



Valley View Elementary School

2004-2005 School Accountability Report Card • Pleasanton Unified School District
Superintendent John M. Casey, Ed.D.

Our School...

Valley View Elementary School
Dr. Charles Young, EdD, Principal

480 Adams Way
Pleasanton, CA 94566-7198
925-426-4231
FAX 925-426-0731
www.pleasanton.k12.ca.us

Grade levels served: K-5
Total enrollment: 654

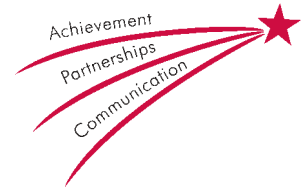
Our Mission...

The mission of Valley View School is to educate each of its students in an individually appropriate manner within an environment of personal safety, respect and dignity. Our goal is that all students become well informed, productive and socially responsible citizens.

Our Goals...

- Support multicultural education providing staff development and utilizing a variety of resources to enrich the program.
- Imbed district-wide Character Traits into the daily curriculum, including the use of school-wide character announcements, assemblies and recognizing students and staff for modeling the character traits in an exemplary manner.
- Continue to align and refine curriculum and assessment tools with the California Content Standards, using these tools to ensure thorough coverage of the curriculum, to guide instructional practices and to evaluate student progress.
- Engage in on-going staff development in the area of differentiated curriculum and instructional design, providing opportunities for all students to achieve their potential.

This Report Card is intended to provide parents and the public with information about our school's programs, successes and areas in which improvement may be made. If you would like more information about specific areas of this report, please contact the school principal.



Welcome to our school

It is with great pride and enthusiasm that we welcome you to Valley View Elementary School. Our classrooms and programs reflect the school's strong emphasis on learning. We stress academic achievement and have the philosophy that all students can learn and deserve equal access to a quality education.

Valley View exemplifies excellence and is on the cutting edge of quality educational innovation producing high achievement and the best programs for students. Our school is unique in that we offer both an English Only and a Spanish Dual Immersion Programs. High standards are expected in both programs. We evaluate student work and instructional delivery systems based on California state standards and frameworks, model curriculum guides, and state compliance criteria.

As we are strongly committed to academics, we also strive to develop strong emotional connections with students. Valley View has high quality co-curricular activities that involve our students in programs such as Student Leadership, Jazz/Spanish Choir, Band, Strings, Homework Club, Chess Club, Math Club and Conflict Resolution.

Parents and community support are key components in the success of the programs at Valley View. Parents and community members provide their support in various ways such as working in classrooms, tutoring students and donating funds to maintain enriching programs and to support the instructional program.

As a team of professionals, parents, students and community, we reach for the stars by recognizing that the only way to move forward in improving instruction, student achievement and professionalism, is to move forward together.

The District web site, www.pleasanton.k12.ca.us carries a wealth of information about the District, including the SARC for each of our schools. Your comments and suggestions regarding the SARC are more than welcome. Please contact us at 925-426-4326 or e-mail rhempy@pleasanton.k12.ca.us

A quality learning environment for success

Valley View School's instructional program is tailored to meet the needs of each child. Curriculum and instruction are in alignment with the Pleasanton School District's adopted grade level standards as well as the state standards. High expectations for learning and behavior are in place and shared with parents. Home/school communication is ongoing. Parents are kept informed of their child's progress in school, and input from parents is sought on a regular basis.

Students are encouraged to be responsible learners through the use of various conflict resolution programs, such as *Second Step* and TRIBES, on a daily basis. Students recognition is accomplished through student council, DARE program, pizza with the principal, and motivational reading, math, and technology programs.

An effective schoolwide discipline plan at Valley View School has been formulated to protect students and maintain a calm and positive atmosphere for learning. Our "Code of Conduct" (COC) is distributed annually to every parent along with the Parent-Student Handbook. The COC allows the school to solve problems by involving parents and empowering students to accept responsibility for their actions. Our main purpose is to encourage appropriate student behavior and clearly define school wide behavioral expectations for each and everyone of our students. The COC is reviewed by parents and staff at the beginning of each school year.

Average class size and class size distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level.

Grade Level	Enrollment	Average Class Size	Number of Classrooms		
			1-20	21-32	33+
Kindergarten	121	20.0	6		
Grade 1	119	19.8	6		
Grade 2	115	17.7	6		
Grade 3	100	20.0	4		
Grade 4	100	32.5		3	1
Grade 5	99	33.0			2
TOTAL	654				

Reducing class size

Class size reduction began in the Pleasanton Unified School District in the 1997-98 school year for primary grades. At present 100% of our kindergarten, first, second, and third grades have a student teacher ratio of 20-to-1. Fourth and fifth grades have a student teacher ratio of 33-to-1.

