Education Services | | | |

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed

information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 50 | 46 | 47 | 55 | 47 | 44 | 43 | 41 | 42 |
| Mathematics | 58 | 66 | 57 | 66 | 67 | 67 | 51 | 52 | 53 |

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group | Percent of Students Scoring at or Above the National Average | |
|---|--|-------------|
| | Reading | Mathematics |
| African American | 46 | 77 |
| American Indian or Alaska Native | * | |
| Asian | * | * |
| Filipino | * | * |
| Hispanic or Latino | 38 | 38 |
| Pacific Islander | | |
| White (not Hispanic) | 54 | 62 |
| Male | 34 | 55 |
| Female | 62 | 60 |
| Economically Disadvantaged | 42 | 53 |
| English Learners | 31 | 28 |
| Students with Disabilities | 23 | 25 |
| Students Receiving Migrant Education Services | | |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 5 | 17.6% |
| 7 | n/a |
| 9 | n/a |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide | 7 | 6 | 7 |
| Similar Schools | 9 | 9 | 8 |

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: blank space means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | -26 | 26 | 21 | 803 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -45 | 24 | 31 | 754 |
| Pacific Islander | | | | |
| White (not Hispanic) | -11 | 36 | 15 | 836 |
| Socioeconomically Disadvantaged | -21 | -6 | 57 | 749 |
| English Learners | -- | -- | | |
| Students with Disabilities | -- | -- | | |

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

In 2005-2006 we achieved great things. For instance, 70% of our students reached proficiency in writing improving our overall scores. Also, 60% of students' grades 2-6 scored Proficient in Math. We successfully maintained our focus on our API Scores resulting in an increase of 21 points. We are very pleased with our gain of 21 points. Our strong Science Scores are a result of several years of good instruction.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | N/A |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|--------|----------|
| Program Improvement Status | n/a | n/a |
| First Year of Program Improvement Implementation | n/a | n/a |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 0 |
| Percent of Schools Currently in Program Improvement | --- | 0.0 |

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Valley View's instructional program is based on the California State Standards. Each teacher, working with their grade level, created Long Range Plans to map out the course of the year to

assure that pacing is such that all curricular areas are completed. We “bank” instructional minutes so that students are released an hour early on Tuesdays. Our staff uses these Tuesdays for Staff Development, grade level articulation, faculty meetings and individual professional planning.

Both principal and assistant principal have completed the State Wide Principal’s Training provided by Assembly Bill 75. This training is a course of 80 hours of class time and 80 hours of fieldwork. We have a Teacher Leadership Team comprised of a lead teacher at each grade level. We meet monthly to resolve any school or grade level concerns. Together we follow the same vision of making student-centered decisions.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional Development activities for teachers included training on the following programs: Step Up To Writing - Front line Phonics - LACOE Science Planning Microsoft Office - McIntosh OS X - Diversity - Strategies for working with English Language Learners - Long Range Planning. Office staff received training on working with school. Instructional Aides received training on working with English Language Learners and classroom management.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| K | 36,000 | 36,000 |
| 1 | 56,385 | 50,400 |
| 2 | 56,385 | 50,400 |
| 3 | 56,385 | 50,400 |
| 4 | 56,385 | 54,000 |
| 5 | 56,385 | 54,000 |
| 6 | 56,385 | 54,000 |
| 7 | N/A | 54,000 |
| 8 | N/A | 54,000 |
| 9 | N/A | 64,800 |
| 10 | N/A | 64,800 |
| 11 | N/A | 64,800 |
| 12 | N/A | 64,800 |

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every school in the district had 9 minimum days during 2005/06 school year. A minimum day is defined as at least 200 minutes for kindergarten and 285 minutes for grades 1 - 6. These days were designated for Back-to-School Night, Open House, Parent-Teacher Conferences, and last day of school and four additional minimum days to provide teachers with curriculum planning

time. Typical activities during these planning sessions include analysis of student portfolios, benchmark and writing assessments, classroom environment, development of instructional materials and strategies, and many other activities designed to improve the educational programs of our students.