

# Valley View Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information - Most Recent Year

| District Contact Information - Most Recent Year |  |
|---|--|
| <b>District Name</b>                            | Glendale Unified                                       |
| <b>Phone Number</b>                             | (818) 241-3111   |
| <b>Superintendent</b>                           | Marc Winger  |
| <b>E-mail Address</b>                           | <a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a> |
| <b>Web Site</b>                                 | <a href="http://www.gusd.net">www.gusd.net</a>         |

| School Contact Information - Most Recent Year |  |
|---|--|
| <b>School Name</b>                            | Valley View Elementary                                     |
| <b>Street</b>                                 | 4900 Maryland Ave.   |
| <b>City, State, Zip</b>                       | La Crescenta, Ca, 91214-1245                               |
| <b>Phone Number</b>                           | 818-241-3111   |
| <b>Principal</b>                              | Dr. Brook Reynolds, Principal                              |
| <b>E-mail Address</b>                         | <a href="mailto:breynolds@gusd.net">breynolds@gusd.net</a> |
| <b>County-District-School (CDS) Code</b>      | 19645686013825   |

*Last updated: 1/8/2016*

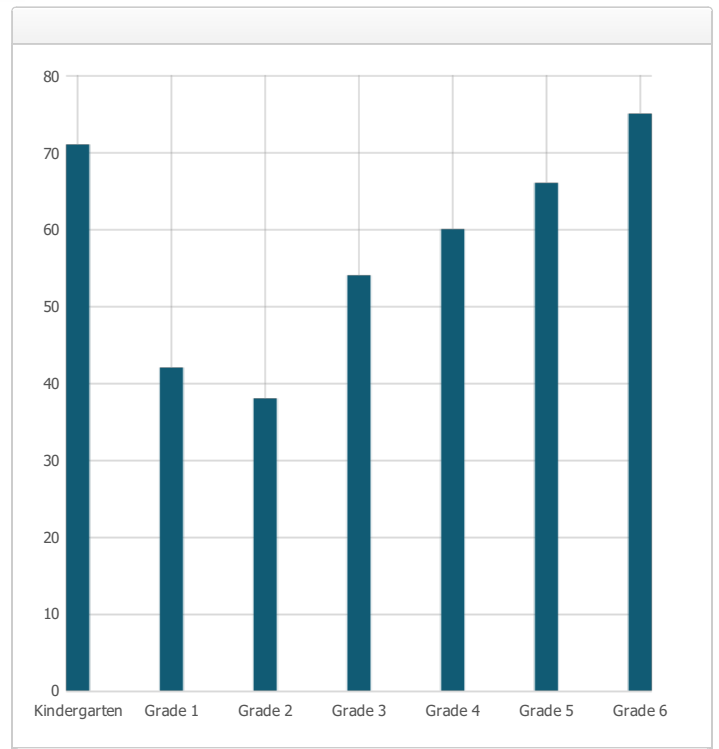
### School Description and Mission Statement - Most Recent Year

In partnership with the school district, dedicated staff, involved parents, and the community, provide a safe environment, challenging instructional programs, promote excellence and the best of technology. Every student will develop the 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.

*Last updated: 1/8/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

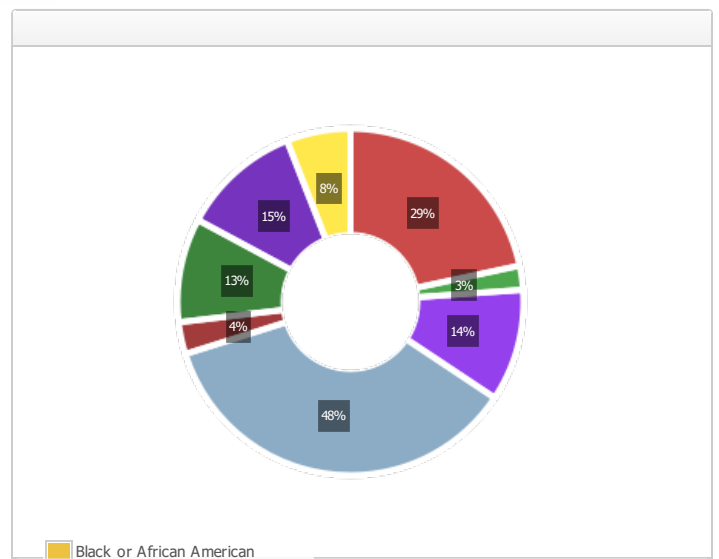
| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 71                 |
| Grade 1                 | 42                 |
| Grade 2                 | 38                 |
| Grade 3                 | 54                 |
| Grade 4                 | 60                 |
| Grade 5                 | 66                 |
| Grade 6                 | 75                 |
| <b>Total Enrollment</b> | <b>406</b>         |



Last updated: 1/8/2016

### Student Enrollment by Student Group (School Year 2014-15)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.5 %                       |
| American Indian or Alaska Native    | 0.0 %                       |
| Asian                               | 29.1 %                      |
| Filipino                            | 3.7 %                       |
| Hispanic or Latino                  | 14.5 %                      |
| Native Hawaiian or Pacific Islander | 0.0 %                       |
| White                               | 48.0 %                      |
| Two or More Races                   | 4.2 %                       |
| Socioeconomically Disadvantaged     | 13.8 %                      |
| English Learners                    | 15.5 %                      |
| Students with Disabilities          | 8.6 %                       |
| Foster Youth                        | 0.2 %                       |



