

# The Single Plan for Student Achievement

**School:** Valencia Academy of the Arts  
**CDS Code:** 19 64527 6013411  
**District:** El Rancho Unified School District  
**Principal:** Tarcio Vinicio Lara, Ed.D.  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## School Vision and Mission

### Valencia Academy of the Arts's Vision and Mission Statements

Our mission at Valencia is to provide a challenging learning environment for diverse learners while developing upstanding character. Our educational program focuses on 21st century learning skills by integrating music, art, and technology. We believe in fostering communication, collaboration, creativity, and critical thinking.

Valencia Elementary School officially changed its name to Valencia Academy of the Arts in the summer of 2015. During the transition, stakeholders, parents, students, staff, and community provided input in establishing the direction of the school. At Valencia, we have three major outcomes:

- Equitable Access to the Arts
- Development of Creative and Cognitive Skills through the Arts
- Become Conscientious Global Scholars with a Foundation in the Arts

Valencia will provide a rigorous instructional program for approximately 435 students from transitional kindergarten through grade five. The educational program focus reflects the school's vision and mission; academic excellence, high expectations, and character development for life-long learning and success. During the 2014-2015 school year, Valencia Academy of the Arts incorporated a Visual Arts and Performing Arts curriculum by providing instrumental music, choral music, and visual arts. Valencia is mindful of the proud tradition of strong academic programs, instructional excellence, and community involvement, which the school has maintained since 1951. Over the years, the Valencia staff and community have been continually dedicated to providing the best educational opportunities for every child, maintaining the rigors of Common Core, while providing a foundation in the arts.

## School Profile

Valencia Academy of the Arts provides a rigorous learning environment for a diverse student population. We believe that all children can learn through high expectations, structure and consistency of instructional program and character education. Toward this end, Valencia is at the vanguard of a number of district programs.

Valencia will continue to provide Transitional Kindergarten (TK), which is a bridge between preschool and kindergarten for children turning 5 years old between September 2, 2016 and March 2, 2017. It is a two-year program based on kindergarten standards and designed to support young five year olds. Entering TK students are provided transitional support through a variety of activities. TK provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures growth.

Valencia now offers 16 regular education classrooms and one Special Day Class (SDC) for students with mild to moderate disabilities. Our population includes English Language Learners, GATE students, and students with disabilities.

Transforming into the Visual and Performing Arts (VAPA) academy in the El Rancho Unified School District is the goal of Valencia. One choir specialist from the high school meet every morning with the Valencia students to provide choral music instruction. This year, Valencia will have a dedicated music teacher on staff to provide instrumental instruction throughout the day. In addition, this year Valencia and the El Rancho Unified School District will continue with the partnership with the prestigious Los Angeles Music Center to provide arts integration professional development for all our teachers. The Music Center will also provide arts instruction thorough their arts specialist in the areas of Visual Arts, Instrumental Music, and Choral Music. Our teachers and specialists meet at least once a month during Modified Day collaboration on Wednesdays to articulate VAPA goals and successful integration into the Common Core State Standards. This year, the focus will be integrating Theater Arts with informational text. Each grade level will have culminating activities during the school year to showcase their new skills.

Valencia has fully implemented the instructional depth and complexity of the CCSS. Modified Day collaboration is used to align curriculum to the CCSS. Utilizing the standards "cross-walk" analysis, CCSS performance task examination, and a close analysis of Depth of Knowledge inquiry and rigor, the instructional team at Valencia will be creating a pathway expand the in-depth complexity in instruction required by the new standards system.

To enhance full implementation of the CCSS, Valencia will begin using project-based learning and arts integration in the classroom. Project-based learning will allow teachers and students hands-on learning in addition to real-world experiences through in-depth

exploration.

While we are pleased to be able to provide numerous support programs and facilities, which enhance our academic curriculum such as Character Counts, PBIS, Accelerated Reader, a computer lab, and 5 chromebook carts. The talent and dedication of our wonderful teaching staff is the heart and soul of our school. Their commitment to quality instruction, professional collaboration and student-centered learning enables our students to attain the highest levels of academic success.

El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA (Beginning Teacher Support Assistance).

Parent school collaboration promotes a rich school culture based on high standards and academic excellence. Opportunities for parents to become involved throughout the year include, but are not limited to School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), PTA School Smarts, and classroom volunteers.

Valencia also provides a School-Wide Title I program designed to meet the needs of students who may need additional academic support. The Title I Program is provided through the support of an full-time Instructional Coach and enhanced small-group instruction which allows students to receive focused literacy instruction in their areas of greatest need.

Everyone associated with Valencia is immensely proud of our school. Our school has continued to work on site beautification and modernization projects. Valencia has an extensive library that houses books for the reading incentive program, Accelerated Reader. There is an internet connected computer in each classroom as well as in the modernized library media center. Students receive 54,088 instructional minutes in each school year. There are 37 modified days scheduled in each school year provided for on-going teacher professional development.

The staff has worked collaboratively to evaluate effective practices and future plans for the school. Our mission is to improve every student. We want to maximize their potential and properly prepare them for middle school and the rest of their academic career. In our school plan we have identified goals in the following areas: Language Arts, Math, English Language Development, and Parent Involvement. We strive to assist student growth not only academically, but socially as well. We create a positive environment where every student can succeed. In doing so, we are providing character education through the Character Counts! framework, Olweus Anti-bullying program, PBIS, and Project Wisdom morning messages. Simply, we want students to achieve, succeed, and be prepared for the future.

Sharing the responsibility for improvement, the district will provide technical assistance in the following areas:

- Ongoing assistance in developing, revising and implementing the school plan,
- Support in analyzing data to identify and address problems in instruction, parental involvement, professional development, and implementing the school plan,
- Professional development in implementing proven and effective strategies targeting the specific subgroups and areas that caused the school to be identified for PI and will get the school out of PI,
- Guidance in analyzing and revising the school budget to ensure the school's resources are used effectively,
- Preparation and dissemination of required PI notifications,
- Research and coordination of outside resources and support available to schools, including but not limited to state and county workshops and support provided by outside consultants and district personnel.

All Valencia staff is committed to holding high standards for every child and working with them at their individual performance level. We monitor student progress through District benchmark assessments (EADMS) at minimum once per trimester. We also implement common assessments in the area of reading every six to eight weeks as well as district benchmark assessments per trimester. The staff maintains a rigorous professional practice of grade level data analysis and on-going curriculum collaboration to ensure assessments are effectively informing and guiding classroom instruction. Students are also motivated to do their best through the use of good behavior and academic incentives. In 2015, all teachers in Grades TK through Fifth and all special education support staff, have been trained by certified personnel in the positive incentive behavior program- the Good Behavior Game which greatly enhances a positive classroom and school environment. For the 2017-2018 school year, we continue our commitment to our school motto: "Lightning Bolts Are Fully Charged!"

All federal, state and local services and programs are coordinated and integrated at Valencia as outlined throughout the following SPSA.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers were surveyed as to the needs of the staff to meet the learning needs of the students during various staff meetings. Overwhelmingly, teachers indicated a need to sustain the arts program, and were worried that it would be a "one year" program. Teachers in all grade levels expressed a need for professional development in arts integration and expressed a need for increased parental involvement. Teachers also requested more time and assistance to pacing and resources for Common Core (e.g. EngageNY)

Parents were surveyed at the School Site Council meetings as to needs and barriers to parental involvement at the school site. The majority of the parents requested more workshops pertaining to Common Core. In addition, parents overwhelmingly approved sustaining our arts program. They also expressed a concern to volunteer more at Valencia.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal will conduct daily walk-through observation of students working, PBL units, performance tasks and student work. Teachers receive both formal and informal observations as well as conferences for evaluation purposes. In addition to the formal and informal evaluation process, our leadership team will be active participants in assessing best teaching practices. The Leadership Team will identify levels of student achievement, establish goals to improve student learning, and provide periodic evidence of progress.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The following describes the multiple measures used to assess student achievement and guide classroom instruction at Valencia:

- CAASPP - This criterion reference tests aligned to the state adopted standards that describe what students should know and should be able to do at each grade level in each subject area will only be used in Grade 5 to measure standards mastery in Science. The transition to the Common Core Standards has required that a local standards based common assessment be administered at least two times in the school year in order to maintain monitoring progress toward grade level standards and this will include a transition to CCSS standards mastery measurement. Valencia Elementary will administer two school-wide CCSS ELA based writing assessments using local assessment standards based rubrics in Trimster 2 and 3. Student achievement results are reviewed at the first staff meeting and Modified Day collaboration sessions on subsequent Wednesdays. Data is used to identify areas of instructional focus and gaps in student achievement for all student and

student subgroups; socioeconomically disadvantaged students, English Learners and students with high mobility rates in attendance.

