

# Valentine Elementary School

2010-2011 Local School Accountability Report

1650 Huntington Drive, San Marino, California 91108-2503

## SARC Contents

- Mission
- Program Offerings
- Student Population
- Safety and Climate for Learning
- Suspensions and Expulsions
- Standardized Testing and Reporting
- National Norm Referenced Test
- Local Assessments
- Academic Performance Index
- Annual Yearly Progress
- California Physical Fitness Test
- Texts and other Instructional Materials
- Class Size
- Support Services
- Teacher Credentials
- Teacher Certification to Instruct English Learners
- Teacher Academic Preparation
- NCLB "Subject Matter" Compliance Status
- Teacher Evaluation
- Professional Development
- Opportunities for Parent Involvement
- Facilities
- School Leadership
- Technology
- Teacher Salaries
- Per Student Expenditures
- Types of Services Funded
- Instructional Minutes

## 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 about 620 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.

## 2010-2011 Student Population

Grade	Enrollment	Chinese	African American	Hispanic	White	Other
K	71	18	0	6	41	6
1	102	38	3	14	36	11
2	121	37	2	8	58	16
3	99	40	4	11	34	10
4	112	44	3	4	44	17
5	115	48	2	10	38	17
Total	620	225	14	53	251	77
Percent	100%	36%	2.3%	8.5%	40.5%	13%

## 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 2009 Healthy Kids Survey more than 95% of fifth graders perceived school to be a safe environment. On the same measure, less than 5% of the fifth graders reported they had 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 recently updated in 2010. 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	2008-2009		2009-2010		2010-2011	
	Number	Rate	Number	Rate	Number	Rate
Suspensions	6	Less than 1%	6	Less than 1%	2	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	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	88	86	86	88	91	90	47	50	52
Mathematics	90	90	90	87	87	88	58	46	48
Science (Grade 5 only)	88	93	95	86	89	90	46	50	54
History/Social Studies	Not tested in elementary grades								

Subject	Valentine		Valentine	
	White (40.5% of students)		Asian (47.7% of students)	
Spring CST Year	2009	2010	2009	2010
English/Language Arts	86	84	89	91
Mathematics	85	87	97	97
Science (Grade 5 only)	94	92	93	98

Subject	Males		Females		English Learners		Learning Disabled	
							Students with disabilities	
	2009	2010	2009	2010	2009	2010	2009	2010
English/Language Arts	85	87	88	85	47	48	54	58
Mathematics	92	90	87	90	87	77	56	75
Science Grade 5 only	93	92	93	96	*	*	*	*

\* 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 50<sup>th</sup> percentile on the California Assessment Test, Sixth Edition in grade 3 as is mandated for NCLB. The CAT-6 test was discontinued in 2009.

Subject	Valentine			District			California		
	Grade 3 Students			Grade 3 Students			Grade 3 Students		
Spring of the Year	2006	2007	2008	2006	2007	2008	2006	2007	2008
Reading	91	79	77	85	84	80	42	42	37
Mathematics	95	98	99	93	93	98	53	53	56

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

## Local Assessments

The Valentine faculty is developing and implementing benchmark performance assessments that are aligned to local and state content standards according to the schedule set forth in the District’s Accountability Design.

For more information contact the Principal Mrs. Colleen Shields 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.

Every child is at the heart of Valentine Elementary School.

API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2007	2008	2009	Comparison Years	From 2007 to 2008	From 2008 to 2009	From 2009 to 2010
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	941	942	941	API Growth Score	947	942	938
Growth Target	A	A	A	Actual Growth	+6	0	-3
Statewide Decile Rank	10	10	10				
Similar Schools Rank	5	4	2				

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	2007	2008	2009	Comparison Years	From 07 to 08	From 08 to 09	From 09 to 10
<b>Asian</b>							
API Base Score	952	961	965	API Growth Score	965	966	964
Growth Target	A	A	A	Actual Growth	+13	+5	-1
<b>White</b>							
API Base Score	939	937	929	API Growth Score	942	929	925
Growth Target	A	A	A	Actual Growth	+3	-8	-4