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/8/2016

## A. Conditions of Learning

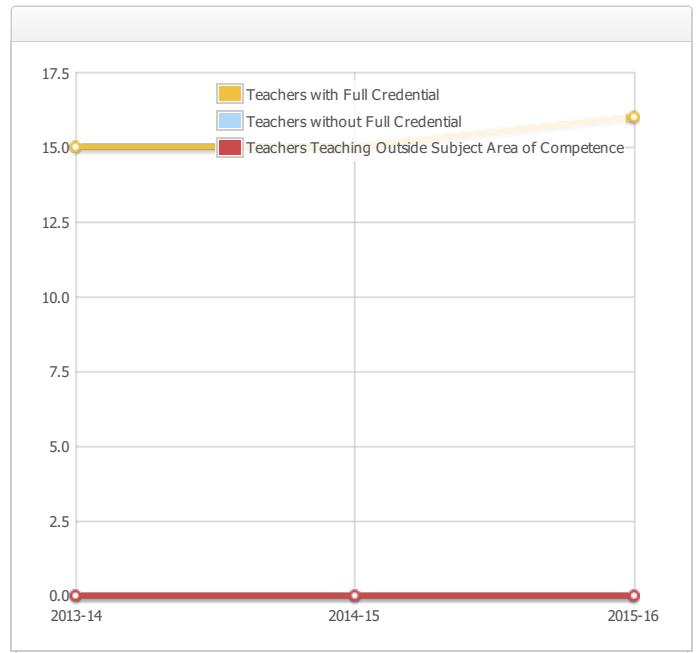
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

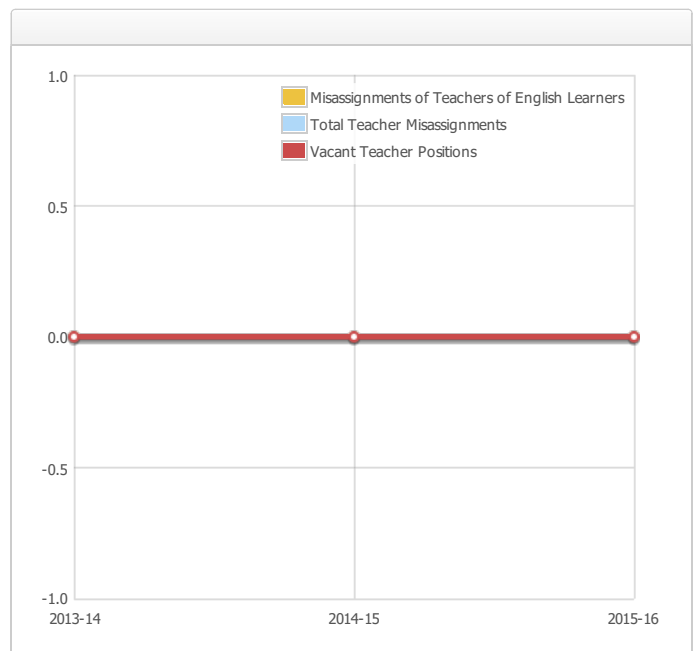
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2013-14 | 2014-15 | 2015-16 | 2015-16  |
| With Full Credential  | 15      | 15      | 16      | 1089     |
| Without Full Credential   | 0       | 0       | 0       | 0        |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 65       |



Last updated: 1/8/2016

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/8/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School                      | 100.0%   | 0.0%   |
| All Schools in District          | 100.0%   | 0.0%   |
| High-Poverty Schools in District | 100.0%   | 0.0%   |
| Low-Poverty Schools in District  | 99.0%  | 1.0%   |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

| Subject                         | Textbooks and Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           | Houghton Mifflin - Reading-California/2012<br>McDougal Littell - The Language of Literature/2003   | Yes                        | 0.0 %                                      |
| Mathematics                     | MacMillian McGraw-Hill - Everyday Mathematics/1997   | Yes                        | 0.0 %                                      |
| Science                         | MacMillian McGraw-Hill - California Science/2007<br>Prentice Hall - California Earth Science/2007  | Yes                        | 0.0 %                                      |
| History-Social Science          | Harcourt - Reflections: California Series/2006<br>McMillian McGraw-Hill - California Vistas/2006<br>McDougal Littell - World History: Ancient Civilizations/2006 | Yes                        | 0.0 %                                      |
| Foreign Language                |  |                            | 0.0 %                                      |
| Health                          |  |                            | 0.0 %                                      |
| Visual and Performing Arts      |  |                            | 0.0 %                                      |
| Science Lab Eqpmt (Grades 9-12) |  |                            | 0.0 %                                      |

Last updated: 1/8/2016

### School Facility Conditions and Planned Improvements - Most Recent Year

Our building was completely remodeled in 1998. The renovation included updating technology, infrastructure, new furnishings, playground resurfacing, and new white boards. We don't have any major maintenance problems and are not in need of improvements, but repairs are conducted in a timely manner as needed. Our school grounds are very clean. We take pride in the cleanliness of our campus, and students take pride in maintaining the cleanliness, including in the restrooms.