- California English Language Development (CELDT) - Measures the English Language Development of students whose primary language is a language other than English. Includes assessments in English reading, speaking and written skills. CELDT assessments are administered in the summer and fall. CELDT data is reviewed school-wide in September. Data analysis and collaboration is held each month during Valencia's bilingual teacher meetings.
- District Assessments (EADMS) - Tri-annually measure student progress on district specified state standards throughout the year. Assesses which test items that match state standards down to the specific item level. EADMS assessments in Language Arts, Reading, and Math are administered to students in grades K-5 at the end of each trimester. School-wide data analysis and grade level articulation is conducted during each subsequent trimester. Teachers also use the data to target students "at risk" and to improve instruction for all.
- English Language Development Progress Reports - Tri-annually measures English Learner progress through district ELD program unit tests toward fluent English proficiency (reclassification). The school principal or principal's designee shall be responsible for reclassifying students and submitting the Reclassification List to the Categorical Programs Office for input in the district database. The principal shall annually review the scores of all English Learners to determine if any students can be recommended for reclassification. At each school site a Reclassification Committee must be formed to determine the student's eligibility for reclassification. A letter must be sent to the parents to invite them to attend the meeting. The Reclassification Committee meets as needed to approve or deny requests for reclassification. The Reclassification Committee also meets six months after a student has been reclassified to review the academic performance of the former English Learners. (EL Handbook pp. 72-82)
- Common Assessments: Math and Reading assessments from the core program will be given to the students this year, and analyzed every six to eight weeks. Scores are used to guide teacher instruction. Grade level collaboration is provided each trimester to review results and grade level needs.
- Other Local Assessments- STAR: Each trimester students in grades 1-5 are given the STAR assessment from the AR program to assess reading comprehension levels.
- Front Row Assessments

## 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from the district benchmark assessments will be utilized by the classroom teachers in order to determine skill mastery. After each district mandated benchmark assessment, teachers will meet during the modified day activities by grade level to discuss and evaluate progress of the students meeting the grade level performance goals.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

Valencia students are instructed by highly qualified teachers. The El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA (Beginning Teacher Support Assistance) Consortium.

## 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Valencia teachers have access to the district mandated instructional materials and district-wide professional development. All teachers are fully credentialed and highly qualified. All Valencia teachers possess a CLAD, and seven teachers possess a BCLAD.

Currently, Valencia teachers are receiving training from the Music Center in arts integration. It is a year-long PD focusing on meeting outcomes in arts instruction and Common Core. In addition, all teachers will be trained by the Buck Institute (BIE) in Project Based Learning (PBL) by the end of the year.

During our modified day meetings, our staff meets and chose the following topics to cover:

\*Arts integration

\*Project Based Learning

- \*TEAL (Technology Enhanced Arts Learning)
- \*Google Classroom
- \*Close Reading Strategies
- \*Text Dependent Questions
- \*Performance Tasks
- \*ELA & Math Common Core Instructional Shifts
- \*9 ELD Instructional Shifts
- \*8 Math Practices
- \*Next Generation Science Standards for California (NGSS)
- \*Writing Strategies with a focus on each of the different text types and an integrated focus on performance tasks

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Development: All subgroups-English Learners, Economically Disadvantaged, and Latino- are at risk of not reaching the increased targets on common assessments. Mathematics and mathematical reasoning and modeling will be the area of CCSS area of focus for staff development this year.

The following staff development practices will be conducted at Valencia:

- Staff Development in arts integration through the Los Angeles Music Center
- Staff Development in arts integration and technology through Technology Enhances Arts Learning (TEAL) training through the Los Angeles Office of Education (LACOE)
- Staff Development in Project Based Learning (PBL)
- Staff Development Training in Explicit Direct Instruction, Learning Objectives with Language (LOs), and Response to Instruction (RTI)
- On-going data analysis and training to better utilize district and common assessment data
- Thinking Maps Training
- Co-teaching and Autism training for both Special Education and General Education teachers
- Transitional Kindergarten collaboration at the district and regional level
- Effective Small Group Instruction for Guided Reading and Math
- Coaching training for instructional coach
- Differentiated Instruction
- CCSS Writing rubrics for all grade levels
- Site Instructional Coach available to provide classroom demonstrations, assessment review, and student support
- District English Language Arts Curriculum Council (ELACC) and Mathematics Curriculum Council (MCC) materials and teacher representatives provide math & language arts instructional strategies, curriculum planning guidance, and data analysis support for grades TK-5 and CCSS curriculum development components.
- K-5 teachers have received training in Avenues

Staff utilizes the following strategies to modify practices and procedures:

- On-going grade level articulation during weekly modified days
- End of trimester data analysis and review of EADMS and STAR assessments
- One modified day per month for grade level scoring and articulation of assessments
- Small Group Instruction
- School-wide use of Accelerated Reader
- Explicit Direct Instruction (EDI)
- Learning Objectives with Language (LOs)
- Response to Instruction (RTI)
- Word Walls
- Writing Walls
- Step Up to Writing/Writer's Workshop Strategies
- EADMS (gr. K-5)
- Daily Math Word Problems

- Daily Math Review
- Use of Thinking Maps
- Supplemental materials in Spelling and Phonics

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Valencia the principal is available to provide additional instructional assistance and support for the teaching staff. District ELA, math, and science workshops are scheduled throughout the 2017- 2018 school year, to provide support in the core and intervention curriculum to our school site curriculum council members who tailor their training to support our staff to benefit our students at our monthly staff meetings. The district EL Resource Teacher provides ongoing instructional assistance and support for teachers in English Language Development. All general education teachers at Valencia will be trained on Project Based Learning and Arts Integration. Teachers will begin projects in each of their classrooms. Support is also provided through the Peer Assistance Review (PAR) or veteran teachers in need of guidance

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level is done twice a month during the modified day activities. Teachers are also provided sub release time to collaborate on student achievement at the end of each trimester. Leadership Teams and Curriculum Councils (ELA/Math/ELD/VAPA/NGSS) have been created and supported by the district and provided with training to bring back and implement at the site.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

To establish consistent alignment with the California State Content Standards, Valencia teachers use the following curriculum planning guides and alignment tools: standards-based report cards, lesson plans, and state-adopted core materials, such as Houghton-Mifflin Language including CCSS support/bridge materials, GoMath, Scott Foresman Social Studies, and McGraw-Hill Science. In addition, resource materials to supplement curriculum are also utilized, such as Steck-Vaughn Spelling and Phonics programs, Touch Math and Mountain Math materials. The alignment of content standards is also prevalent and in use in the areas of ELD, GATE, Social Studies, Science, and Physical Education. Houghton-Mifflin’s Support Handbooks and Avenues programs are utilized. Differentiated instructional strategies and supplemental curriculum materials are also utilized to meet the challenging needs of gifted and high-achieving students. Supplementary materials such as reference materials, math manipulatives, a literacy lab, globes, maps, computers for internet research, LCD projectors, document readers, iPads, and science equipment are also used to facilitate instructional practices.

In the area of instructional strategies, teachers are currently using Explicit Direct Instruction (EDI), Response to Instruction (RTI), Learning Objectives with Language (LOs), Writer’s Workshop strategies, Step Up to Writing strategies, sound-spelling word pattern walls, Thinking Maps, and differentiated instruction. Additionally, students are participating in Accelerated Reader web-based programs.

The program structure of Valencia includes teaming practices among grade levels, the use of state-adopted textbooks, performance-task based instruction and district achievement benchmarks to monitor growth toward standards mastery in ELA and Mathematics, report card grading, and posted CCSS standards among samples of student work within the classroom.

Valencia has also embarked on fully implementing the instructional depth and complexity of the Common Core State Standards. Modified Day collaboration is used to align curriculum and transition from the California State Standards to the CCSS. Utilizing the standards "cross-walk" analysis, CCSS performance task examination, and a close analysis of Depth of Knowledge inquiry and rigor, the instructional team at Valencia will be creating a pathway to a smooth transition to the CCSS and the expanded and in-depth complexity required by the new standards system.

Valencia has scheduled modified days every Wednesday of each month. These days are dedicated to staff development, grade level and vertical articulation as determined by on-going staff needs assessments and our SPSA goals and objectives. In addition, ERUSD is abiding by this same common modified day schedule to provide teachers the opportunity to engage in district-wide staff development opportunities. This year’s staff development focuses on arts integration through the Music Center and TEAL.

Every student is administered District Benchmark assessments each trimester. The assessments address the common core standards being taught in the areas of Language Arts, Reading, and Math. Common assessments are also administered in the area of Language Arts and Math, and analyzed every six to eight weeks.

In the 2017-2018 school year, Valencia also offers a number of expanded program components designed to contribute significantly to a foundation in student achievement. Valencia will continue to offer a Special Day Class (SDC) for student with mild to moderate disabilities. Valencia will embark in their sixth year of full-day kindergarten which allows the instructional day to offer additional opportunities for standards based instruction. Valencia is also in the fifth year of offering a Transitional Kindergarten class which will provide a foundational contribution to early kindergarten students by providing language and social learning opportunities for full day instruction. Further district support has allowed for expanded CCSS professional development for Grades TK-2 and the implementation of consistent and CCSS standards-aligned benchmark assessments district wide.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our instructional minutes are in accordance to California education Code guidelines and California Department of Education Frameworks in terms of providing students with ample language arts and math instruction. Instructional minutes meet the required allotment of 36,000 annual instructional minutes for Kindergarten, 51,400 for grades 1-3 and 54,000 for grades 4 and 5. The instructional day begins at 8:15 am and ends at 2:33 pm. Kindergarten is utilizing a full instructional day for core subject areas. Extended learning day opportunities are offered after school and include tutorial services and ELLSC, if funds are available.

Valencia adheres to the instructional minutes for reading/language arts and mathematics as required by state mandates.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention occurs in the individual classrooms after whole-class instruction by the classroom teacher. The instructional coach provides intervention strategies to targeted students in the afternoons. Teachers meet by grade level to plan and evaluate lesson scheduling to ensure the instruction of the common core standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Student Groups:

Access and availability of state adopted core and standards-based materials are provided to all Valencia subgroup populations equally, including Title 1, EL, Special Education, Migrant Education, and RFEP. Most supplemental materials are available on a daily basis unless otherwise noted.