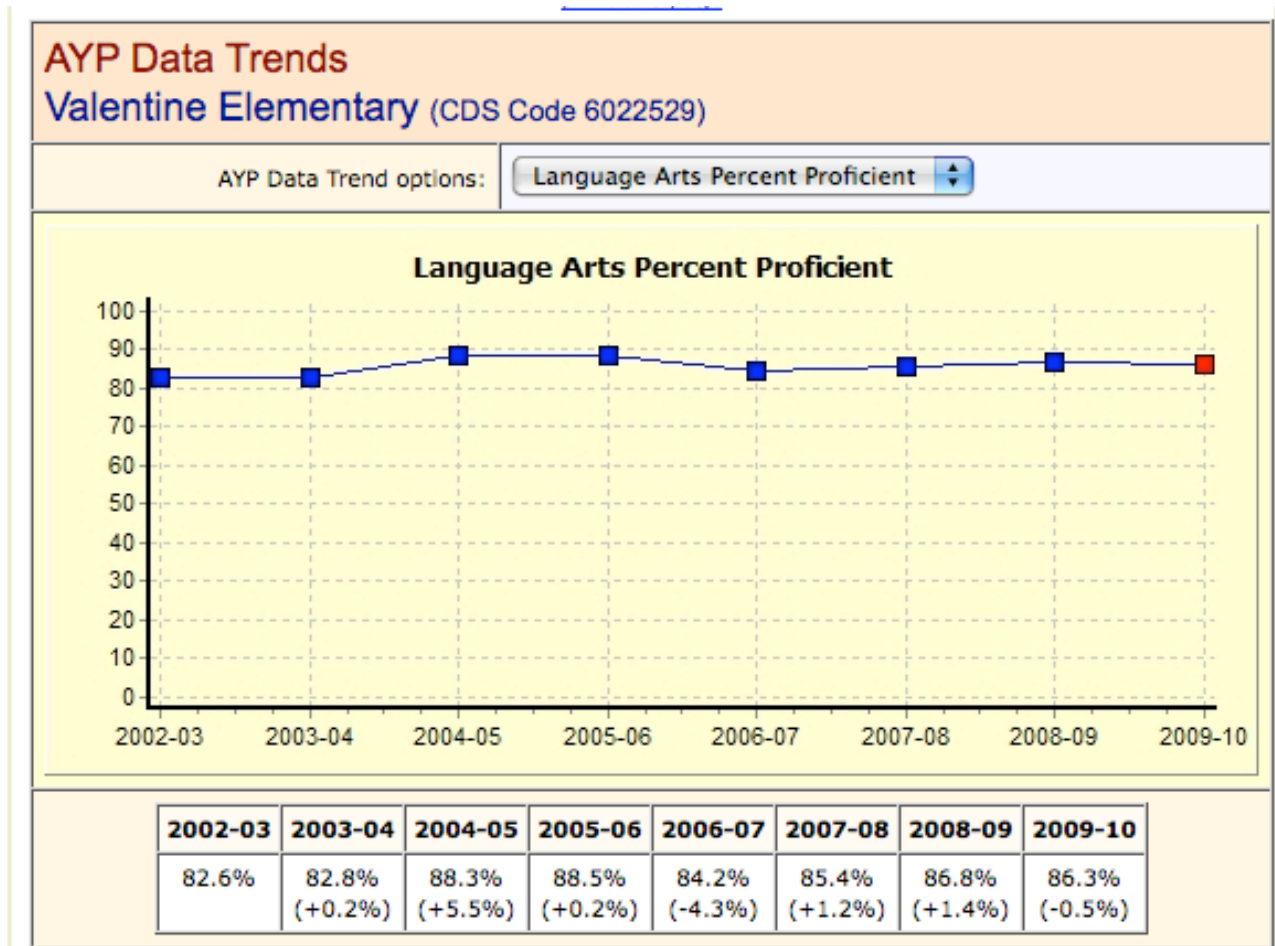
A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

## Annual Yearly Progress (AYP)

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.