*Last updated: 1/8/2016*

### School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| Interior: Interior Surfaces                                     | Good   | floor tiles                               |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| Electrical: Electrical  | Good   |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Good   |   |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

### Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 1/15/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject  | Percent of Students Meeting or Exceeding the State Standards |          |       |
|--|--|----------|-------|
|  | School   | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 71.0%  | 58.0%    | 44.0% |
| Mathematics (grades 3-8 and 11)                      | 73.0%  | 49.0%    | 33.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/8/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students                                  | 54               | 54            | 100.0%         | 13.0%                        | 15.0%                        | 24.0%                        | 48.0%                        |
| Male  | 54               | 29            | 53.7%          | 14.0%                        | 21.0%                        | 17.0%                        | 48.0%                        |
| Female  | 54               | 25            | 46.3%          | 12.0%                        | 8.0%                         | 32.0%                        | 48.0%                        |
| Black or African American                     | 54               | 1             | 1.9%           | --                           | --                           | --                           | --                           |
| American Indian or Alaska Native              | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Asian   | 54               | 15            | 27.8%          | 7.0%                         | 13.0%                        | 20.0%                        | 60.0%                        |
| Filipino                                      | 54               | 2             | 3.7%           | --                           | --                           | --                           | --                           |
| Hispanic or Latino                            | 54               | 5             | 9.3%           | --                           | --                           | --                           | --                           |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| White   | 54               | 28            | 51.9%          | 18.0%                        | 18.0%                        | 25.0%                        | 39.0%                        |
| Two or More Races                             | 54               | 3             | 5.6%           | --                           | --                           | --                           | --                           |
| Socioeconomically Disadvantaged               | 54               | 7             | 13.0%          | --                           | --                           | --                           | --                           |
| English Learners                              | 54               | 7             | 13.0%          | --                           | --                           | --                           | --                           |
| Students with Disabilities                    | 54               | 5             | 9.3%           | --                           | --                           | --                           | --                           |
| Students Receiving Migrant Education Services | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Foster Youth                                  | --               | --            | --             | --                           | --                           | --                           | --                           |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016



**ELA - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Achievement Level 1*</b> | <b>Percent Achievement Level 2*</b> | <b>Percent Achievement Level 3*</b> | <b>Percent Achievement Level 4*</b> |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students                                  | 60                      | 59                   | 98.3%                 | 14.0%                               | 20.0%                               | 25.0%                               | 41.0%                               |
| Male  | 60                      | 28                   | 46.7%                 | 14.0%                               | 18.0%                               | 25.0%                               | 43.0%                               |
| Female  | 60                      | 31                   | 51.7%                 | 13.0%                               | 23.0%                               | 26.0%                               | 39.0%                               |
| Black or African American                     | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| American Indian or Alaska Native              | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Asian   | 60                      | 15                   | 25.0%                 | 7.0%                                | 13.0%                               | 27.0%                               | 53.0%                               |
| Filipino                                      | 60                      | 3                    | 5.0%                  | --                                  | --                                  | --                                  | --                                  |
| Hispanic or Latino                            | 60                      | 9                    | 15.0%                 | --                                  | --                                  | --                                  | --                                  |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| White   | 60                      | 28                   | 46.7%                 | 14.0%                               | 21.0%                               | 36.0%                               | 29.0%                               |
| Two or More Races                             | 60                      | 4                    | 6.7%                  | --                                  | --                                  | --                                  | --                                  |
| Socioeconomically Disadvantaged               | 60                      | 8                    | 13.3%                 | --                                  | --                                  | --                                  | --                                  |
| English Learners                              | 60                      | 5                    | 8.3%                  | --                                  | --                                  | --                                  | --                                  |
| Students with Disabilities                    | 60                      | 10                   | 16.7%                 | --                                  | --                                  | --                                  | --                                  |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Foster Youth                                  | --                      | --                   | --                    | --                                  | --                                  | --                                  | --                                  |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

## ELA - Grade 5

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students                                  | 68               | 68            | 100.0%         | 12.0%                        | 15.0%                        | 41.0%                        | 32.0%                        |
| Male  | 68               | 36            | 52.9%          | 14.0%                        | 17.0%                        | 36.0%                        | 33.0%                        |
| Female  | 68               | 32            | 47.1%          | 9.0%                         | 13.0%                        | 47.0%                        | 31.0%                        |
| Black or African American                     | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| American Indian or Alaska Native              | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Asian   | 68               | 21            | 30.9%          | 5.0%                         | 24.0%                        | 33.0%                        | 38.0%                        |
| Filipino                                      | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Hispanic or Latino                            | 68               | 10            | 14.7%          | --                           | --                           | --                           | --                           |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| White   | 68               | 36            | 52.9%          | 11.0%                        | 11.0%                        | 44.0%                        | 33.0%                        |
| Two or More Races                             | 68               | 1             | 1.5%           | --                           | --                           | --                           | --                           |
| Socioeconomically Disadvantaged               | 68               | 10            | 14.7%          | --                           | --                           | --                           | --                           |
| English Learners                              | 68               | 11            | 16.2%          | 27.0%                        | 27.0%                        | 36.0%                        | 9.0%                         |
| Students with Disabilities                    | 68               | 4             | 5.9%           | --                           | --                           | --                           | --                           |
| Students Receiving Migrant Education Services | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Foster Youth                                  | --               | --            | --             | --                           | --                           | --                           | --                           |