Title 1: Valencia is a school-wide Title I school. All Title I students have access to core textbooks and practice books. They also have access to dictionaries, thesauruses, encyclopedias in hardcover and online. Instructional aides and college tutors work with identified Title I students in small groups. These students also have access to the library and the computer lab. Title I students use the following supplemental materials:

- Accelerated Reader Program (grades K-5)
- Access to AlphaSmarts (grades K-5) used on a rotating schedule
- Houghton Mifflin: CCSS Supplemental/Bridge materials
- Instructional Aides and College Tutors
- Touch Math Program (grades 1-3)
- EADMS (grades TK-5)
- Multimedia access including digital cameras (check-out system in the library)
- Internet access used both within the classroom daily and in the computer lab
- Computers and standards-based software available within the classroom and the computer lab
- Use of LCD projectors, document readers, and iPads in the classrooms

English Learners: Students are identified English Learners upon their entry to our school as outlined in the District's English

Learner Handbook. LAS and CELDT assessments are then used to determine their ELD level and program placement. Results and program options are explained to parents and they choose an instructional program. All English Language Learners have access to textbooks and practice books. They are available in all core areas in both English and Spanish, based on language needs. Qualified teachers provide instruction based on language needs in English, Spanish and English Language Development and utilize SDAIE strategies. In addition to Title 1 resources listed, EL students also receive:

- Avenues, grades K-5
- Houghton Mifflin: ELD Handbook
- Supplemental instructional support (English Language Learner Contact Teacher & Instructional Coach)
- WRITE/SOAR Institute materials
- ELLSC tutorial (grades 2-5)
- SDAIE materials
- MULTIMEDIA Visual support

Special Education: Students who have been receiving special education services will be identified through their IEP and supported accordingly. Potential students are referred to Valencia's Student Study Team which is held every Monday. The team consists of the principal, school psychologist, speech therapist, resource specialist, the SST chairperson, a general education teacher, and the parent(s). At this meeting, all possible modifications and interventions to help support the student are discussed. Grades K and Grade 1 implement co-teaching instruction in a collaboration model which coordinates Special Education and General Education instructional delivery in a differentiated mainstream setting. In addition to Title 1 and EL resources listed, Special Education students also have access to the following instructional materials/services:

- Full day instructional aide support
- RSP Instructional support
- Speech
- Adaptive P.E.
- Occupational Therapy
- Mainstreaming
- Co-Teaching( Grades K and 1)
- Houghton Mifflin: Extra Support Handbook, Leveled Readers, ELD Handbook, Reteaching
- Macmillan/McGraw-Hill: Reteaching Materials, Teacher Resource Books, Family Involvement Handbook

Migrant Education: Migrant Education students are identified through a parent survey. The survey identifies families that participate in the agricultural, fishing, and forestry industries, and move to follow job availability. All Migrant Education students have access to core textbooks and practice books, as well as materials offered to Title 1 and EL students. Valencia Elementary through ERUSD maintains a direct-services program with the Los Angeles County Office of Education in order to support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves. Data analysis of student achievement information and educational program participation ensures migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner with the program objective that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. Programs designed to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to post-secondary education or employment include credit recovery program participation, intersession science and math institute instructional opportunities, college preparation activities and dental screenings and health referrals as needed.

Additionally, professional development training is provided for instructional staff assigned to conduct supplementary instruction to migrant students. Parents are involved in the planning, implementation, evaluation of program and budget monitoring; provide parent education training to support student academic achievement.

Gifted & Talented (GATE): GATE students are identified based on District criteria, such as CST test scores, report card grades, and/or Cognitive Ability Testing. Teachers and parents can nominate students for identification. All GATE students have access to dictionaries, thesauruses, and encyclopedias in hardcover and online, the library and computer lab. GATE students have access to the following instructional practices:

- Access to Differentiated Instruction (including Challenge extensions of the curriculum and accelerated pacing)
- Houghton Mifflin: Challenge Handbook
- Field trips

Reclassified Fluent English Proficient –RFEP: Students are identified English Learners upon their entry to our school as outlined in the District’s English Learner Handbook. LAS and CELDT assessments are then used to determine their ELD level and program placement. Materials provided are the same as those provided to Title 1 and EL students.

Services for homeless students include, but are not limited to, the provision of school materials in grades K-12, school uniforms for grades K-8, transportation support for students, student services help numbers, local food bank information, instructional support and local shelter information. Under the supervision of the Director of Student Services, the Coordinator of Child Welfare and Attendance oversees services to homeless students and neglected and/or delinquent students. Children living in the district who do not reside in a permanent, fixed residence are admitted to district schools upon presentation of any of the following:

Hotel or motel receipts.

A letter from a social service agency verifying that the child lives within the district.

An affidavit from the parent/guardian stating they are homeless that the family lives within the district.

A reasonable effort is made to secure an address, phone number and medical release from the parent/guardian when a child is placed in a classroom.

Professional development in the Good Behavior Game for enhanced and positive classroom management and social skills opportunities have been implemented.

Professional Development in PBIS also implemented, and achieved the Silver Level Award for implementation.

Textbook Adoption: District core textbooks are selected based on established District criteria through District teacher committees, such as English Language Learners Contact Teachers, Math Curriculum Council, etc. Input is also given by teachers and administrators district-wide.

Assessments: Every student is administered District Benchmark assessments each trimester. The assessments address the standards being taught in the areas of Language Arts, Reading, and Math. Common assessments in the area of Language Arts and Math are also being implemented. Data analysis of these assessment results will help inform instruction throughout the year every six to eight weeks.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional textbooks and materials are aligned to the statewide standards/mandates and are SBE adopted.

### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program to enable under-performing students to meet the standards include: access to support handbooks within the core programs, access to the internet, small group instruction, teaming, the use of parent volunteers, peer tutoring, buddy reading, and supplemental instructional materials developed by the classroom teacher. In addition, the following characterizes the current status of student achievement and educational practice at Valencia:

- Accelerated Reader (AR) - District provided Accelerated Reader training through technology support staff for all teachers. These programs involve students’ personal goal setting and skill-building abilities.
- The program scheduling of Valencia includes teaming practices among grade levels, the use of state-adopted textbooks and planning guides.
- In the area of instructional practices, teachers are currently using LOLs, Writer’s Workshop, Step Up to Writing, Thinking Maps, word walls, heterogeneous and homogeneous guided reading groups, and differentiated instruction.
- Explicit Direct Instruction (EDI) - All K-5 teachers have been trained to provide more direct student instruction to increase student engagement in the classroom through the use of the following strategies: Pair-Share, random student response, whiteboards, stated and listed lesson objective.
- Response to Instruction (RTI) - Previously the site leadership team received summer training in the implementation of the RTI structure to help target the specific reading needs of all students. Training by the district support personnel, site leadership team, site instructional coach, and principal is being provided on an on-going basis to support RTI logistics, curriculum planning, data analysis, and student support.

- English Language Development - Daily classroom ELD instruction, support and textbook funding for English Learners. Avenues by Hampton-Brown is the District's adopted program for English Language Development in grades K-5. This program organizes literature and grade-level content into thematic units that all ELD teachers can integrate into their curriculum. Students will also be provided with opportunities to refine their California Standards and emphasize the development of listening, spelling, reading, and writing skills using SDAIE strategies.
- District Benchmark and Common Assessments – All K-5 teachers have been trained in administering and evaluating reading assessments. This data is used to identify students “at risk” and to develop homogeneous groups for language arts instruction. Support is provided in terms of a site instructional coach and grade level articulation during modified days.
- Student Study Team (SST) - Students “at risk” are referred to Valencia’s Student Study Team which meets every Monday afternoon. The team consists of the principal, school psychologist, speech therapist, resource specialist, the SST chairperson, a general education teacher, and the parent(s). At this meeting, goals, modifications and interventions to help support the student are discussed. An additional meeting is held to review the progress of the student. If necessary, the student is also referred for special education services testing.
- Character Education - All K-5 teachers have been trained in the Character Counts! Frameworks and Olweus Anti-Bullying Program for further development of social expectations of our students.

Co-teaching pilot program for general education and special education students. Training in 2014 included full certification and implementation of the Good Behavior Game; a scientifically research based program which strengthens classroom management and social skills for students which will facilitate collaborative learning practices required by CCSS performance tasks and assessments.

#### 14. Research-based educational practices to raise student achievement

All educational practices utilized at Valencia to raise student achievement are research-based. In the 2015-2016 school year, Valencia implemented an arts integration model that ties the CCSS with the VAPA standards. Studies have shown that English Language Learners (EL) involved in an arts integration program have demonstrated increase in language literacy. In addition, students with disabilities involved in the arts have demonstrated an increase in finding appropriate ways to communicate, increase in self-esteem, and support academic achievement and cognition across subjects.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Valencia faculty feels strongly that parent involvement can increase student performance. We have begun to explore ways to also make community connections by individuals at the site contacting local businesses. Plans to increase involvement have also been made. Opportunities include:

- School Site Council (SSC): SSC meets six times per year and is instrumental in providing input to and approval of student programs, parent education, school improvements, and school spending.
- Recreation & Education Accelerating Children’s Hopes (REACH): REACH provides a safe and enriching environment during the after school hours between 2:30 – 6:00 p.m. for Valencia students.
- English Learner’s Advisory Council (ELAC): ELAC meets with Valencia’s SSC, and provides input to and approval of student programs, parent education, school improvements, and school spending in regards to our English Learners.
- Community Partnerships
- District Advisory Council (DAC): A School Site Council representative attends DAC meetings. Information received is then shared with parents at SSC.
- Parent Teachers Association (PTA): PTA meetings are held every second Tuesday of the month. PTA members support school programs, student assemblies and field trips, and beautification projects.
- District EL Advisory Council (DELAC): ELAC representative attends DELAC meetings. Information received is then shared with parents at SSC.
- Public Library: Valencia fifth grade students visit the public library each month to update lending cards and to check out materials for research.
- SARB & SART: These programs monitor student attendance which is key to successful academic performance.
- STAR Program: Deputy Alvarado from the Sheriff’s Department meets with the fifth graders each month to conduct anti-

drug and self-esteem lessons.