Parent and community involvement is valued

The success of our students is directly related to the high degree of involvement by parents and other community members in our school. Parent volunteers are invaluable and the parent club has given tremendously to boost our students' education.

We also benefit from the Pleasanton Partnerships in Education Foundation and the Tri-Valley Business Council. Both of these organizations provide volunteers, funding, materials, and special programs that benefit our students.

In our efforts to prepare students for their future, we

work with local organizations to introduce students to a variety of careers. This provides students with the opportunity to learn, dream about, and find interest in some of the real world options that are available for their future.

Valley View has a very proactive parent group that raises over \$80,000 a year. One example of parent involvement at Valley View is the funding by our parent group of a full time computer technician. We are fortunate to have many partners helping students achieve success in school.

How the money is spent

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$92,610,820	\$6,857	\$6,882	\$6,822

Counseling and support services available for students

Instructional staff provide extra help to students through special programs such as reading, counseling, special education, library, vocal and instrumental music, Gifted and Talented Education, Drug Abuse Resistance education, physical education, computer education, and a half-time counselor. Pleasanton is one of the few school districts to offer counseling at every grade level.

Valley View uses conflict management strategies to help students resolve conflicts in a proactive manner. Student conflict managers receive bi-monthly training that sharpens their skills as student mediators.

Safety is a top priority

At Valley View, maintaining a safe and orderly environment in order to maximize student learning is a top priority. We have a site safety committee, and have adopted plans for natural disaster and emergency situations, including action to be taken in the event of an intruder on campus, and/or bomb threats. The plan is reviewed and discussed annually by the staff. Our students receive training in fire and earthquake drills on a regular basis. Our parents provide technical support to ensure student and staff safety.

Classroom discipline plans reflect our schoolwide emphasis and include rewards for appropriate behavior. The school discipline plan is shared with parents at the beginning of the year and the staff communicates with parents on a regular basis. Discipline problems are minor and few. In 2003-2004 there were 7 suspensions. In 2002-2003 there were 8 suspensions and in 2001-2002 there were 5 suspensions. In the last 3 years there have been no expulsions.

Programs are offered to help students and support them in taking responsibility and improving their conduct. For more detailed information on suspensions and expulsions visit our website www.pleasanton.k12.ca.us. Select Board Policies, Students 5000, Regulations, 5150.

Improving school facilities

In March 1997 the citizens of Pleasanton passed Measure B, a \$69 million dollar bond measure to modernize and construct additional building space on existing schools sites.

In August of 1999 Valley View school opened with the completion of over 7 million dollars in renovations. A new multi-purpose building was constructed, a second court yard built, a new library was designed and a new computer lab was added as well as a new science lab. Each of the classrooms were completely remodeled with phones, cable and computer hookups and increased storage space.

This renovation means our school will provide the best environment for the education of our students as we strive for academic excellence. We thank the community for their support of the multi-million dollar bond measure that provide the funds for this renovation. Lighting retrofits for improved illumination and increased energy efficiency were completed in December 2004. At the direction of the Board, shade structures were added to minimize UV exposure to students and staff and to provide shade for the playground and eating areas.

A complete renovation schedule is available from the Pleasanton Unified School District office, 4665 Bernal Avenue.

How well our students perform

Standardized Testing and Reporting (STAR) Program

California Standards Test (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are 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. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

For more detailed information on assessment results, visit www.pleasanton.k12.ca.us. Select "assessment" or call our Director of Assessment at (925) 426-4349.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard). *test not given

Subject	Valley View			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	61	67	67	67	69	70	32	35	36
Mathematics	64	77	75	64	63	64	31	35	34
Science	*	*	50	58	59	56	30	27	25

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2004.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	DNA	DNA	79	DNA	29	DNA	78
Mathematics	DNA	DNA	86	DNA	39	DNA	84
Science	DNA	DNA	DNA	DNA	17	DNA	56

DNA - Data not available due to small sample size.

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2004.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	63	71	13	25	75	53	69
Mathematics	74	76	33	39	81	61	76
Science	54	46	0	0	56	DNA	49

DNA - Data not available due to small sample size.