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

## ELA- Grade 6

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students                                  | 75               | 75            | 100.0%         | 8.0%                         | 19.0%                        | 40.0%                        | 33.0%                        |
| Male  | 75               | 31            | 41.3%          | 10.0%                        | 13.0%                        | 52.0%                        | 26.0%                        |
| Female  | 75               | 44            | 58.7%          | 7.0%                         | 23.0%                        | 32.0%                        | 39.0%                        |
| Black or African American                     | 75               | 1             | 1.3%           | --                           | --                           | --                           | --                           |
| American Indian or Alaska Native              | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Asian   | 75               | 26            | 34.7%          | 0.0%                         | 12.0%                        | 42.0%                        | 46.0%                        |
| Filipino                                      | 75               | 2             | 2.7%           | --                           | --                           | --                           | --                           |
| Hispanic or Latino                            | 75               | 14            | 18.7%          | 7.0%                         | 43.0%                        | 21.0%                        | 29.0%                        |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| White   | 75               | 31            | 41.3%          | 16.0%                        | 10.0%                        | 48.0%                        | 26.0%                        |
| Two or More Races                             | 75               | 1             | 1.3%           | --                           | --                           | --                           | --                           |
| Socioeconomically Disadvantaged               | 75               | 14            | 18.7%          | 21.0%                        | 14.0%                        | 50.0%                        | 14.0%                        |
| English Learners                              | 75               | 6             | 8.0%           | --                           | --                           | --                           | --                           |
| Students with Disabilities                    | 75               | 6             | 8.0%           | --                           | --                           | --                           | --                           |
| Students Receiving Migrant Education Services | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Foster Youth                                  | --               | --            | --             | --                           | --                           | --                           | --                           |

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students                                  | 54               | 54            | 100.0%         | 17.0%                        | 13.0%                        | 30.0%                        | 41.0%                        |
| Male  | 54               | 29            | 53.7%          | 17.0%                        | 10.0%                        | 24.0%                        | 48.0%                        |
| Female  | 54               | 25            | 46.3%          | 16.0%                        | 16.0%                        | 36.0%                        | 32.0%                        |
| Black or African American                     | 54               | 1             | 1.9%           | --                           | --                           | --                           | --                           |
| American Indian or Alaska Native              | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Asian   | 54               | 15            | 27.8%          | 0.0%                         | 20.0%                        | 20.0%                        | 60.0%                        |
| Filipino                                      | 54               | 2             | 3.7%           | --                           | --                           | --                           | --                           |
| Hispanic or Latino                            | 54               | 5             | 9.3%           | --                           | --                           | --                           | --                           |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| White   | 54               | 28            | 51.9%          | 25.0%                        | 14.0%                        | 36.0%                        | 25.0%                        |
| Two or More Races                             | 54               | 3             | 5.6%           | --                           | --                           | --                           | --                           |
| Socioeconomically Disadvantaged               | 54               | 7             | 13.0%          | --                           | --                           | --                           | --                           |
| English Learners                              | 54               | 7             | 13.0%          | --                           | --                           | --                           | --                           |
| Students with Disabilities                    | 54               | 5             | 9.3%           | --                           | --                           | --                           | --                           |
| Students Receiving Migrant Education Services | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Foster Youth                                  | --               | --            | --             | --                           | --                           | --                           | --                           |

