



Valentine Elementary School

2007-2008 Local School Accountability Report

1650 Huntington Drive, San Marino, California 91108-2503

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Mission

The mission of William L. Valentine Elementary School, in partnership with parents and community, is to provide students with an academically focused program in a positive and caring learning environment. Using broad-based curriculum and support programs, we strive to empower the students for future success by providing student self-worth, social responsibility, and respect for individual differences.

A Summary of Program Offerings

With 679 students, Valentine Elementary School maintains a challenging educational program that is closely matched with the developmental stages and educational needs of the children.

Instruction is grounded in rigorous content and performance standards and curriculum that go far beyond the basics. Students become competent in using the tools of critical thinking and communication as they learn to become literate seekers of knowledge, effective users of ideas, information, communication, and problem solving. These skills are applied in core content areas including reading/English-language arts, mathematics, social studies, science, visual and performing arts, and health/physical education. Well-trained professionals effectively use the high quality instructional tools, including readily available technology tools. Good citizenship and personal accountability for behavior are an integrated part of every activity.

All students have equal access to the core and co-curriculum. Those with special needs (English learners, gifted/talented, and learning disabled) receive specialized support both in the mainstream and special programs that is designed to access the core curriculum in ways that best suit individual learning styles and needs.

Interesting and creative teaching and learning occur in a safe environment where positive attitudes and behavior are expected and achieved.



2007-2008 Student Population

Grade	Enrollment	Asian	African American	Hispanic	White	Other
K	74	29	3	14	28	0
1	99	48	3	3	45	0
2	110	51	0	11	43	5
3	132	61	0	9	61	1
4	140	56	1	11	69	3
5	124	56	0	7	61	0
Total	679	301	7	55	307	9
Percent	100%	44.3%	1%	8%	45.2%	1.5%

Safety and Climate for Learning

On the whole, the students are academically focused and thus, there are very few discipline problems. Open and honest relationships among teachers, children, parents, and administration are a solid foundation for a safe school environment.

On the 2006 Healthy Kids Survey, administered every three years, 97% of fifth graders perceived school to be a safe environment. On the same measure, only 3% of the fifth graders reported they'd been hit or pushed in the past year.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was most recently addressed in March 2005. Components required by Education Code 52012 and 52842 address the following goals:

- Goal #1: All students and staff members are provided a safe teaching and learning environment.
- Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- Goal #3: District programs and approved community resources are made available to students and parents.
- Goal #4: Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

A safe school environment is a given at Valentine. Home suspension or expulsion is rare.

School/District	2004-2005		2005-2006		2006-2007	
	Number	Rate	Number	Rate	Number*	Rate
Suspensions	0	Less than 1%	0	Less than 1%	1.9	Less than 1%
Expulsions	0	0	0	0	0	0

Standardized Testing and Reporting (STAR)

California Standards Tests

These charts represent the percent of students achieving at a level of “proficient” or higher on the California Standards Tests (CST). Scores for all students, as well as results for significant subgroups are reported.

Subject	Valentine			District			California		
	All Students			All Students			All Students		
Spring CST Year	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/Language Arts	88	88	84	87	86	88	40	42	43
Mathematics	89	89	90	85	86	87	38	40	40
Science (Grade 5 only)	83	75	88	82	83	86	27	35	38
History/Social Studies	Not tested in elementary grades								



Subject	Valentine		Valentine	
	White (49.7% of students)		Asian (44.3% of students)	
Spring CST Year	2006	2007	2006	2007
English/Language Arts	88	84	89	86
Mathematics	88	88	93	95
Science (Grade 5 only)	78	88	77	87



Subject	Males		Females		English Learners		Learning Disabled			
							Students with disabilities		All Students	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
English/Language Arts	88	82	88	85	41	41	63	55	88	84
Mathematics	93	91	86	90	82	91	67	82	89	90
Science Grade 5 only	82	90	67	85	*	*	21	*	75	88

* Results for less than 10 students are not reported.

National Norm Referenced Test

“Valentine Elementary School Students consistently score in the top 10% of the California schools.”

This data is reported as the percent of students scoring above the 50th percentile on the California Assessment Test, Sixth Edition in grade 3 as is mandated for NCLB

Subject	Valentine			District			California		
	Grade 3 Students			Grade 3 Students			Grade 3 Students		
Spring of the Year	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	79	91	79	83	85	84	41	42	42
Mathematics	93	95	98	94	93	93	52	53	53

*This score represents grades 2-5. It is not comparable to 2005 scores that report grade 3 only.

“The teachers administer benchmark assessments to measure progress on locally adopted standards.”