All Pleasanton Unified School District students receive a comprehensive, quality educational program. Test scores are only one of many quality indicators used to assess academic progress. Because standardized tests often measure only the most commonly tested skills rather than the complete understanding of skills, knowledge, and concepts, the scores alone do not provide a complete overview of the total curriculum or the richness and variety of the educational programs offered through the district.

Norm-Referenced Test (NRT)

The State Board of Education adopted the California Achievement Test, Sixth Edition (CAT6) as the Norm Referenced Test (NRT) for reading and mathematics. The results are reported as the percent of tested students

scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. 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/> or by speaking with the school principal.

CAT6 - All Students Results-2004

Data reported are the percent of students scoring at or above the 50th percentile for spring 2004.

Subject	Valley View	District	State
Reading	70	78	43
Mathematics	81	82	51

CAT6 - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2004.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	DNA	DNA	79	DNA	32	DNA	80
Mathematics	DNA	DNA	88	DNA	54	DNA	88

DNA - Data not available due to small sample size.

CAT6 - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2004.

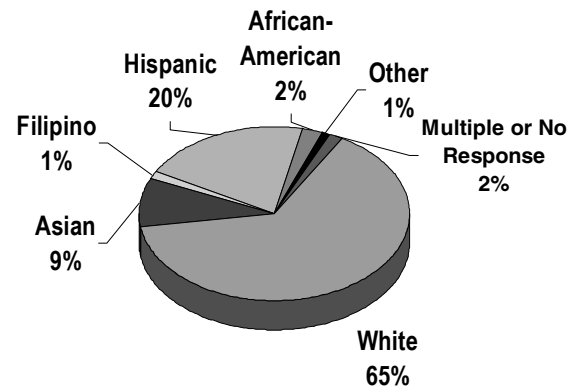
Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	65	74	18	30	77	68	70
Mathematics	83	78	42	51	86	73	81

California Physical Fitness Test (CFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards for spring 2004). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Physical Fitness Tasks	Grade 5	District	State
	% in HFZ	% in HFZ	% in HFZ
Aerobic Capacity	86.9	83.4	58.5
Body Composition	77.8	79.3	67.5
Abdominal Strength	76.8	90.1	80.8
Trunk Extension Strength	98.0	97.6	87.0
Upper Body Strength	54.5	74.5	66.5
Flexibility	82.8	74.6	66.4

Our diverse student body



Academic Performance Index (API)

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. The state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API 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.

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.

Percent Tested: All K-8 schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 for API.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to the 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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data			API Growth Data				
	2001-02	2002-03	2003-04		2002	2003	2004
Percent Tested	100	99	99	Percent Tested	99	99	100
API Base Score	845	842	881	API Base Score	845	876	882
Growth Target	A	A	A	Actual Growth	0	34	1
Statewide Rank	9	9	10				
Similar Schools Rank	7	9	10				

A - To stay above score of 800

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). For AYP all schools must test 95% of all students. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	V. View 2003	District 2003	V. View 2004	District 2004
All Students	Yes	Yes	Yes	Yes
African American	N/A	Yes	N/A	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	Yes	N/A	Yes
Filipino	N/A	Yes	N/A	Yes
Hispanic or Latino	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	Yes	Yes
English Learners	No	Yes	N/A	Yes
Students with Disabilities	N/A	Yes	N/A	Yes

Salaries remain competitive

Pleasanton Unified School District annually compares district salary averages to the statewide averages provided by the California State Department of Education. The statewide base year for this comparison is 2003-2004. *Note: PUSD certificated teachers and administrators may purchase medical and dental coverage from their salary.*

Salary Category 2003-2004	Pleasanton Unified's Average	State Comparison Average
Teachers:	Annual Salary	Annual Salary
Beginning	\$48,188	\$35,155
Mid-Range	\$69,929	\$57,318
Highest	\$84,904	\$72,153
Principals (average)	\$114,298	\$96,683
Superintendent	\$196,000	\$150,248
Percentage of Total Budget:		
Classroom Teacher Salaries	43.0%	42.9%
Administrative Salaries	5.8%	5.3%

Instructional minutes report

The state has established required instructional minutes at all grade levels and for particular subjects. Instructional minutes are an important measure because schools throughout California vary in the use of minimum days and staff development days.

Operating at the maximum of 180 instructional days for students, with five minimum days and one full day used for parent conferencing all Pleasanton Unified School District schools meet or exceed the state requirement for instructional minutes. The following chart reflects Valley View's instructional minutes.