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**Mathematics - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Achievement Level 1*</b> | <b>Percent Achievement Level 2*</b> | <b>Percent Achievement Level 3*</b> | <b>Percent Achievement Level 4*</b> |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students                                  | 60                      | 59                   | 98.3%                 | 3.0%                                | 17.0%                               | 37.0%                               | 42.0%                               |
| Male  | 60                      | 28                   | 46.7%                 | 4.0%                                | 18.0%                               | 39.0%                               | 39.0%                               |
| Female  | 60                      | 31                   | 51.7%                 | 3.0%                                | 16.0%                               | 35.0%                               | 45.0%                               |
| Black or African American                     | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| American Indian or Alaska Native              | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Asian   | 60                      | 15                   | 25.0%                 | 0.0%                                | 7.0%                                | 27.0%                               | 67.0%                               |
| Filipino                                      | 60                      | 3                    | 5.0%                  | --                                  | --                                  | --                                  | --                                  |
| Hispanic or Latino                            | 60                      | 9                    | 15.0%                 | --                                  | --                                  | --                                  | --                                  |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| White   | 60                      | 28                   | 46.7%                 | 4.0%                                | 21.0%                               | 43.0%                               | 32.0%                               |
| Two or More Races                             | 60                      | 4                    | 6.7%                  | --                                  | --                                  | --                                  | --                                  |
| Socioeconomically Disadvantaged               | 60                      | 8                    | 13.3%                 | --                                  | --                                  | --                                  | --                                  |
| English Learners                              | 60                      | 5                    | 8.3%                  | --                                  | --                                  | --                                  | --                                  |
| Students with Disabilities                    | 60                      | 10                   | 16.7%                 | --                                  | --                                  | --                                  | --                                  |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Foster Youth                                  | --                      | --                   | --                    | --                                  | --                                  | --                                  | --                                  |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**Mathematics - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Achievement Level 1*</b> | <b>Percent Achievement Level 2*</b> | <b>Percent Achievement Level 3*</b> | <b>Percent Achievement Level 4*</b> |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students                                  | 68                      | 68                   | 100.0%                | 7.0%                                | 25.0%                               | 37.0%                               | 31.0%                               |
| Male  | 68                      | 36                   | 52.9%                 | 8.0%                                | 19.0%                               | 39.0%                               | 33.0%                               |
| Female  | 68                      | 32                   | 47.1%                 | 6.0%                                | 31.0%                               | 34.0%                               | 28.0%                               |
| Black or African American                     | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| American Indian or Alaska Native              | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Asian   | 68                      | 21                   | 30.9%                 | 5.0%                                | 24.0%                               | 48.0%                               | 24.0%                               |
| Filipino                                      | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Hispanic or Latino                            | 68                      | 10                   | 14.7%                 | --                                  | --                                  | --                                  | --                                  |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| White   | 68                      | 36                   | 52.9%                 | 6.0%                                | 25.0%                               | 28.0%                               | 42.0%                               |
| Two or More Races                             | 68                      | 1                    | 1.5%                  | --                                  | --                                  | --                                  | --                                  |
| Socioeconomically Disadvantaged               | 68                      | 10                   | 14.7%                 | --                                  | --                                  | --                                  | --                                  |
| English Learners                              | 68                      | 11                   | 16.2%                 | 36.0%                               | 36.0%                               | 27.0%                               | 0.0%                                |
| Students with Disabilities                    | 68                      | 4                    | 5.9%                  | --                                  | --                                  | --                                  | --                                  |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Foster Youth                                  | --                      | --                   | --                    | --                                  | --                                  | --                                  | --                                  |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**Mathematics - Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Achievement Level 1*</b> | <b>Percent Achievement Level 2*</b> | <b>Percent Achievement Level 3*</b> | <b>Percent Achievement Level 4*</b> |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students                                  | 75                      | 75                   | 100.0%                | 11.0%                               | 15.0%                               | 25.0%                               | 49.0%                               |
| Male  | 75                      | 31                   | 41.3%                 | 10.0%                               | 13.0%                               | 26.0%                               | 52.0%                               |
| Female  | 75                      | 44                   | 58.7%                 | 11.0%                               | 16.0%                               | 25.0%                               | 48.0%                               |
| Black or African American                     | 75                      | 1                    | 1.3%                  | --                                  | --                                  | --                                  | --                                  |
| American Indian or Alaska Native              | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Asian   | 75                      | 26                   | 34.7%                 | 4.0%                                | 4.0%                                | 31.0%                               | 62.0%                               |
| Filipino                                      | 75                      | 2                    | 2.7%                  | --                                  | --                                  | --                                  | --                                  |
| Hispanic or Latino                            | 75                      | 14                   | 18.7%                 | 21.0%                               | 14.0%                               | 7.0%                                | 57.0%                               |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| White   | 75                      | 31                   | 41.3%                 | 10.0%                               | 23.0%                               | 29.0%                               | 39.0%                               |
| Two or More Races                             | 75                      | 1                    | 1.3%                  | --                                  | --                                  | --                                  | --                                  |
| Socioeconomically Disadvantaged               | 75                      | 14                   | 18.7%                 | 21.0%                               | 21.0%                               | 36.0%                               | 21.0%                               |
| English Learners                              | 75                      | 6                    | 8.0%                  | --                                  | --                                  | --                                  | --                                  |
| Students with Disabilities                    | 75                      | 6                    | 8.0%                  | --                                  | --                                  | --                                  | --                                  |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Foster Youth                                  | --                      | --                   | --                    | --                                  | --                                  | --                                  | --                                  |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

| Subject                       | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2012-13  | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 84.0%  | 82.0%   | 86.0%   | 73.0%    | 72.0%   | 70.0%   | 59.0%   | 60.0%   | 56.0%   |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group                                 | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       | 70.0%   |
| All Students at the School                    | 86.0%   |
| Male  | 91.0%   |
| Female  | 81.0%   |
| Black or African American                     | --  |
| American Indian or Alaska Native              | --  |
| Asian   | 85.0%   |
| Filipino                                      | --  |
| Hispanic or Latino                            | --  |
| Native Hawaiian or Pacific Islander           | --  |
| White   | 94.0%   |
| Two or More Races                             | --  |
| Socioeconomically Disadvantaged               | --  |
| English Learners                              | 45.0%   |
| Students with Disabilities                    | --  |
| Students Receiving Migrant Education Services | --  |
| Foster Youth                                  | --  |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016