Subject	All Grade Students	
	Percent of Students Scoring at Proficient or Above	
	Asian	White, Not Hispanic
Spring of the year	2007	2007
Reading	75	83
Mathematics	98	99

*Subject	All Grade Students				
	Percent of Students Scoring at Proficient or Above				
	Males	Females	Economically Disadvantaged	English Learners	Learning Disabled
English/Language Arts	75	83	*	*	*
Mathematics	97	99	*	*	*

* There are less than 10 students in this sub-group and thus, scores are not reported.

Local Assessments

The Valentine faculty is developing benchmark performance assessments that are aligned to local and state content standards according to the schedule set forth in the District’s Accountability Design. Summary reporting systems are additionally in progress. For more information contact the Principal Dr. Tray Schreiber at (626) 299-7090.

Academic Performance Index

The Academic Performance Index, or API is a scale from 200 to 1000 points that annually measures the academic performance and progress of individual schools in California. Valentine has consistently scored significantly above the state's annual target of 800. Although Valentine qualifies for the API Awards Programs, the California legislature has not allocated funds.



API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2004	2005	2006	Comparison Years	From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	929	945	946	API Growth Score	945	948	943
Growth Target	A	A	A	Actual Growth	+16	+3	-3
Statewide Decile Rank	10	10	10				
Similar Schools Rank	6	6	7				

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.



API Base Scores				API Growth Scores			
Academic Performance Index reported by Significant Subgroups							
Base Year	2004	2005	2006	Comparison Years	From 04 to 05	From 05 to 06	From 2006 to 2007
Asian							
API Base Score	934	958	957	API Growth Score	959	958	954
Growth Target	A	A	A	Actual Growth	+25	-1	-3
White							
API Base Score	929	937	943	API Growth Score	937	945	940
Growth Target	A	A	A	Actual Growth	+8	+8	-3

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

Every child is at the heart of Valentine Elementary School.

Annual Yearly Progress

Valentine met Annual Yearly Progress requirements for NCLB.

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. Valentine Elementary School met the following criteria for all students, as well as for all significant subgroups and thus was not named for any state or federal intervention programs.

- A gradually increasing percent of students who score proficient or above on California Standards meet uniform objectives set by the federal government.
- 95% participation rate in standardized testing
- Growth in four-year high school graduation rate
- Growth in Academic Performance Index

English/ Language Arts						
	Federal Requirement in 2005	Valentine Were the federal requirements met in 2005?	Federal Requirement in 2006	Valentine Were the federal requirements met in 2006?	Federal Requirement in 2007	Valentine Were the federal requirements met in 2007?
All Students	95% participation on tests with 12.0% or more of those students scoring at/above proficient	Yes	95% participation on tests with 24.4% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 24.4% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes		Yes
White		Yes		Yes		Yes

Mathematics				
	Federal Requirements for 2006	Valentine Were the federal requirements met in 2006?	Federal Requirements for 2007	Valentine Were the federal requirements met in 2007?
All Students	95% participation on tests with 26.5% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 26.5% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

California Physical Fitness Test

The percentage of students that met 5 of 6 or more of fitness criteria:

Grade	Valentine			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	71.8	86.8	60.6	69.3	81.4	58.6	53.3	57.0	49.8

Texts and other Instructional Materials

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs.

Reading/Language Arts (2003) and Mathematics (2002) and Social Studies (2006) and Science (2007) are standards based texts.

The Board of Education has certified there are sufficient textbooks purchased in compliance with Education Code 60119 and Section 6042.5 on September 25, 2007. For specific information about compliance with the Williams Settlement, use this link:

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Class Size

100% of classes in grades k through 3 participate in the California Class Size Reduction

GRADE LEVEL	K	1	2	3	4	5
2004-2005						
Average Class Size	18.4	19.4	19.0	19.8	27.5	26.0
Numbers of	1-20	5	7	4	6	0
	21-32	0	0	0	0	4
	33+	0	0	0	0	0
2005-2006						
Average Class Size	18.7	19.2	20.0	18.5	29.8	27.8
Numbers of	1-20	4	6	6	6	0
	21-32	0	0	0	0	4
	33+	0	0	0	0	0
2006-2007						
Average Class Size	21.2	19.6	19.7	20.7	24.0	25.0
Numbers of	1-20	0	5	5	2	0
	21-32	4	0	1	5	5
	33+	0	0	0	0	0



Support Services

When there is evidence of concern about a student, the teacher, parent, or student requests a Student Success Team meeting to explore the child's needs and develop a plan to support the child.

The personal touch is an important ingredient for the long-range success of our children. A part-time school psychologist is on site to support students as they cope with learning and/or emotional concerns. A full range of learning specialists and designated instructional services are available for children who qualify for special education.