- Student Success Team (SST) : Students “at risk” are referred to Valencia’s Student Study Team which is held every Monday afternoon. The team consists of the principal, school psychologist, speech therapist, resource specialist, the SST chairperson, a general education teacher, and the parent(s). At this meeting, all possible modifications and interventions to help support the student are discussed. If necessary, the student is also referred for special education services testing.
- Parent Workshops: Parent workshops are offered during the school year in the areas of Reading and Math. These workshops provide parents with the skills and resources to support their student’s learning.
- Inter-community Guidance Center/ALMA/EMHI: These resources are made available to students in need of counseling and play therapy.
- College Tutors also provide significant instructional support for all grade levels.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is involved with the planning, implementation and evaluation of the SPSA.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by the categorical funds to enable under-performing students to meet the standards include the following:

- Accelerated Reader (AR) - This program involve students’ personal goal setting and skill-building abilities. Additional Accelerated Reader books and quizzes are funded through Title 1.
- English Learner Literacy Support Class (ELLSC) - English Learners who are struggling in the area of ELD in Grades 1-5 are invited to attend the after school ELLSC program. Additional spelling and phonics intervention is provided.
- Intervention programs (After school) -Valencia students that are underperforming also have the opportunity to participate in the following after school tutorials: Reading Intervention (grades 2-5) which are funded through Title 1 (if funds are available).
- Tutors - College tutors are available to assist “at risk” students twice per week and are funded through Title 1 funds.
- Clerical Support - Utilized to provide data analysis support, parent assistance with Student Success Team meetings, and to conference with students and parents regarding the importance of school attendance for academic achievement.
- Teacher collaboration for curriculum alignment, instructional planning and data analysis of common assessments and district benchmark results in ELA and Mathematics.

18. Fiscal support (EPC)

Title I, Title I Parent Involvement, and Base funds are utilized to support the instructional programs at Valencia.

## Description of Barriers and Related School Goals

A survey of teacher input indicates the major obstacle to meeting goal targets continues to be time, technology opportunities, curriculum and data-analysis collaboration of additional instructional supplemental supplies. Parent input gathered from SSC and PTA meetings indicates a need for expanded information for parents to further support their child's achievement in the home.

Valencia has many school, district and community barriers that may affect improvement in students' achievement. While Valencia's staff, families, and students work hard at student achievement, there are certainly ways to increase achievement. We have begun to make community connections and increase parent participation at school wide events. The processes through which these barriers have been determined include a comparison of past and present event attendance, surveys from teachers, parents, and students in regard to on-going needs, and input from parents, teachers, and students. Parent input has also been gathered from SSC and PTA meetings. Although there is a desire to increase student achievement, the following have been identified as barriers:

- Need for more parental participation and support knowledge of school expectations and school practices
- Need for more CCSS workshops for parents to aid with helping their children at home.
- Need for on-going training for all instructional aides on instructional strategies.
- Need for consistent access for effective interventions offered to under-performing students.
- Need for quicker "turn-around time" for benchmark results.
- Purchase of online diagnostic assessments to gear instruction.
- Limited amount of grade level articulation time to discuss curriculum and further data analysis/desegregation.
- Need for more staff development opportunities in the areas of ELD, math, writing and differentiated instruction.
- Need for more technology instruction integration professional development for teachers and staff.
- Limited opportunities to experience real world experiences that relate to standards (currently only 1 field trip per year per class).
- Limited district time for teachers to meet with parents.

Homework support, after-school Targeted Intervention Program, Common Core information to parents, expanding the role of technology, and developing an arts integrated curriculum are all school goals.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	70	87	66	69	87	66	69	87	100.0	98.6	100
Grade 4	68	63	71	68	63	70	68	63	70	100.0	100	98.6
Grade 5	60	68	64	60	67	63	60	67	63	100.0	98.5	98.4
All Grades	194	201	222	194	199	220	194	199	220	100.0	99	99.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2374.2	2394.0	2406.5	5	12	16.09	20	19	25.29	29	32	28.74	47	38	29.89
Grade 4	2454.4	2430.2	2444.1	16	13	20.00	26	21	14.29	24	19	24.29	34	48	41.43
Grade 5	2446.7	2482.7	2479.7	7	10	1.59	20	27	39.68	32	33	30.16	42	30	28.57
All Grades	N/A	N/A	N/A	9	12	13.18	22	22	25.91	28	28	27.73	41	38	33.18

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	6	13	17.24	45	45	39.08	48	42	43.68	
Grade 4	15	10	18.57	53	44	44.29	32	46	37.14	
Grade 5	3	9	12.70	38	51	55.56	58	40	31.75	
All Grades	8	11	16.36	46	47	45.45	46	43	38.18	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	12	17.24	39	45	51.72	53	43	31.03
Grade 4	28	16	21.43	46	49	48.57	26	35	30.00
Grade 5	12	18	17.46	48	57	61.90	40	25	20.63
All Grades	16	15	18.64	44	50	53.64	40	35	27.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	11.49	67	68	72.41	27	25	16.09
Grade 4	13	5	8.57	69	76	60.00	18	19	31.43
Grade 5	2	9	7.94	57	73	66.67	42	18	25.40
All Grades	7	7	9.55	64	72	66.82	28	21	23.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	14	19.54	53	59	57.47	39	26	22.99
Grade 4	12	13	17.14	47	56	57.14	19	32	25.71
Grade 5	13	18	6.35	62	64	71.43	25	18	22.22
All Grades	11	15	15.00	54	60	61.36	28	25	23.64

**Conclusions based on this data:**

1. 67% of students exceeded, met, or nearly met the CAASPP standards for ELA
2. Students scored highest on the Listening (76%) and Research and Inquiry (76%) standards
3. Teachers need to focus on improving student achievement in the areas of Reading (62%) and Writing (72%)

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	70	87	66	69	87	66	69	87	100.0	98.6	100
Grade 4	68	63	71	68	63	71	68	63	71	100.0	100	100
Grade 5	60	68	64	60	67	64	60	67	64	100.0	98.5	100
All Grades	194	201	222	194	199	222	194	199	222	100.0	99	100

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.7	2391.2	2429.4	2	3	16.09	18	22	32.18	27	33	31.03	53	42	20.69
Grade 4	2446.0	2428.6	2454.5	4	5	12.68	34	14	23.94	35	40	22.54	26	41	40.85
Grade 5	2435.7	2450.9	2449.1	2	4	3.13	8	10	10.94	33	37	26.56	57	48	59.38
All Grades	N/A	N/A	N/A	3	4	11.26	21	16	23.42	32	37	27.03	45	44	38.29

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	6	10	35.63	27	39	39.08	67	51	25.29	
Grade 4	12	8	21.13	44	30	32.39	44	62	46.48	
Grade 5	2	6	4.69	33	30	21.88	65	64	73.44	
All Grades	7	8	22.07	35	33	31.98	58	59	45.95	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	9	18.39	39	48	51.72	56	43	29.89
Grade 4	15	5	12.68	51	48	42.25	34	48	45.07
Grade 5	3	7	7.81	35	31	37.50	62	61	54.69
All Grades	8	7	13.51	42	42	44.59	50	51	41.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	7	22.99	50	55	59.77	45	38	17.24
Grade 4	10	5	23.94	56	41	30.99	34	54	45.07
Grade 5	2	3	4.69	25	37	48.44	73	60	46.88
All Grades	6	5	18.02	44	45	47.30	50	50	34.68

**Conclusions based on this data:**

1. 62% of students exceeded, met, or nearly met the CAASPP standards for Math
2. Students scored highest on Problem Solving (58%) and Communicating Reasoning (65%)
3. Teachers need to focus on increasing student achievement in math in the areas of Concept & Procedures (54%)

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	***		13	***		25		75	50			13	***	25	
<b>1</b>	6	7	24	22	34	29	47	38	29	22	10	6	3	10	12
<b>2</b>		3	4	44	33	35	32	33	43	20	20	17	4	10	
<b>3</b>	4	5	4	21	21	39	46	53	22	25	16	30	4	5	4
<b>4</b>		15	20	50	25	15	33	55	55	8	5	10	8		
<b>5</b>	38	20	24	25	40	59	25	40	18	6			6		
<b>Total</b>	9	8	14	30	29	34	38	45	35	18	11	14	5	7	3

#### Conclusions based on this data:

1. 83% of students are scoring intermediate or above
2. 5th grade students are making the most progress based on the data above
3. 3rd grade have the highest number (34%) of students scoring at beginning and early intermediate

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	2			7	3		16	38		40	26		35	32	
<b>1</b>	6	7		21	34		45	38		21	10		6	10	
<b>2</b>		3		42	31		35	31		19	19		4	16	
<b>3</b>	4	5		21	21		46	53		25	16		4	5	
<b>4</b>		15		50	25		36	55		7	5		7		
<b>5</b>	38	20		25	40		25	40		6			6		
<b>Total</b>	6	7		24	24		33	41		24	15		13	13	

#### Conclusions based on this data:

1. 72% of students are scoring intermediate or above.
2. 4th and 5th grade students are making the most progress based on the data above.
3. Kindergarten has the highest number (58%) of students scoring at beginning and early intermediate.