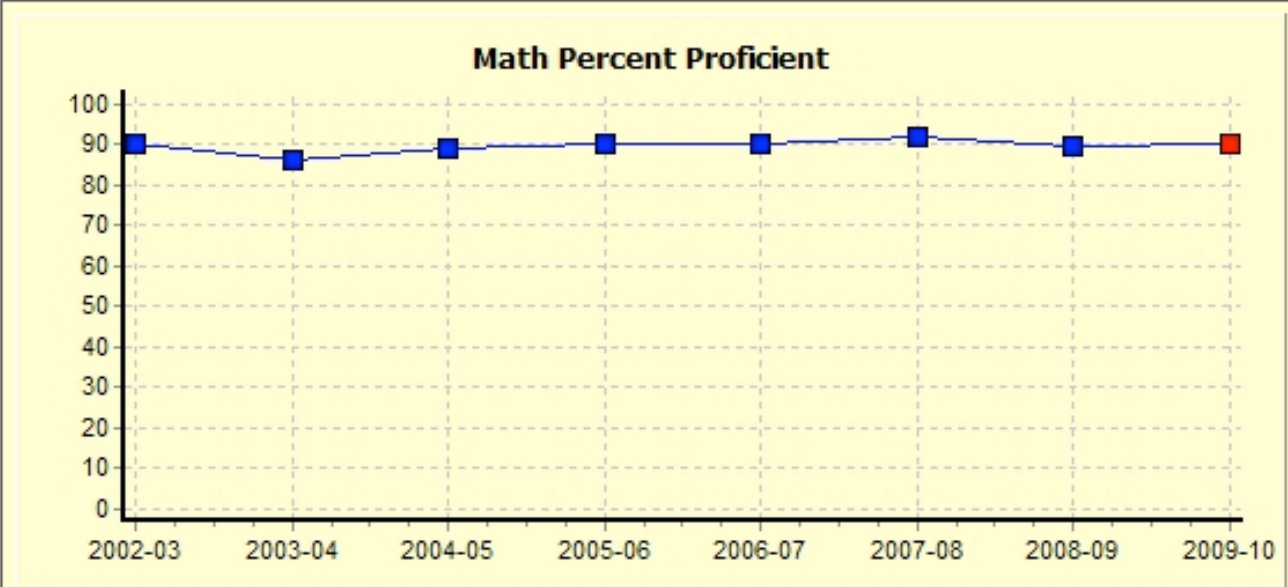
- A gradually increasing percent of students who score proficient or above on California Standards meet uniform objectives set by the federal government.
- 95% participation rate in standardized testing
- Growth in four-year high school graduation rate
- Growth in Academic Performance Index



Source: Ed Data Partnership

**AYP Data Trends**  
**Valentine Elementary (CDS Code 6022529)**

AYP Data Trend options:



2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
90.4%	86.3% (-4.1%)	88.8% (+2.5%)	90.2% (+1.4%)	90.1% (-0.1%)	92.0% (+1.9%)	89.5% (-2.5%)	90.1% (+0.6%)

Source: Ed Data Partnership

<b>Subgroup Performance and Participation</b>				
<b>Student Subgroups<sup>1</sup></b>	<b>Annual Measurable Objectives (AMOs)</b>			
	<b>% Proficient and Above</b>		<b>% Participation</b>	
	<b>English/Language Arts (56.8% Target)</b>	<b>Mathematics (58% Target)</b>	<b>English/Language Arts (95% Target)</b>	<b>Mathematics (95% Target)</b>
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	90.8	96.7	99	99
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	85.1	87.0	99	100
Two or more Races	N/A	N/A	N/A	N/A
Socio-economically Disadvantaged	N/A	N/A	N/A	N/A
English Learner	N/A	N/A	N/A	N/A
Students with Disabilities <sup>2</sup>	N/A	N/A	N/A	N/A

Source: Ed Data Partnership

## California Physical Fitness Test 2009-10

Data reported are the percent of 116 grade 5 students meeting fitness standards.