Teacher Credentials

Teachers	2005	2006	2007
Teachers with full credentials in the subject area taught	39	38	40
Teachers assigned outside of subject area taught	0	0	0
Teachers in Alternative Routes to Certification	0	1	0
Teachers with Emergency Permits	1	0	0
Teachers with Waivers	0	0	0
Total number of certificated teachers	40	39	40

Teacher Certification to Instruct English Learners

Classroom teachers Certified SDAIE or CLAD	Completed requirement and waiting for CCTC documents	Training or Test is in progress	Yet to begin certification
40	0	0	0

Teacher Academic Preparation

2007-2008 Percent of teachers with academic preparation as charted below

	Valentine	SMUSD
Doctorate	0	5
Master's + 30 units	17	69
Master's Degree	1	3
Bachelor's Degree + 30 units	18	73
Bachelor's Degree only	3	12
Yet to achieve a Bachelor's Degree	0	0

NCLB "Subject Matter" Compliance Status

For a full report on teacher qualifications see <http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

	Valentine Elementary
Number of core academic subject classes taught in October 2006	40
Number of these core classes taught by <u>teachers</u> who are compliant with NCLB requirements for content knowledge.	40
Percentage of core academic subject classes taught by compliant teachers. Note: Some teachers teach than one class.	100%

Teacher Evaluation

Just as students receive feedback on performance, teachers are observed and coached in a process to promote professional improvement. Probationary teachers are assessed annually and tenured teachers are evaluated every other year based on the California Standards for the Teaching Profession.

1. Engaging and supporting all students in learning,
2. Creating and maintaining effective environments for student learning,
3. Understanding and organizing subject matter for student learning,
4. Planning instruction and designing learning experiences for all students,
5. Assessing student learning, and
6. Developing as a professional educator.

When a teacher with ten or more years of successful experience has met the criteria for NCLB compliance in subject matter knowledge, he/she may mutually agree with the supervising administrator to be placed on an alternative evaluation timeline for the evaluation process. This timeline may revert to every other year by the request of either the principal or the teacher at any time.

Professional Development

Professional development is research-based, founded on student needs and matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

The emphasis for the 2007-2008 school year are as follows: (1) the continued revision and effective use of benchmark assessments to measure and report student mastery of the California/San Marino standards; and (2) differentiated instruction; (3) Science Framework and standards in preparation for textbook adoption, and (3) Visual and Performing Arts (Theatre and Dance Program refinement and music text adoption). Three Professional Development Days are used to address the above goals and other instructional issues as determined by the site elementary leadership team, consisting of teachers and principals.

New teachers have the opportunity to participate in the SB2042 Induction Program, and the Beginning Teacher Support and Assessment (BTSA). In addition, all teachers have access to the Peer Assistance and Review Program.

Teachers participate in workshops, conferences, and faculty meetings, and individualized programs as appropriate to assessed student, and therefore, teacher needs for professional development.

Opportunities for Parent Involvement

Valentine's campus is abuzz with dedicated volunteers who facilitate classroom learning, activities, and events. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. With over thirty thousand reported volunteer hours, the PTA is an essential component of school life. Parents are active in fund-raising, Book Fairs, Parent Party, Jog-a-thon, and the Valentine Fall Festival. PTA funds support additional library, art & computer lab instructional assistants, Shoe Box Science, our annual Science Fair, and the Art Festival. Valentine's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies, a music consultant and field trips. Valentine PTA has an active voice in decisions about the school program. The parents volunteer actively in and out of classrooms. For more information, contact our 2007-2008 PTA President, Karen Wicke or 2008-2009 President Pana Gelt at (626) 299-7090

Facilities

10.2 million dollars in bond funds have been spent on new construction and renovation that recently completed at Valentine. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction.

The Valentine School facilities are well maintained in a manner that is clean, safe, and functional. Inspections show no areas of deficiency. No complaints have been filed. For more information see

http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&termREC_ID=&id=2&rn=4696958

2007-2008 Valentine Accountability Report



School Leadership

Leadership and teamwork are emphasized in this tightly knit school family. The site enjoys strong instructional leadership that is shared among administrators and teachers. For example, the Grade Level Chairs and the Principal form an effective leadership team that is intricately involved in every aspect of instructional and co-curricular programs. The School Site Council (SSC) is an elected body consisting of parents, teachers, administrators and support staff. The forum serves as the foundation for planning, evaluation, and decision-making at Valentine. In addition, the PTA plays a vital role in leading and supporting school activities.



Principal Schreiber is appropriately certified and highly experienced, having served as administrator for eleven years and principal of Valentine for two years. He has an earned Doctorate of Education from the University of Southern California.