**LCFF State Priorities Snapshot**

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English-Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
<b>SCHOOL GOAL #1:</b>
Students in grades TK through Grade 5 will have a minimum of 5% grade-level average growth on the district standards-based English-Language Arts assessment (grades TK-2) and by CAASPP summative assessments (grades 3-5) by June 2018.
<b>Data Used to Form this Goal:</b>
1) Trimester District CCSS Assessment Results (EADMS) Other calibrating measures: 2) Site Common Assessments 3) Accelerated Reader Student Summary Reports 4) STAR Diagnostic Reports 5) CAASPP data
<b>Findings from the Analysis of this Data:</b>
Based on the CAASPP results of 2016: *12% of 3rd graders exceeded the standards, and 19% met the standards in ELA *13% of 4th graders exceeded the standards, and 21% met the standards in ELA *10% of 5th graders exceeded the standards, and 27% met the standards in ELA *Overall, 34% of 3-5 graders met or exceeded the standards in ELA
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing progress toward goal objectives will be measured by: 1) Trimester District CCSS Assessments (EADMS) Other calibrating measures: 2) Site Common Assessments 3) Accelerated Reader Student Summary Reports 4) STAR Diagnostic Reports 5) CAASPP data 6) Front Row assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Accelerated Reader (AR)</p> <ul style="list-style-type: none"> <li>• Coordinate teacher training on expanded use and best practices for AR</li> <li>• Inventory current AR book supply</li> <li>• Purchase additional AR books and quizzes</li> <li>• Purchase ink for all laser and classroom printers</li> <li>• Purchase paper for AR reports</li> <li>• Purchase new computers for library and one per classroom</li> </ul> <p>2. College Tutors</p> <ul style="list-style-type: none"> <li>• Post and hire college tutors from surrounding college campuses</li> <li>• Submit personnel requisitions</li> <li>• Assign to targeted classrooms based on student needs</li> </ul> <p>3. Data Analysis Meetings (Individual and Grade Level)</p> <ul style="list-style-type: none"> <li>• Calendar meeting dates</li> <li>• Schedule and order substitutes for teacher release</li> <li>• Develop data analysis and articulation forms</li> </ul> <p>4. Supplementary Instructional Materials</p> <ul style="list-style-type: none"> <li>• Purchase "Words I Know" resource books</li> <li>• Purchase updated dictionaries and thesaurus</li> <li>• Allocate additional copies and paper for teacher supplementary resource materials for EADMS assessments</li> <li>• Provide funding CCSS support materials</li> </ul>	August 16, 2017 - June 6, 2018	Principal Leadership Team Library Media Technician Secretary Teachers Instructional Aides College Tutors	College Tutors	2000-2999: Classified Personnel Salaries	Title I	9533.67
			Supplies, Books, and Technology	4000-4999: Books And Supplies	Title I	3666.67

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Provide funding for tutorial supplementary supplies</li> <li>Purchase any additional supplementary instructional materials for the classroom</li> </ul> 5. Clerical Support - Develop and provide data analysis reports, communicate with parents re: attendance issues, function as a parent liaison during SST meetings. 6. Purchase of technology for student use 7. Purchase of after school intervention materials 8. Purchase of adaptive diagnostic software to measure and inform curricular decisions						
1. Teacher Release Time <ul style="list-style-type: none"> <li>Each grade level will be assigned release time for collaboration/planning, CCSS Performance Task development and Data Analysis</li> <li>Submit substitute requests.</li> </ul>	August 16, 2017 - June 6, 2018	Principal Digital Learning Coach Leadership Team Teachers Secretary	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1000
Leadership Team extra-duty assignments to Support low-achieving students <ol style="list-style-type: none"> <li>Principal schedules meetings on a monthly basis.</li> <li>Members develop the agenda.</li> <li>The agenda includes implementation of SPSA goals, decision making related to grade level data, student achievement, the needs of low</li> </ol>	August 16, 2017 - June 6, 2018	Principal Leadership Team	Teacher extra-duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
performing students and research based instructional strategies						
<p>Arts Integration Professional Development</p> <p>1. Teachers will receive Professional development in arts integration through the Music Center</p> <p>2. Teachers will develop lessons that integrates the rigors of the CCSS to arts outcomes</p> <p>3. Students will have opportunities to showcase work through PBL lessons or school events.</p>	August 17, 2016 - June 6, 2017	Principal Leadership Team Teachers	Contracts	5000-5999: Services And Other Operating Expenditures	Title I	1783.30
<p>After School Targeted Intervention</p> <p>1. List students scoring at the strategic and intensive levels on formative test and Houghton Mifflin tests, grades 1st - 5th</p> <p>2. Develop a schedule to provide extended day services after school.</p>	August 16, 2017 - June 6, 2018	Principal Teachers	After-School Tutoring, Teacher extra-duty	1000-1999: Certificated Personnel Salaries	Title I	3120.55

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
<b>SCHOOL GOAL #2:</b>
Students in grades TK through Grade 5 will have a minimum of 5% grade-level average growth on the district standards-based Mathematics assessment (grades TK-2) and by CAASPP summative assessments (grades 3-5) by June 2018.
<b>Data Used to Form this Goal:</b>
1) Trimester District Assessment Results (EADMS) 2) Macmillan/McGraw-Hill Unit Tests Results 3) CAASPP data
<b>Findings from the Analysis of this Data:</b>
Based on the CAASPP results of 2016: *3% of 3rd graders exceeded the standards, and 22% met the standards in Mathematics *5% of 4th graders exceeded the standards, and 14% met the standards in Mathematics *4% of 5th graders exceeded the standards, and 10% met the standards in Mathematics *Overall, 19.3% of 3-5 graders met or exceeded the standards in Mathematics
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing progress toward goal objectives will be measured by: 1) Trimester District Assessments (EADMS) 2) GoMath assessments 3) CAASPP data 4) Front Row assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. College Tutors <ul style="list-style-type: none"> <li>Post and hire college tutors from surrounding college campuses</li> <li>Submit personnel requisitions</li> <li>Assign to targeted classrooms based on student needs</li> </ul>	August 16, 2017 - June 6, 2018	Principal Leadership Team Library Media Technician Secretary Teachers Instructional Aides College Tutors	College Tutors	2000-2999: Classified Personnel Salaries	Title I	9533.67
2. Data Analysis Meetings (Individual and Grade Level) <ul style="list-style-type: none"> <li>Calendar meeting dates</li> <li>Schedule and order substitutes for teacher release</li> <li>Develop data analysis and articulation forms</li> </ul>			Supplies, Books, and Technology	4000-4999: Books And Supplies	Title I	3666.67
3. Supplementary Instructional Materials <ul style="list-style-type: none"> <li>Purchase additional math manipulatives</li> <li>Purchase Math journals</li> <li>Allocate additional copies and paper for supplementary teacher materials, such as EADMS assessments</li> <li>Provide funding for print production of support materials, such as Daily Word Problem, and Touch Math activities</li> <li>Provide funding for tutorial supplementary supplies</li> <li>Purchase any additional CCSS supplementary instructional materials for the classroom</li> <li>Provide additional Professional Development in math strategies (Word Problems)</li> </ul>						
4. Purchase of technology for student use						
5. Purchase of after school intervention materials						
6. Purchase of adaptive diagnostic software to measure and inform						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curricular decisions						
<p>1. Staff Development in arts integration with math</p> <ul style="list-style-type: none"> <li>• Provide for any necessary sub release time</li> </ul> <p>2. Teacher Release Time</p> <ul style="list-style-type: none"> <li>• Each grade level will be provided release time for cognitive math planning and data analysis</li> <li>• Submit substitute requests</li> </ul>	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers Secretary	Substitute Release	1000-1999: Certificated Personnel Salaries	Title I	1000
<p>Leadership Team extra-duty assignments to Support low-achieving students</p> <p>1. Principal schedules meetings on a monthly basis.</p> <p>2. Members develop the agenda.</p> <p>3. The agenda includes implementation of SPSA goals, decision making related to grade level data, student achievement, the needs of low performing students and research based instructional strategies</p>	August 17, 2016 - June 6, 2017	Principal Leadership Team	Teacher extra-duty			
<p>Arts Integration Professional Development</p> <p>1. Teachers will receive Professional development in arts integration through the Music Center</p> <p>2. Teachers will develop lessons that integrates the rigors of the CCSS to arts outcomes</p> <p>3. Students will have opportunities to showcase work through PBL lessons or school events.</p>	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers		5000-5999: Services And Other Operating Expenditures	Title I	1783.3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Targeted Intervention  1. List students scoring at the strategic and intensive levels on formative tests, grades 1st - 5th 2. Develop a schedule to provide extended day services after school.	August 17, 2016 - June 6, 2017	Principal Teachers	After School Program, Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	3120.55