# State Priority: Other Pupil Outcomes

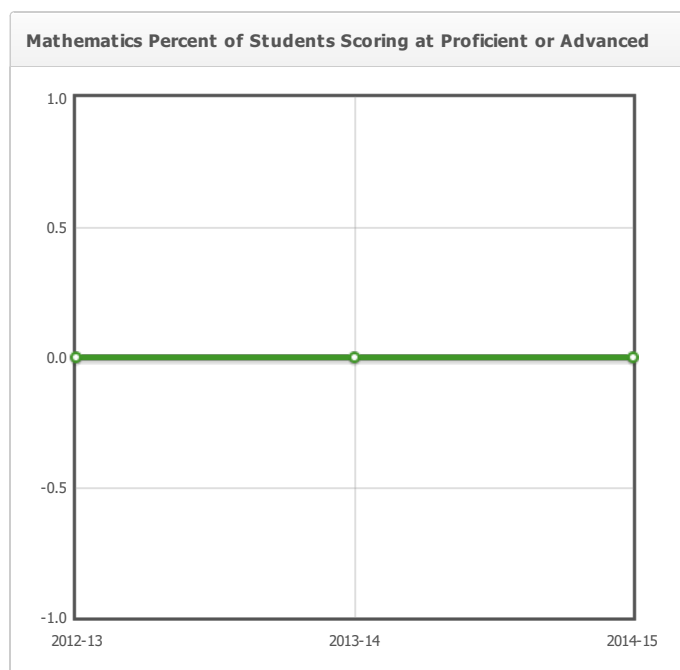
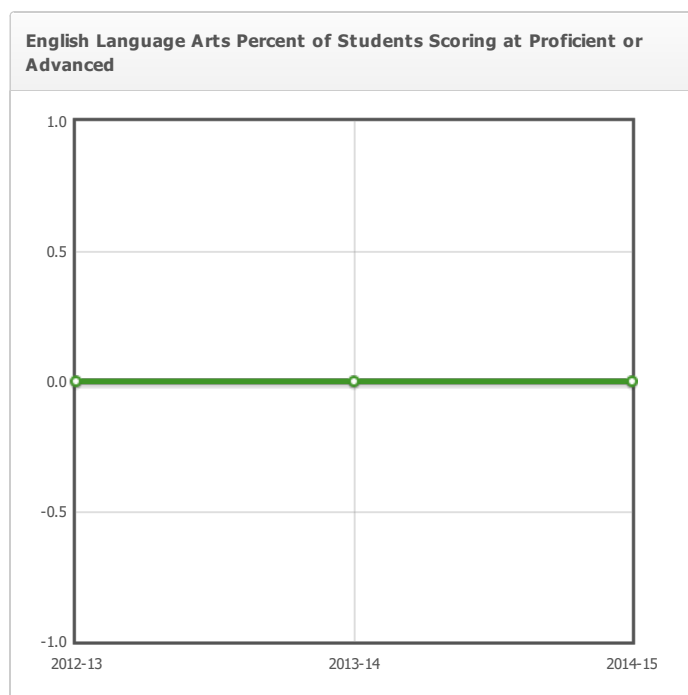
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School  |         |         | District |         |         | State   |         |         |
|                       | 2012-13   | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 0.0%  | 0.0%    | 0.0%    | 74.0%    | 55.0%   | 58.0%   | 57.0%   | 56.0%   | 58.0%   |
| Mathematics           | 0.0%  | 0.0%    | 0.0%    | 81.0%    | 60.0%   | 61.0%   | 60.0%   | 62.0%   | 59.0%   |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/8/2016

## California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 11.8%   | 27.9%                 | 47.1%                |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2016

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

We are proud to have a very active parent population, and encourage parent involvement in all areas of our school program. Parents log in thousands of hours per year volunteering. We have numerous parents volunteering in our classrooms every day, assisting with small groups, helping teachers, and chaperoning field trips. There are opportunities for parents to participate in the School Site council (SSC) to provide their input. We also have opportunities to join our Parent Teacher Association (PTA), Korean Parent Association (KPA), and our Education Foundation. There are many ways that parents can assist through joining these organizations, and helping in special events throughout the school year.

### State Priority: Pupil Engagement

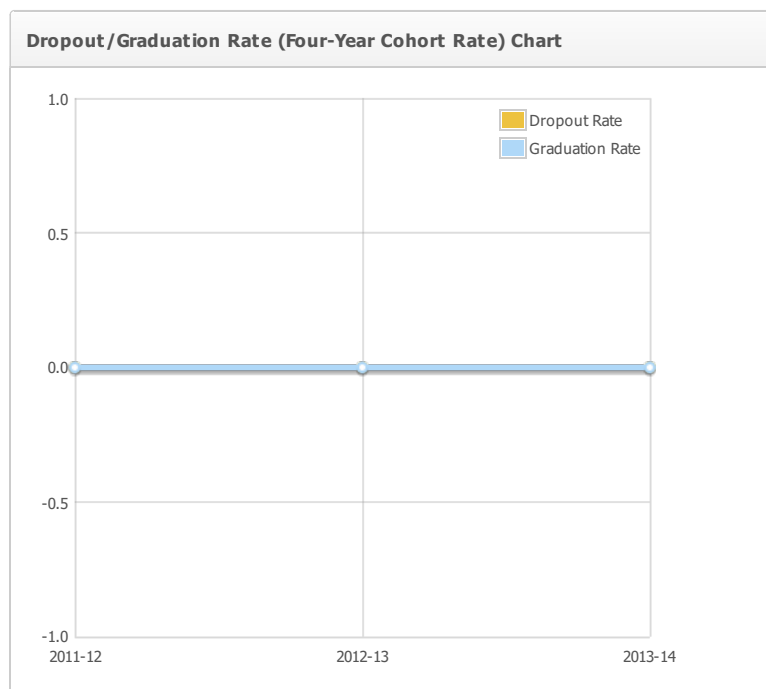
*Last updated: 1/8/2016*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate    | 0.0%    | 0.0%    | 0.0%    | 0.0%     | 0.0%    | 0.0%    | 13.1%   | 11.4%   | 11.5%   |
| Graduation Rate | 0.00    | 0.00    | 0.00    | 0.00     | 91.90   | 0.00    | 78.87   | 80.44   | 80.95   |