Grade	Valley View	State Require.
Kinder.	36,000	36,000
1-3	55,816	50,400
4-5	55,816	54,000

Textbooks and materials are current

To ensure that students have up-to-date textbooks and other instructional materials, we periodically review the curriculum of each subject area. Districtwide review committees work to align courses of study with the new state content standards and high quality instructional practices. Selected textbooks and materials match curricular objectives, state standards, and reflect the best educational research and instructional practices. Parent preview of new materials is part of the process.

Staffed with a library assistant, the school library is open every day and is equipped with technology resources, books, and other materials to support the curriculum and provide opportunities for students to follow their interests beyond the classroom. In conjunction with the PUSD Library Plan and the district emphasis on literacy, we are continually upgrading library materials and expanding the collection. Library resources include a wide variety of fiction and nonfiction books and online reference sources such as the Grolier Online Encyclopedia, accessible not only in the library, but also from home. The library is automated and the materials catalog and other on-line resources are accessible through the internet at:

<http://www.pleasanton.k12.ca.us>

Select "library/media," then the school library web page.

Maintaining a quality teaching staff

The Valley View staff strives to provide a strong, well-balanced instructional program to meet the needs of all students and our held accountable to state and district standards. Many of our staff members have been recognized for special achievements. Faculty members have been recognized as mentor teachers, Pleasanton Partnerships in Education award winners and have received numerous grants.

The result of these achievements is high teacher morale, increased collaboration among staff, sharing of effective instructional strategies, a greater sense of professional pride and improved student learning.

This year Valley View School has a total of 35 credentialed teachers. All schools in California are in the process of identifying core academic teachers as compliant under the Federal No Child Left Behind (NCLB) Act. As of October 2004, 33 teachers at Valley View School have been identified NCLB compliant.

Evaluating teachers- We evaluate teaching by setting annual goals, making regular classroom observations,

monitoring performance, and giving frequent written feedback. Teacher evaluations indicate that Valley View has a dynamic professional staff that is committed to helping students learn. As active learners themselves, our teachers readily share information and teaching strategies with each other.

Improving skills- To ensure the quality of instruction, our staff members participate in a variety of ongoing professional development opportunities. We consistently make improvements in our teaching by emphasizing student success, modeling high performance standards, and keeping ourselves on the cutting edge in curriculum, instruction, and assessment. New strategies are used to meet students' ever-changing and increasing educational needs.

The TriValley Teacher Induction Project welcomes new teachers to the profession with enhanced professional growth and development building upon their teacher preparation program. They engage in reflective conversations with experienced teacher coaches and chart their progress through the continuum of

skills, knowledge, and abilities aligned to the *California Standards for the Teaching Profession*.

Supporting English learners-

The district is also making great strides in providing services to English learners. Through the hiring policy and training programs, opportunities for English learners to have equal access to the curriculum have increased. In each grade level in K-5 schools, and in middle and high school content areas, students benefit from authorized teachers who hold Cross-Cultural or Bilingual Language Academic Development certificates (CLAD or BCLAD), Language Development Specialists certificate (LDS), or a SB 1969 certificate.

Hiring substitutes- All substitute teachers have college degrees and have passed a qualifying examination administered by the State of California. When a teacher is absent from class, the class is taught by a substitute teacher. In unusual situations when a substitute is not available, the class is covered by administrative/credentialed support personnel.

SCHOOL CALENDAR FOR 2005-2006

Monday, August 29	First Day of School for students
Monday, September 5	Labor Day HOLIDAY
Friday, October 28	Minimum Day Schedules (1-5 ONLY)
Monday, October 31	Staff Development Day: Students DO NOT attend school
Friday, November 11	Veterans' Day HOLIDAY
November 15, 16, 17, 18	K-5 Parent-Teacher Conferences; Minimum Days (1-5 ONLY) No elementary school Friday
November 21-25	Thanksgiving Break: NO SCHOOL
Thursday, December 22	Minimum Day Schedules (1-8 ONLY)
December 23-January 6	Winter Break: NO SCHOOL
Monday, January 16	Martin Luther King Jr. HOLIDAY
Monday, January 30	Grades 6-12 ONLY: Teacher work day STUDENTS DO NOT ATTEND SCHOOL
Monday, February 13	Lincoln's Day HOLIDAY
Monday, February 20	Presidents' Day HOLIDAY
March 9-10	Grades 1-5 ONLY: Minimum Day
April 14 - 21	SPRING BREAK: NO SCHOOL
Monday, May 29	Memorial Day HOLIDAY
Friday, June 16	Last Day of School (grades 1-8 minimum day)