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
<b>SCHOOL GOAL #3:</b>
Valencia will increase the school-wide CELDT Proficiency Growth percentage by 5% as measured by annual CELDT assessment.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"> <li>1) Trimester District Assessments results (EADMS)</li> <li>2) Grades K-5: Avenues Assessment results</li> <li>3) CELDT Standardized Assessment results</li> <li>4) Common Assessment results</li> </ol>
<b>Findings from the Analysis of this Data:</b>
1st, 2nd, and 3rd grades have the highest number of students scoring at beginning and early intermediate.
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Ongoing progress toward goal objectives will be measured by:</p> <ol style="list-style-type: none"> <li>1) Trimester District Assessments (EADMS)</li> <li>2) Grades K-5: Avenues Assessments</li> <li>3) CELDT Standardized Assessments</li> <li>4) Common Assessments</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Accelerated Reader (AR) <ul style="list-style-type: none"> <li>• Purchase additional AR books and quizzes in English and Spanish</li> <li>• Purchase ink for all laser and classroom printers</li> </ul>	August 16, 2017 - June 6, 2018	Principal Leadership Team Library Media Technician Secretary Teachers	College Tutors	2000-2999: Classified Personnel Salaries	Title I	9533.67
			Supplies, Books, and Technology	4000-4999: Books And Supplies	Title I	3666.67

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. After School Tutoring - ELLSC</p> <ul style="list-style-type: none"> <li>Obtain teaching staff</li> <li>Submit board item request for approval</li> <li>Plan and order program materials</li> <li>Select targeted students based on CELDT performance</li> <li>Determine pre- and post-tests.</li> <li>Send home permission slips for program attendance</li> <li>Maintain student attendance records</li> <li>Provide information and staff development regarding supporting English Learner subgroup</li> </ul> <p>3. College Tutors</p> <ul style="list-style-type: none"> <li>Submit personnel requisitions</li> <li>Assign to targeted classrooms based EL student needs</li> </ul> <p>4. Data Analysis Meetings</p> <ul style="list-style-type: none"> <li>Calendar meeting dates</li> <li>Coordinate Instructional Coach support</li> <li>Develop data analysis and articulation forms to support ELLs</li> </ul> <p>5. Supplementary Instructional Materials</p> <ul style="list-style-type: none"> <li>Purchase Steck-Vaughn Spelling and phonics supplementary materials</li> <li>Purchase Picture Dictionaries</li> <li>Purchase English on Command resource materials</li> <li>Allocate additional copies for teacher materials</li> <li>Provide funding for tutorial</li> </ul>		Instructional Aides College Tutors	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supplementary supplies</p> <ul style="list-style-type: none"> <li>• Purchase and additional supplementary instructional materials for the classroom</li> </ul> <p>6. Clerical Support - Develop and provide data analysis reports, communicate with parents re: attendance issues, function as a parent liaison during SST meetings.</p> <p>7. Participation in English Language Learners Contact Teachers Council Coordinate Instructional Coach support Select site designee Coordination ELLCT participation on Modified Day agendas</p> <p>8. Participation in Math Curriculum Council</p> <ul style="list-style-type: none"> <li>• Coordinate Instructional Coach support</li> <li>• Select site designee</li> <li>• Coordinate MCC participation on Modified Day Agendas</li> </ul> <p>9. Common Core Training Coach provides training at staff meetings Collaboration between schools Sub release time for grade level collaboration</p> <p>10. Purchase of Technology for student use</p> <p>11. Purchase of after school intervention materials</p> <p>12. Purchase of adaptive diagnostic software to measure and inform curricular decisions</p>						
Leadership Team extra-duty assignments to Support low-achieving EL students	August 16, 2017 - June 6, 2018	Principal Leadership Team	Teacher stipends, Extra Duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Principal schedules meetings on a monthly basis. 2. Members develop the agenda. 3. The agenda includes implementation of SPSA goals, decision making related to grade level data, student achievement, the needs of low performing students and research based instructional strategies						
1. Staff Development in Research-Based Strategies, such as Vocabulary Development, Step Up to Writing, and Thinking Maps, as well as update Avenues training offered by District <ul style="list-style-type: none"> <li>• Schedule training dates</li> <li>• Obtain consultant agreements</li> <li>• Submit Board Item Requests</li> <li>• Purchase required training materials</li> <li>• Provide for any necessary sub release time</li> </ul>	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers Secretary				
<b>Arts Integration Professional Development</b>  1. Teachers will receive Professional development in arts integration through the Music Center 2. Teachers will develop lessons that integrates the rigors of the CCSS to arts outcomes 3. Students will have opportunities to showcase work through PBL lessons or school events.	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers		5000-5999: Services And Other Operating Expenditures	Title I	1783.30

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Targeted Intervention  1. List students scoring at the strategic and intensive levels on formative test and Houghton Mifflin tests, grades 1st - 5th 2. Develop a schedule to provide extended day services after school.	August 16, 2017 - June 6, 2018	Principal Teachers	After School Program, Teacher Extra-Duty	1000-1999: Certificated Personnel Salaries	Title I	3120.55

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Safe and Productive 21st Century Learning</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
<b>SCHOOL GOAL #4:</b>
Valencia Academy of the Arts will provide an engaging, innovative, and safe learning environment
<b>Data Used to Form this Goal:</b>
1) Attendance data 2) Olweus Survey data 3) CHKS Survey data 4) Teacher/Administrator observations
<b>Findings from the Analysis of this Data:</b>
Attendance rates have increased, as well as parent participation in school events. According to the Olweus survey in 2014, the percentage of girls and boys who have been bullied "2-3 times a month" or more increased by 5%. Whereas the percentage of 5th grade girls and boys who have been bullied "2-3 times a month" decreased by 5%. In the California Healthy Kids Survey, there has been a steady decrease of respondents that indicated yes to "Do you feel safe at school?" (from 74% in 2009 to 59% in 2014).
<b>How the School will Evaluate the Progress of this Goal:</b>
1) Attendance data 2) Olweus Survey data 3) CHKS Survey data 4) Teacher/Administrator observations 5) Student participation in VAPA events (e.g. Dia de los Muertos, Holiday Program, Spring Carnival) 6) PBIS SWIS Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Professional Development Program where school develops clear	August 17, 2016 - June 6, 2017	Principal Digital Learning Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
expectations for students, teach/reinforce rules, and reward good behavior.		Teacher Liaison Designee Leadership Team Secretary/Clerk Teachers Parent Leaders Support staff Custodial staff Noon supervisors				
Olweus Anti-Bullying Program  Program where teachers teach the 4 rules of bullying, and conduct classroom meetings to have open dialogue on bullying instances.	August 17, 2016 - June 6, 2017	Principal Digital Learning Coach Leadership Team Teachers Secretary Inst. Aides Noon Supervisors				
Character Counts  District/community wide program that encourages and promotes the six pillars of character: Trustworthiness, Respect, Responsibility Fairness, Citizenship, and Caring	August 17, 2016 - June 6, 2017	Principal Instructional Coach Leadership Team Teachers Secretary Inst. Aides Noon Supervisors				

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parental Involvement</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
<b>SCHOOL GOAL #5:</b>
To increase parent involvement in the academic program of their child and through other parent involvement activities 5% by June 2016.
<b>Data Used to Form this Goal:</b>
Student subgroup achievement data on statewide and local assessments: <ul style="list-style-type: none"><li>• Teleparent</li><li>• EADMS Benchmark Assessments</li><li>• Writing Samples/Core Program Assessments</li></ul> * Parent email notification from Accelerated Reader
<b>Findings from the Analysis of this Data:</b>
Attendance at the various activities and/or meetings has increased as per the sign in sheets.

**How the School will Evaluate the Progress of this Goal:**

Ongoing progress toward goal objectives will be measured by:

- Back-to-School sign-in sheets
- Copies of classroom Back-to-School presentations
- Sign-in sheets at SSC/ELAC meetings
- Sign in sheets at PTA meetings and activities.
- Sign-in sheets at trimester parent workshops
- Signed parent-school compacts
- SST documentation of parent attendance
- School-wide system for monitoring and recognizing parent volunteer hours
- Annual parent recognition tea participation
- Online calendar for school-wide events
- Posting of SSC & ELAC meetings
- Monthly school calendars
- Sign in sheets for Parent Conferences
- Sign in sheets for Open House