<b>Number of Physical Fitness Area Standards Met</b>	
<b>Valentine Elementary School, 2009-10</b>	
<b>Standards Met</b>	<b>Percent of Students</b>
	<b>Grade 5</b>
<b>All standards met</b>	49.1%
<b>Five of Six</b>	31.9%
<b>Four of Six</b>	12.1%
<b>Three of Six</b>	6.9%
<b>Two of Six</b>	0.0%
<b>One of Six</b>	0.0%
<b>No standards met</b>	0.0%
<b>Total Students Tested</b>	116

Source: Ed Data Partnership

## 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 in October 2010. For specific information about compliance with the Williams Settlement, use this link:

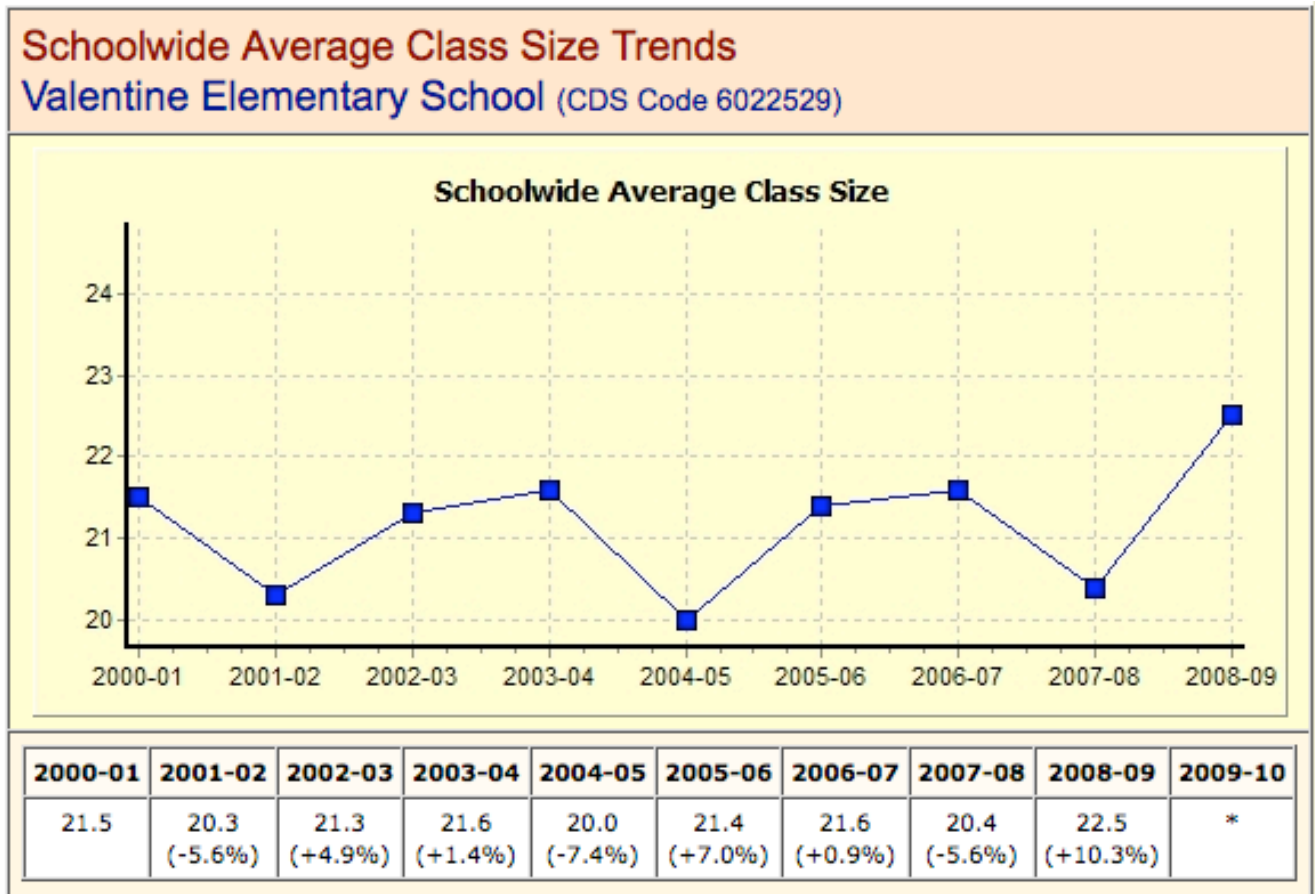
<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