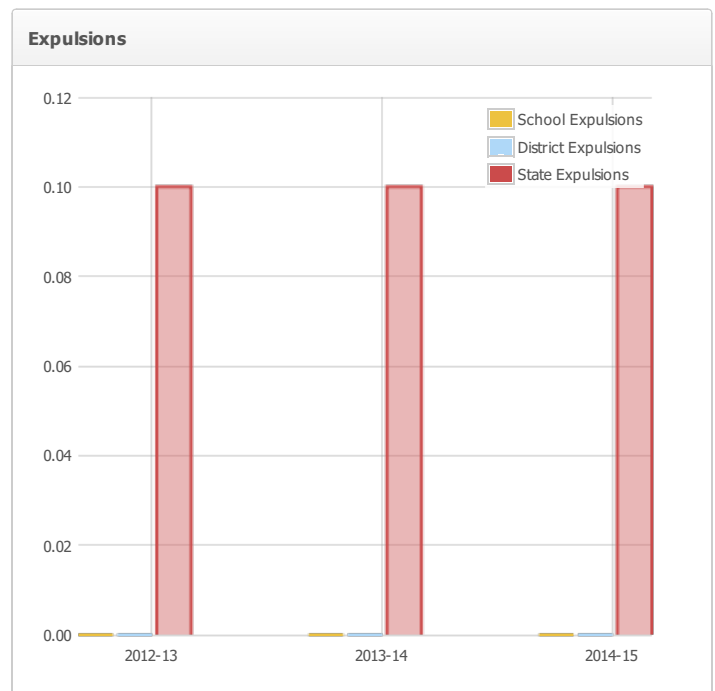
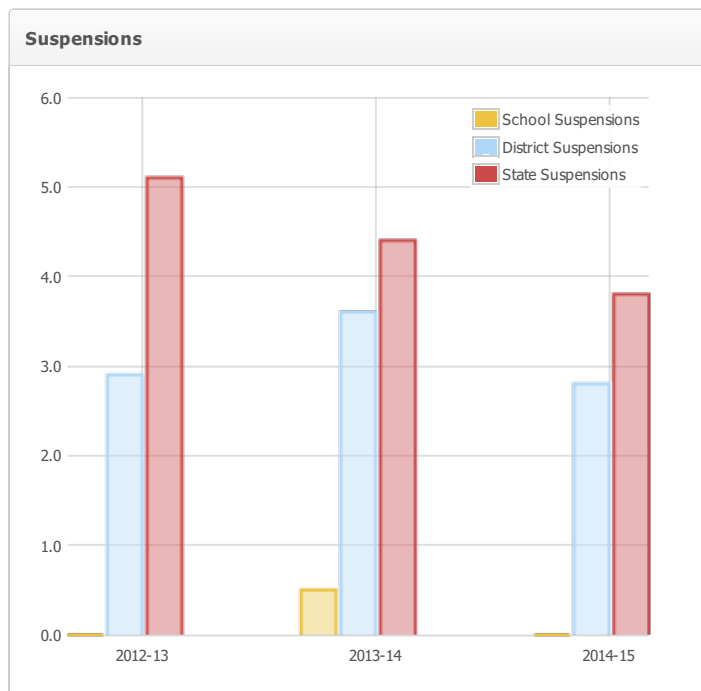
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.0     | 0.5     | 0.0     | 2.9      | 3.6     | 2.8     | 5.1     | 4.4     | 3.8     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |



Last updated: 1/8/2016

## School Safety Plan - Most Recent Year

Safety on our campus is a priority. Our campus entrances are limited to the front office during school hours. All visitors must sign in, wear a visitor's badge, and sign out as they are leaving. Our Safety Plan was revised in November 2014. The key elements of our Safety Plan focus on one of our target areas: reducing the frequency of harassment and bullying. We use the Second Step Violence Prevention Program at all grade levels. We have noon duty assistants who have been trained in conflict resolution to assist in problem solving on the playground. These assistants provide special rewards at our monthly assemblies to acknowledge students who act responsibly. This component of our Safety Plan is shared with students during assemblies and in classroom and instruction. During faculty meetings and at our School Site Council (SSC) meetings, we review the Safety Plan and provide suggestions to ensure that the safety of our students is our priority. The school grounds undergo a monthly safety inspection of all equipment and playground areas, performed by our custodian and principal. We have a Facility Regional Maintenance Supervisor who assists on safety walks as well. Our goal is to provide before and after school safety in the drop-off lane to ensure a safe entrance and exit from cars. We participate regularly in disaster preparedness training, evacuation procedures, and lockdown procedures in case of unsafe happenings in the neighborhood. All staff members are assigned a specific job in campus incident command. We are prepared with food and water in the event of a natural disaster, or an occurrence where we would have to be on campus for several days.

Last updated: 1/8/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 1/8/2016

### Federal Intervention Program (School Year 2015-16)

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2011-2012 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A    | 14        |
| Percent of Schools Currently in Program Improvement | N/A    | 77.8%     |

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13            |                     |       | 2013-14            |                     |      | 2014-15            |                     |     |
|-------------|--------------------|---------------------|-------|--------------------|---------------------|------|--------------------|---------------------|-----|
|             | Average Class Size | Number of Classes * |       | Average Class Size | Number of Classes * |      | Average Class Size | Number of Classes * |     |
|             |                    | 1-20                | 21-32 |                    | 33+                 | 1-20 |                    | 21-32               | 33+ |
| K           | 24.0               | 2                   |       | 25.0               | 3                   |      | 23.0               | 3                   |     |
| 1           | 24.0               | 1                   |       | 27.0               | 1                   |      | 27.0               | 1                   |     |
| 2           | 24.0               | 3                   |       | 25.0               | 2                   |      | 27.0               | 2                   |     |
| 3           | 22.0               | 3                   |       | 29.0               | 2                   |      | 27.0               | 2                   |     |
| 4           | 36.0               |                     | 1     | 34.0               | 1                   | 1    | 30.0               |                     | 2   |
| 5           | 36.0               |                     | 2     | 33.0               | 1                   | 1    | 33.0               |                     | 2   |
| 6           | 36.0               |                     | 2     | 36.0               |                     | 2    | 38.0               |                     | 2   |
| Other       |                    |                     |       |                    |                     |      |                    |                     |     |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|-------|-----------------------------------|---|
|-------|-----------------------------------|---|

|   |     |     |
|---|-----|-----|
| Academic Counselor                                  |     |     |
| Counselor (Social/Behavioral or Career Development) |     | N/A |
| Library Media Teacher (librarian)                   |     |     |
| Library Media Services Staff (paraprofessional)     | 0.5 | N/A |
| Psychologist  | 1.0 | N/A |
| Social Worker                                       |     |     |
| Nurse   | 1.0 | N/A |
| Speech/Language/Hearing Specialist                  | 0.5 | N/A |
| Resource Specialist (non-teaching)                  |     |     |
| Other   |     |     |