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. School Parent Involvement Policy <ul style="list-style-type: none"> <li>• Develop vision and mission statement</li> <li>• Seek input from all stakeholders</li> <li>• Disseminate to all groups</li> <li>• Post in office</li> </ul>	August 16, 2017 - June 6, 2018	Principal Teacher Liaison Designee Leadership Team Secretary/Clerk Teachers Parent Leaders	Certificated salaries for parent workshops	1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
2. School-Parent-Student Compact <ul style="list-style-type: none"> <li>• Update</li> <li>• Order copies in English and Spanish</li> <li>• Review and sign during Spring of school year</li> <li>• File in student cum folder</li> </ul>			Subs, release time for teachers to prepare for parent activities	1000-1999: Certificated Personnel Salaries	LCFF - Base	248.00
3. Monthly Calendars/Trimester Newsletters (Online via school website) <ul style="list-style-type: none"> <li>• Include all pertinent school events, meetings, gatherings, etc.</li> <li>• Provide information in English</li> </ul>			Supplies	4000-4999: Books And Supplies	LCFF - Base	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and Spanish</p> <p>4. Student Study Team</p> <ul style="list-style-type: none"> <li>Assemble team (chairperson, administrator, teacher, special ed team)</li> <li>Provide parents ample notice of meeting time</li> <li>Provide parents with intervention strategies, resources, and copies of action plan</li> <li>Have parents sign action plan as evidence of their agreement and key role in plan</li> </ul> <p>5. School/Classroom Website Development</p> <ul style="list-style-type: none"> <li>Assign Digital Learning Coach to update plan</li> <li>Schedule a modified day to develop classroom webpages</li> </ul> <p>6. TeleParent Notification System</p> <ul style="list-style-type: none"> <li>Provide staff development training in program use, emphasizing program as a positive reinforcement tool for home/school communication</li> </ul> <p>7. Translation Services</p> <ul style="list-style-type: none"> <li>Arrange with bilingual secretary</li> </ul> <p>8. Parental Organization Opportunities- PTA, SSC, ELAC</p> <ul style="list-style-type: none"> <li>Seek parent input through survey opportunities</li> <li>Establish set meeting dates</li> <li>Send out reminder notices for meetings</li> <li>Establish parent phone tree to invite additional members</li> </ul> <p>9. Develop School Parent Handbook</p> <p>10. Establish a Parental Liaison designee teacher(s) committee</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Coordinate Parent Trainings						
<p>1. Parental Involvement Opportunities – PTA, SSC, ELAC</p> <ul style="list-style-type: none"> <li>• Seek parent input through survey opportunities</li> <li>• Establish set meeting dates</li> <li>• Provide a variety of times for meetings</li> <li>• Send out reminder notices for meetings</li> <li>• Establish parent phone tree to invite additional members</li> </ul> <p>2. Parent Education Workshops in Accelerated Reader, Sound Spelling Cards, Math Problem Solving Skills, How Parents Can assist with Homework, Partners for Print, Reading Fluency and Educational Activities for the Summer Months</p> <ul style="list-style-type: none"> <li>• Seek service provider/grade level teams</li> <li>• Schedule dates</li> <li>• Submit board item request</li> <li>• Distribute fliers for events</li> <li>• Conduct follow-up evaluation</li> </ul> <p>3. Workshops for Parents</p> <ul style="list-style-type: none"> <li>• Digital learning</li> <li>• Common Core workshops</li> </ul>	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers Secretary	<p>Certificated salaries for parent workshop</p> <p>Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	LCFF - Base	<p>100.00</p> <p>100.00</p>

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Learning Options Beyond the Core Program</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will provide differentiated learning options for students above and beyond the core program.
<b>SCHOOL GOAL #6:</b>
As teachers and specialists develop “artful thinking” among our students, establish academic rigor through and in the Arts with the CCSS, engage the community through student public presentations, and build character among our students, Valencia will achieve the following outcomes: 1) Equitable access to the arts, 2) Development of creative and cognitive skills through the Arts, and 3) become conscientious global scholars with a foundation in the Arts.
<b>Data Used to Form this Goal:</b>
1) Teacher surveys 2) Input from PTA and SSC 3) Parent/Community input 4) Name Change Committee input 5) LCAP surveys
<b>Findings from the Analysis of this Data:</b>
Parents, students, community, and staff agree that more arts programs need to be available for all students. Discussions in SSC, PTA, ASB and staff meetings agree. In the summer of 2015, Valencia requested name to be changed to Valencia Academy of the Arts in response to the data.
<b>How the School will Evaluate the Progress of this Goal:</b>
1) Teacher survey data 2) Music Center survey data 3) TEAL evaluation protocols 4) Student work 5) Performances during school events 6) Arts specialists formative and summative assessments consistent with the California VAPA standards 7) Through the PBL "critical friends" protocol to reflect and critique their learning 8) General ed teachers in collaboration with specialists developed exit tickets to further reflect student learning and use as a formative assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Arts Instruction During the Instructional Day</p> <p>The instructional program, based on David Coleman’s Guiding Principles for the Arts, includes:</p> <ul style="list-style-type: none"> <li>Instrumental Music: Violin, recorder, ukulele. Students learn basic music theory, sight read and cursory knowledge of key composers.</li> <li>Choral Music: Students learn grade appropriate elements regarding vocal music, such as solfege, sight reading, tone, pitch, and harmony.</li> <li>Visual Arts: Students learn color theory, major artists, and use different media.</li> </ul>	August 16, 2017 - June 6, 2018	Principal Teachers Digital Learning Coach Arts Specialists				
<p>Technology Enhanced Arts Learning (TEAL)</p> <p>A blended train-the-trainer model on the fundamentals of arts integration in the classroom.</p>	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers Digital Learning Coach				
<p>Arts Integration Professional Development</p> <ol style="list-style-type: none"> <li>Teachers will receive Professional development in arts integration through the Music Center</li> <li>Teachers will develop lessons that integrates the rigors of the CCSS to arts outcomes</li> <li>Students will have opportunities to showcase work through PBL lessons</li> </ol>	August 16, 2017 - June 6, 2018	Principal Leadership Team Teachers Digital Learning Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
or school events.						



## El Rancho Unified School District

### Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the Valencia Academy of the Arts School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. <b>Scientifically-based research:</b> Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	4,8,14,32,36
X	2. <b>Successful Policies &amp; Practices:</b> Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	3,4,8,10
X	3. <b>Professional Development (PD):</b>	
X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	27,28,31,32
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	4,6,8,13
X	Meets the requirement for professional development activities under section 1119	8
X	Is provided in a manner that affords increased opportunity for participating in that professional development	17
X	4. <b>10% Title I Reservation:</b> Specify how the funds described above in (3) will be used to remove the school from school improvement status.	3
X	5. <b>Specific Annual, Measurable Objectives:</b> Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	25
X	6. <b>Parent Notification:</b> Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	4
X	7. <b>Shared Responsibility for Improvement:</b> Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	3,4
X	8. <b>Parent Involvement:</b> Include strategies to promote effective parental involvement in the school.	37,38,40,41

X	9. <b>Extended Learning:</b> Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	3,5
X	10. <b>Incorporation of a teacher mentoring program:</b> Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	28



## El Rancho Unified School District

### Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Valencia Academy of the Arts School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components	SPSA Reference Page(s)	
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	4,5,6
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</li> <li>▪ use effective methods and instructional strategies that are based on scientifically based research that –               <ol style="list-style-type: none"> <li>1. strengthen the core academic program;</li> <li>2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day;</li> <li>3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)</li> </ol> </li> <li>▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children</li> </ul>	25-36
X	3. Instruction by highly qualified teachers	7
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	8
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	3,4
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	37-41
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	3
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	6,7
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	10
X	10. Coordination and integration of federal, state, and local services and programs	3

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	47,489	-9,823.57
LCFF - Base	46380	45,332.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	1,048.00
Title I	57,312.57

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	13,209.65
2000-2999: Classified Personnel Salaries	28,601.01
4000-4999: Books And Supplies	11,200.01
5000-5999: Services And Other Operating Expenditures	5,349.90

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	848.00
4000-4999: Books And Supplies	LCFF - Base	200.00
1000-1999: Certificated Personnel Salaries	Title I	12,361.65
2000-2999: Classified Personnel Salaries	Title I	28,601.01
4000-4999: Books And Supplies	Title I	11,000.01
5000-5999: Services And Other Operating	Title I	5,349.90

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	19,104.19
<b>Goal 2</b>	19,104.19
<b>Goal 3</b>	19,104.19
<b>Goal 5</b>	1,048.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Belinda Flores			X		
Rosanna Cabrera				X	
Agripina López				X	
Elizabet Bonilla				X	
Tarcio Vinicio Lara, Ed.D.	X				
Guadalupe Perez		X			
Ivette López-Román		X			
Monica Alvarado				X	
Cynthia Sandoval				X	
Diane Valdez				X	
Paulina Vega		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 5, 2017.

Attested:

Tarcio Vinicio Lara, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date

Tarcio Vinicio Lara, Ed.D.		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
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Attested:

Tarcio Vinicio Lara, Ed.D.  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

10/6/17  
\_\_\_\_\_  
Date

Tarcio Vinicio Lara, Ed.D.  
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

10/6/17  
\_\_\_\_\_  
Date

**EL RANCHO UNIFIED SCHOOL DISTRICT  
VALENCIA ACADEMY OF THE ARTS—PARENT COMPACT**

**PARTNERS IN LEARNING  
Student-Parent-Teacher-Administrator Agreement**

We know that learning can take place when there is a combination of effort, interest, and motivation. As we are all committed to \_\_\_\_\_'s progress in school, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

**As a student I pledge to:**

- ❖ Work as hard as I can on my school assignments
- ❖ Discuss with my parents what I am learning in school
- ❖ Follow the school rules
- ❖ Ask my teacher questions when I don't understand something
- ❖ Go to my public or school library at least once a week
- ❖ Limit my screen time (e.g. TV, internet, video games, etc.) and read books instead

\_\_\_\_\_  
Student's signature

**As a parent I pledge to:**

- ❖ Provide a quiet study time at home and encourage good study habits
- ❖ Talk with my child about his/her school activities every day
- ❖ Reinforce the school rules
- ❖ Find out how my child is progressing by attending conferences, looking at school work, or calling the school
- ❖ Encourage my child to read by reading to him/her or listening to him/her read
- ❖ Limit my child's screen time (e.g. TV, internet, video games, etc.) and select worthwhile programs and apps.
- ❖ Ensure that my child arrives to school on time