In turn, leadership and teamwork are nurtured among teachers, parents, and students. A system for staff, community, and parent input and shared decision-making is employed. Grade Level Chairs lead instructional collaboration among teachers and provide input to the site leadership team. Sensitive to staff input, decisions are very often made by consensus.

Technology

Valentine Elementary School children have access to computer technology in the classroom and in the computer lab on campus. The Valentine campus has 185 computers and 50 printers. Internet is available in every classroom and library. Every computer has content-filtered Internet access. Use of technology tools is integrated throughout the curriculum as it is appropriate to the task at hand. Students learn research, information processing, communication, presentation and other technology applications in the normal course of their classroom and computer lab assignments.

Hardware and software are routinely updated to accommodate instructional needs within the classroom, library and computer lab.



Teacher Salaries (FY: Required Reporting Period 2005-2006)

Category	District Amount	Los Angeles County Average	State Average for Districts in the same category
Beginning Teacher Salary	\$34,729	Not Applicable	\$36,572
Mid range Teacher Salary	\$58,539		\$55,815
Highest Teacher Salary	\$75,771		\$70,985
Average Principal Salary (elementary)	\$96,360		\$86,995
Average Principal Salary (middle)	\$108,690		\$90,820
Average Principal Salary (high)	\$119,615		\$96,447
Superintendent Salary	\$149,088		\$128,495
Percent of Budget for Teacher Salaries	40.3%		39.3%
Percent of Budget for Administrator Salaries	6.7%		5.8%

Per Student Expenditures (FY: Required Reporting Period 2005-2006)

District	District	State Average for the same type of District	State Average in all Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars per Student
\$23,898,639	\$7,396	\$7,584	\$7,521

Types of Services Funded (FY: Required Reporting Period 2005-2006)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	16,710,796	Certificated Salaries	11,891,346
Federal Revenue	635,404	Classified Salaries	4,497,979
<i>Other State Revenue</i>		Employee Benefits	4,379,943
Lottery	525,773	Books and Supplies	1,278,023
Other	1,833,695	Operating Services	2,450,389
<i>Local Revenue</i>		Equipment	781,319
Parcel Tax	973,616	Indirect Support	<298,248>
Rents and Leases	390,863	Other Outgo	52,374
Interest	173,551	Other Uses	797,243
Schools Foundation	1,316,478		
Other Local Revenue	4,217,205		
Total Revenue	25,460,904	Total Expenditures & Transfers	25,294,922

Instructional Minutes

Kindergarten

Regular Schedule			
Morning	8:10 AM	11:35 AM	(205 minutes)
Afternoon	11:05 AM	2:30 PM	(205 minutes)

<i>Minimum Day Schedule</i>			
Morning	8:10 AM	10:50 AM	(160 minutes)
Afternoon	9:50 AM	12:30 PM	(160 minutes)

165	Regular Days	x	205 minutes	=	33,825
15	Minimum Days	x	160 minutes	=	2,400
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180	Total Days		Total Minutes	=	36,225
			Minimum Required Number of Minutes	=	36,000

Grade 1

Regular Schedule				8:30 AM	2:30 PM	295 minutes
<i>Minimum Day Schedule</i>				8:30 AM	12:30 PM	240 minutes
165	Student Attendance Days	x	295 minutes	=	48,675	
15	Minimum Days	x	240 minutes	=	3,600	
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180	Total Days		Total Minutes	=	52,275	
			Minimum Required Number of Minutes	=	50,400	

Grades 2 and 3

Regular Schedule				8:30 AM	2:30 PM	295 minutes
<i>Minimum Day Schedule</i>				8:30 AM	12:30 AM	240 minutes
167	Student Attendance Days	x	295 minutes	=	49,265	
13	Minimum Days	x	240 minutes	=	3,120	
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180	Total Days		Total Minutes	=	52,385	
			Minimum Required Number of Minutes	=	50,400	

Grades 4 through 5

Regular Schedule				8:30 AM	2:50 PM	315 minutes
<i>Minimum Day Schedule</i>				8:30 AM	12:30 PM	240 minutes
167	Student Attendance Days	x	315 minutes	=	52,605	
13	Minimum Days	x	240 minutes	=	3,120	
<hr/>						
180	Total Days		Total Minutes	=	55,725	
			Minimum Required Number of Minutes	=	54,000	

SARC Contacts

Site Contact

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District Contact

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CHILD FIND NOTICE

If you know of a child/student (aged 3-22) with suspected disabilities living within the boundaries of SMUSD but not enrolled in a public school, please refer the parent to Judy Mellick at (626) 299-7015. This child may be eligible to receive early intervention or other special education services.

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