## 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.

## Class Size



Source: Ed Data Partnership

## Class Size (continued)

GRADE LEVEL	K	1	2	3	4	5
<b>2009-10</b>						
<b>Average Class Size</b>	<b>23</b>	<b>220</b>	<b>24</b>	<b>25</b>	<b>28</b>	<b>28</b>
<b>2010-11</b>						
<b>Average Class Size</b>	<b>25</b>	<b>26</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>30</b>

## Teacher Credentials

Teachers	2008-2009	2009-2010	2010-2011
Teachers with full credentials in the subject area taught	39	37	30
Teachers assigned outside of subject area taught	0	0	0
Teachers in Alternative Routes to Certification	0	0	0
Teachers with Emergency Permits	0	0	0
Teachers with Waivers	0	0	0
Total number of certificated teachers	39	37	0

## 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
100%	0	0	0

## Teacher Academic Preparation -2010-2011

2010-2011 Percent of teachers with academic preparation as charted below

	Valentine	SMUSD
Doctorate	0	6
Master's + 30 units	18	81
Master's Degree	0	1
Bachelor's Degree + 30 units	12	66
Bachelor's Degree only	0	5
Yet to achieve a Bachelor's Degree	0	0

## NCLB "Subject Matter" Compliance Status-2010-2011

	Valentine Elementary
Number of core academic subject classes taught in October 2010	28
Number of these core classes taught by teachers who are compliant with NCLB requirements for content knowledge.	30
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 emphases for the 2010-2011 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; and (4) reading literacy. Four 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 Beginning Teacher Support and Assessment (BTSA) program.

Teachers participate in workshops and conferences (as budgets allow), faculty meetings, and individualized programs as appropriate to meet the needs for continued improvement in instruction as measured by student achievement.

## 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, Chinese New Year celebrations and the Valentine Fall Festival. PTA funds support additional library, art & computer lab instructional assistants, our annual Science Fair, and the Art Festival. Valentine's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies, music and art consultants 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 2010-2011 PTA President, Cynthia Ary, at (626) 299-7090.

## Facilities

10.2 million dollars in bond funds have been spent on new construction and renovation at Valentine School. 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: [www.san-marino.k12.ca.us/di/administration/instruction/williams.htm](http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm)

## 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 Knight is appropriately certified and highly experienced, having served as both site and district administrator for many years. 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/Administrative Salaries (Reporting Period 2008-2009)

Category	District Amount	Los Angeles County Average	Est. State Average for Unified Districts
Lowest Offered	\$34,729	Not Applicable	\$40,133
BA + 60 (Step 10)	\$64,881		\$62,416
Highest Teacher Salary	\$83,981		\$80,729
Average Principal Salary (elementary)	\$112,342		\$94,605
Average Principal Salary (middle)	\$116,730		\$98,480
Average Principal Salary (high)	\$137,614		\$106,266
Superintendent Salary	\$180,000		\$144,721

## Current Expense of Education Per ADA (Reporting Period 2008-2009)

San Marino Unified School District			State Average for the same type of District	State Average in all Districts
Total Dollars	Average Daily Attendance	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$26,383,968	3,160	\$8,350	\$8,545	\$8,452

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

## Types of Services Funded (Reporting Period 2008-2009)

General Fund - Revenues San Marino Unified, 2009-10								
Object Codes	Type of Revenue	Revenues			Dollars/Student (ADA) *			
		Unrestricted	Restricted	Total	This District (ADA 3,160)	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
<a href="#">8010-8099</a>	Revenue Limit Sources ?	\$15,823,814	\$0	\$15,823,814	\$5,008	97%	\$5,147	\$5,324
<a href="#">8100-8299</a>	Federal Revenue ?	0	1,660,400	1,660,400	525	49%	1,073	1,042
<a href="#">8300-8599</a>	Other State Revenue ?	1,988,230	202,736	2,190,966	693	35%	1,994	1,865
<a href="#">8600-8799</a>	Other Local Revenue ?	7,770,573	2,908,722	10,679,296	3,380	671%	504	570
<b>Total Revenues</b>		<b>\$25,582,617</b>	<b>\$4,771,859</b>	<b>\$30,354,476</b>	<b>\$9,606</b>	<b>110%</b>	<b>\$8,717</b>	<b>\$8,801</b>