\_\_\_\_\_  
Parent's signature

**As a teacher I pledge to:**

- ❖ Provide motivating and interesting learning experiences in my classroom
- ❖ Explain my expectation, instructional goals and grading system to students and parents
- ❖ Communicate and cooperate with each parent to ensure the best education possible
- ❖ Find out what techniques and materials work best for the child

\_\_\_\_\_  
Teacher's signature

**As a principal I pledge to:**

- ❖ Create a welcoming environment for students and parents
- ❖ Communicate to students and parents the school's events
- ❖ Ensure a safe and orderly learning environment
- ❖ Reinforce the partnership between parent, student, community, and staff
- ❖ Act as the instructional leader by supporting teachers in their classrooms
- ❖ Provide appropriate in-services, training, and workshops for teachers and parents

\_\_\_\_\_  
Principal's signature

WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Signed on this \_\_\_\_ day of \_\_\_\_\_, year \_\_\_\_\_

**DISTRITO UNIFICADO EL RANCHO**  
**VALENCIA ACADEMIA DE LAS ARTES—ACUERDO DE PADRES**

**COMPAÑEROS EN EL APRENDIZAJE**  
**Acuerdo de Estudiante-Padre-Maestro-Administrador**

Sabemos que el aprendizaje puede tener lugar cuando hay una combinación de esfuerzo, interés, y motivación. Como todos nosotros nos comprometemos al progreso de \_\_\_\_\_, vamos a hacer lo mejor para alcanzar los objetivos. (nombre del estudiante)

Este contrato es una promesa para trabajar juntos. Creemos que este contrato puede lograrse con nuestro esfuerzo combinado. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante, yo prometo:

- ❖ Trabajar con mucho esfuerzo en mis estudios y tareas
- ❖ Discutir con mis padres lo que estoy aprendiendo en la escuela
- ❖ Seguir las reglas de la escuela
- ❖ Preguntarle a mi maestro/a cuando no entiendo algo
- ❖ Ir a la biblioteca pública o la de Valencia por lo menos una vez por semana
- ❖ Leer libros en y limitar el tiempo “con pantalla” (TV, juegos de video, internet)

\_\_\_\_\_  
Firma de estudiante

Como padre, yo prometo:

- ❖ Proveer tiempo de estudio tranquilo en la casa y apoyar los buenos hábitos de estudio
- ❖ Discutir con mi niño/a sus actividades de la escuela cada día
- ❖ Reforzar las reglas de la escuela
- ❖ Informarme de cómo mi niño/a está progresando en los estudios asistiendo a conferencias, revisar los trabajos y tareas de mi niño/a, o hablar con el maestro/a
- ❖ Fomentar en mi hijo/a la lectura, leyéndole libros o escuchándole cuando el niño/a lee en voz alta
- ❖ Limitar el tiempo “con pantalla” (TV, juegos de video, internet) a mi niño/a y ayudarle seleccionar programas de calidad
- ❖ Asegurar que mi niño/a asista a la escuela a tiempo

\_\_\_\_\_  
Firma de padre

Como maestro/a, yo prometo:

- ❖ Proveer experimentos de aprendizaje interesantes y motivadores
- ❖ Explicar a los estudiantes y a los padres mis expectativas, metas de instrucción, y sistema de calificación
- ❖ Comunicar y cooperar con cada padre para asegurar la mejor educación posible
- ❖ Conseguir técnicas y materiales que ayuden individualmente a cada estudiante

\_\_\_\_\_  
Firma de maestro/a

Como administrador, yo prometo:

- ❖ Crear un ambiente de hospitalidad para los estudiantes y los padres
- ❖ Comunicar a los estudiantes y a sus padres los eventos de la escuela
- ❖ Asegurar un ambiente de aprendizaje seguro y ordenado
- ❖ Reforzar la asociación entre padres, estudiantes, comunidad, y personal
- ❖ Actuar como líder instruccional, apoyando maestros en sus clases
- ❖ Proveer tiempos de instrucción, talleres, y entrenamiento apropiado para maestros y padres

\_\_\_\_\_  
Firma de administrador

PROMETEMOS AYUDARNOS UNOS A OTROS A CUMPLIR CON ESTE CONTRATO.

Firmado el día \_\_\_\_\_ del mes de \_\_\_\_\_ del año \_\_\_\_\_

# Parent Involvement Policy

## PARENT INVOLVEMENT PLAN FOR Valencia Academy of the Arts

### **Title I Parent Involvement Policy**

In accordance with the “Every Student Succeeds Act of 2015” (ESSA) and Title I, section 1118(b), Valencia Academy of the Arts will maintain a written parent involvement policy that focuses on programs, activities, and procedures both planned and implemented collaboratively with parents of participating children. Valencia Academy of the Arts will:

- A. Involve parents in the development of the School Improvement Plan.
- B. Provide both parents and staff opportunities for review of the School Improvement Plan.
- C. Plan and implement parent involvement activities designed to improve student academic achievement and school performance.
- D. Build the capacity for strong parental involvement by identifying barriers to greater participation and using these findings to design strategies for more effective parental involvement.
- E. Facilitate shared responsibility through a school-parent compact by:
  - 1. Helping parents understand all national, state, and local standards and expectations through community-based meetings, information sessions, and multi-language communication (both written and oral, as needed);
  - 2. Providing materials to parents to help them with their child’s education;
  - 3. Insuring that all communications are in easy-to-understand formats for all parents;
  - 4. Encouraging parents to monitor student attendance, homework completion, and screen time;
  - 5. Encouraging participation and support by parent volunteers;
  - 6. Involving parents in any preschool programs, parent meetings, or organizations;
  - 7. Including parents on each school’s Parent Advisory Council and School Improvement Team;
  - 8. Providing support based on reasonable parent requests; and
  - 9. Insuring that all school personnel understand the value of parental involvement.
- F. Coordinate and integrate all parental involvement strategies within the school.
- G. Conduct annually with parents a review of this policy and of the strategies for parental involvement listed in the School Improvement Plan.

Valencia Academy of the Arts *Title I Parent Involvement Policy* is designed to acknowledge the importance of teamwork in meeting the needs of each child. Students will benefit from the collaborative efforts of parents, teachers, administrators, technical assistance, and community services, a strong school improvement plan, and the Local Educational Agency’s (LEA) constant focus on increased academic achievement for all students. Further, Valencia’s School Improvement Plan supports this vision with goals and strategies for high student performance and the elimination of all gaps in student achievement.

# Póliza de Involucramiento de Padres

## PLAN DE INVOLUCRAMIENTO DE PADRES DE Valencia Academy of the Arts

### Póliza de Involucramiento de Padres de Título I

De acuerdo con ESSA (La Ley Cada Estudiante Triunfa) y el Título I, sección 1118(b), Valencia Academy of the Arts mantendrá por escrito una póliza de involucramiento de padres que se enfoca en programas, actividades y procedimientos ambos planeados e implementados en colaboración con los padres de estudiantes participantes. La escuela Valencia Academy of the Arts:

- A. Involucrará a los padres en el desarrollo del Plan de Mejoramiento Escolar.
- B. Proveerá a padres y maestros la oportunidad de revisar el Plan de Mejoramiento Escolar.
- C. Planeará e implementará actividades de involucramiento para padres designadas a mejorar el logro académico y el desempeño escolar.
- D. Construirá la capacidad de tener un involucramiento de padres sólida identificando barreras para mejorar la participación y usando los resultados para diseñar estrategias para un involucramiento de padres más eficiente.
- E. Facilitará responsabilidades compartida por medio de un pacto entre escuela y padres al:
  - 1. Ayudará a padres entender todas las normas y expectativas nacionales, estatales y locales por medio de juntas comunitarias, sesiones informativas y comunicados multilingües (ambos escritos u orales según sean necesarios);
  - 2. Proveerá materiales a los padres para ayudarles con la educación de su hijo/a;
  - 3. Se asegurará que todas formas de comunicación estén en un formato fácil de entender para todos los padres
  - 4. Animará a que los padres monitoreen la asistencia de los estudiantes, el completamiento de tareas y el tiempo de pantalla;
  - 5. Animará la participación y apoyo de padres voluntarios;
  - 6. Involucrará a padres en programas preescolares, juntas de padres u organizaciones;
  - 7. Incluirá a padres en el Concilio Asesor de Padres y en el Equipo del Mejoramiento Escolar;
  - 8. Proveerá apoyo basado en una petición razonable del padre; y
  - 9. Se asegurará que todo el personal de la escuela entienda la importancia del involucramiento de los padres.
- F. Coordinará e integrará todas las estrategias del involucramiento de padres dentro de la escuela.
- G. Conducirá anualmente con los padres una revisión de esta póliza y de las estrategias para el involucramiento de padres detalladas en el Plan de Mejoramiento Escolar.

La póliza del Involucramiento de Padres de Título I de Valencia Academy of the Arts fue diseñada para reconocer la importancia de trabajo en equipo y conocer las necesidades de cada estudiante. Los estudiantes se beneficiarán de los esfuerzos colaborativos de los padres, maestros, administradores, asistencia técnica, servicios comunitarios, un plan de mejoramiento escolar sólido y el constante enfoque de LEA (Agencia Local de Educación) en incrementar el aprovechamiento académico de todos los estudiantes. Más a fondo, el Plan de Mejoramiento Escolar de Valencia apoya esta visión con metas y estrategias para tener un alto desempeño estudiantil y la eliminación de todos los espacios de los logros académicos de los estudiantes.