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$5761.0                     | \$665.0  | \$5096.0                                    | \$77282.0              |
| District                                      | N/A                          | N/A  | \$4832.0                                    | \$76630.0              |
| Percent Difference – School Site and District | N/A                          | N/A  | 0.1%  | --                     |
| State   | N/A                          | N/A  | \$5348.0                                    | \$72971.0              |
| Percent Difference – School Site and State    | N/A                          | N/A  | --  | --                     |

Note: Cells with N/A values do not require data.

*Last updated: 1/8/2016*

## Types of Services Funded (Fiscal Year 2014-15)

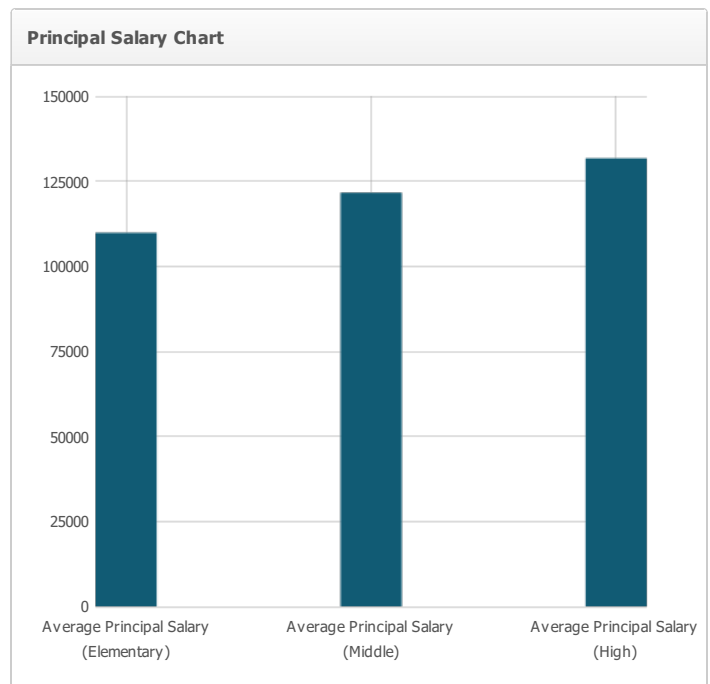
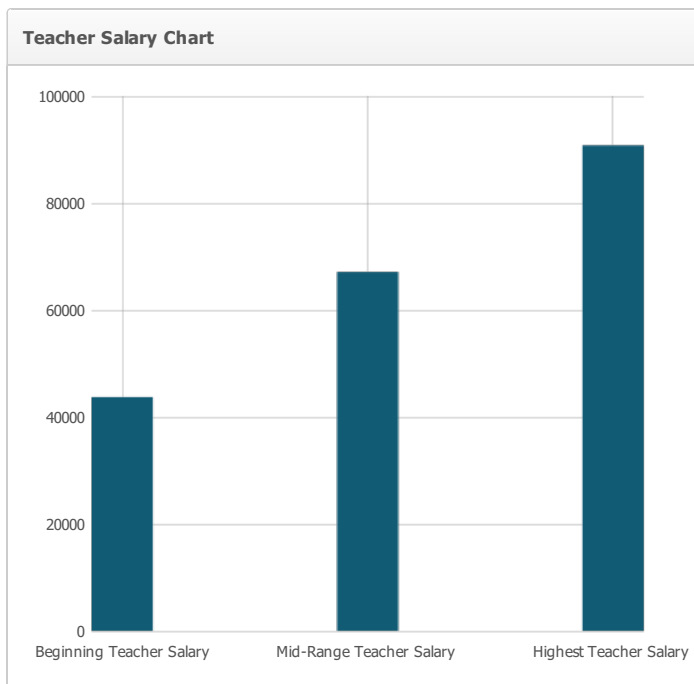
A combination of state and federal funding is used to cover all aspects of our instructional program. We are proud of our Computer Lab where all students learn the elements of visual literacy facilitated by a technology assistant. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

*Last updated: 1/8/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,725        | \$43,165                                     |
| Mid-Range Teacher Salary                      | \$67,125        | \$68,574                                     |
| Highest Teacher Salary                        | \$90,802        | \$89,146                                     |
| Average Principal Salary (Elementary)         | \$109,834       | \$111,129                                    |
| Average Principal Salary (Middle)             | \$121,635       | \$116,569                                    |
| Average Principal Salary (High)               | \$131,723       | \$127,448                                    |
| Superintendent Salary                         | \$259,000       | \$234,382                                    |
| Percent of Budget for Teacher Salaries        | 41.0%           | 38.0%  |
| Percent of Budget for Administrative Salaries | 5.0%            | 5.0%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/8/2016*

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal

**Summer Institutes.**

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*