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

## Types of Services Funded (Reporting Period 2008-2009)

General Fund - Expenditures San Marino Unified, 2009-10								
Object Codes	Type of Expense	Expenditures			Dollars/Student (ADA) *			
		Unrestricted	Restricted	Total	This District (ADA 3,160)	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
<a href="#">1000-1999</a>	Certificated Personnel Salaries ?	\$10,285,335	\$2,696,968	\$12,982,302	\$4,108	97%	\$4,260	\$4,307
<a href="#">2000-2999</a>	Classified Personnel Salaries ?	3,297,815	2,006,443	5,304,258	1,679	125%	1,348	1,358
<a href="#">3000-3999</a>	Employee Benefits ?	3,545,474	1,239,020	4,784,494	1,514	85%	1,785	1,772
<a href="#">4000-4999</a>	Books and Supplies ?	329,900	499,383	829,283	262	77%	343	346
<a href="#">5000-5999</a>	Services and Other Operating Expenditures ?	1,943,333	988,350	2,931,682	928	100%	928	919
<b>Subtotal, Expenditures</b>		<b>\$19,401,856</b>	<b>\$7,430,163</b>	<b>\$26,832,019</b>	<b>\$8,491</b>	<b>98%</b>	<b>\$8,663</b>	<b>\$8,702</b>
<a href="#">6000-6999</a>	Capital Outlay ?	207,397	64,979	272,376	N/A	N/A	N/A	N/A
<a href="#">7000-7499</a>	Other Outgo (excl. 7300-7399) ?	0	58,806	58,806	N/A	N/A	N/A	N/A
<a href="#">7300-7399</a>	Transfers of Indirect Costs ?	(369,840)	332,814	(37,026)	N/A	N/A	N/A	N/A
<b>Subtotal, Other Expenditures</b>		<b>\$(162,443)</b>	<b>\$456,598</b>	<b>\$294,155</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Total Expenditures</b>		<b>\$19,239,413</b>	<b>\$7,886,762</b>	<b>\$27,126,175</b>	<b>\$8,584</b>	<b>97%</b>	<b>\$8,885</b>	<b>\$8,955</b>

\* The per student number is based on total ADA, not the number of students in a specific program.

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

## 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
<hr/>					
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	
<hr/>						
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	
<hr/>						
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

Colleen Shields, Principal  
(626) 299-7090  
FAX: (626) 299-7094  
EMAIL: [cshields@smusd.us](mailto:cshields@smusd.us)

---

### District Contact

Dr. Gary McGuigan  
Director of Instructional Services  
(626) 299-7000  
FAX: (626) 299-7010  
[gmcguigan@smusd.us](mailto:gmcguigan@smusd.us)

## San Marino Unified School District

Gary Woods, Ed.D., Superintendent  
(626) 299-7000 X310 FAX: (626) 299-7010  
[gwoods@smusd.us](mailto:gwoods@smusd.us)

Julie Boucher, Assistant Superintendent  
Business Services  
(626) 299-7000 X414 FAX: (626) 299-7010  
[jboucher626@smusd.us](mailto:jboucher626@smusd.us)

Linda de la Torre, Assistant Superintendent  
Human Resources  
(626) 299-7000 X311  
[hrtorre@smusd.us](mailto:hrtorre@smusd.us)

## 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.

**W.L. Valentine Elementary School**  
**1650 Huntington Drive**  
**San Marino, California 91108**  
Phone: (626) 299-7090  
FAX: (626) 299-7094



We're on the Web! [www.san-marino.k12.ca.us/~valentine](http://www.san-marino.k12.ca.us/~valentine)