

The Single Plan for Student Achievement

School: Valentine Elementary School
CDS Code: 19649640000000
District: San Marino Unified School District
Principal: Ms. Colleen Shields
Revision Date:

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

Valentine Elementary School 's Vision and Mission Statements

The Vision of the San Marino School District is to deliver a world-class education with recognized excellence in Academics, Arts and Athletics. Our district's mission is to provide safe supportive environments and innovative opportunities for student learning, to promote individual student excellence, to invite collaboration and discovery, and to challenge students to take responsibility as members of a diverse, global community.

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

School Profile

Valentine Elementary School is one of two outstanding elementary schools in the San Marino School District. We serve students in grades kindergarten through fifth grade. We are very proud of our beautiful campus which includes a large playground, classrooms with updated technology, an Art Room, Science Lab, Computer Lab, Music Room, Library, Psychologist, Counselor and Speech Therapist rooms and Kindergarten playground. All of our kindergarten through fifth grade students receive Physical Education instruction each day utilizing our extensive grass and blacktop areas. Our experienced staff maintains a challenging educational program for all of our students in reading, writing, mathematics, social studies, music, art, science, and technology.

Our enrollment this year is currently 568 students. Valentine's student population reflects the cultural diversity of the San Marino community. Asian students comprise 53% of our student population, Anglo students represent 27%, Hispanic or Latino students comprise 7%, 1% of our students are Black or African American and 14% of our students represent two or more races. The number of English Language Learner students at Valentine has increased significantly for the past two years with sixty-two (62) students eligible for EL funding in the 2013-2014 school year and ninety-six (96) students eligible in the 2014-2015 school year. Students who are eligible for EL funding represent 20% of our school population. Fifty two (52) (9%) students are classified as Initial Fluent; Twenty-eight (28) (5%) of students are classified as Reclassified Fluent English Proficient Approximately; 114 (20%) students are classified as English Learners; 367 (65%) of our students list English as their First Language. 7 % of our students receive services in our Special Education Program. Approximately 1.5% of our students are eligible for Free/Reduced Meal Program and less than 1% of our students are homeless.

Valentine staff are dedicated to providing an instructional program which successfully meets the varied needs of our student population. Students who are determined to have limited English proficiency are provided support in our English Language Development Program. The objectives of our ELD Program are to assist students in acquiring academic oral language and communication skills in English, achieve competent facility in content reading in English, and to make a successful transition to American culture. All of our classroom teachers possess a CLAD credential and work together with our ELD teacher and ELD instructional aide to achieve the final goal of our ELD program: to achieve common core content standards in math, social studies, science, visual/performing arts, and physical education. Our CARE and Student Success Team (SST) teams are problem-solving support teams coordinated by our principal and school counselor and designed to address individual student's social, academic and emotional needs. Our SST team provides an opportunity for staff and parents to identify areas of concern, determine strengths and share successful strategies, brainstorm additional instructional strategies, and to develop a plan to implement and monitor interventions. Valentine also has a C.A.R.E. Team composed of our principal, school counselor, school psychologist, Occupational Therapist and speech and language therapist. Our C.A.R.E. Team meets weekly to monitor the progress of all of our students who have been referred for academic, social or behavior concerns. Students who are determined to be eligible for special education services, receive support and services from our special education staff and classroom teachers as specified in their Individual Education Plan (IEP). Our SST team may also recommend that a student is eligible for a Section 504 Plan under the American Disabilities Act (ADA). Each child's 504 Plan is implemented by our instructional and support staff and managed by our school principal.

Our Valentine PTA is a critical partner in the success of our educational program. Dedicated parent volunteers facilitate classroom learning activities, assist with supervision on field trips and provide assistance in our Art Room, Computer Lab, Library, Music Program and Science Room. Our PTA's successful fundraising through our Valentine Fair, Math-a-Thon, Jog-a-Thon, and Parent Party, have allowed Valentine to continue during these challenging state budget times to maintain our Computer Lab Coordinator, Art

Coordinator, Science Lab Coordinator, Music Specialist, Library support staff, playground supervisors and health office staff. All of these positions are supported in part by our PTA. Our PTA also generously supports all of our instructional staff with classroom supply budgets, and by funding multi-cultural assemblies, our Science Fair, Lunar New Year Celebration, Book Fair, Art Festival and Winter and Spring musical performances. Our PTA have provided critical financial support for technology.

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).

Our School Site Council, Leadership Team, parents, teachers and staff as well as community members review and make recommendations in planning and implementing the School Improvement Plan, Safety Plan and school activities. Each year our parents are provided with the opportunity to complete a survey to provide us with input on our enrichment programs, safety issues and school communication.

Classroom Observations

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

Student achievement is monitored by building and grade level assessments, teacher informal and formal observations, administration formal observations and classroom visits, and grade level team meetings sharing student data and student work. Classroom walkthrough observations have focused on the implementation of our math curriculum Everyday Mathematics and our new ELA curriculum Journeys and Benchmark Advance. Staff are provided with regular feedback from these walk through observations on the implementation of key components of the program, student engagement in the lessons, and the use of research based mathematical instructional practices.

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)

Valentine participates in all phases of the state's standards-based assessment system, including the Smarter Balance Assessment Consortium, California Standards Test in Science, and the CELDT. We will participate this year in the new Science Field Test.

- Teachers use benchmark tests, performance assessments, and publishers' tests to monitor progress and identify "at risk" or underperforming students. Small group instruction for re-teaching concepts is instituted.
- ELL students are given specific assessments yearly, but are also assessed regularly for progress toward English Language Development Standards in listening and speaking, reading, and writing. Students are grouped for instruction at identified levels of English language proficiency.
- All students in grades two through five are assessed at the beginning and end of the year using the LevelSet assessment to determine their individual Lexile levels in nonfiction reading. Growth in each student's Lexile level is monitored monthly by staff using the Achieve3000 program. All students using the program are assessed at the conclusion of the school year using the LevelSet assessment to monitor and determine each individual student's Lexile Level growth in nonfiction reading during the school year. Lexile levels are used by the State of California and the Smarter Balance Assessment Consortium to determine reading level goals for all grade levels.
- All kindergarten and first grade students are assessed three times during the school year using SIPPS assessments and grade level developed tests at the beginning of the school year to develop small instructional groups for reading. Student progress is monitored throughout the school year to determine which students need additional support and to regroup students based upon progress or need for additional instruction.
- All second and third grade students who have tested below proficient in ELA or have been identified by grade level assessments to be below grade level in reading, are assessed using the SIPPS program to determine proficiency in basic phonics skills. Small group instruction occurs for students based upon identified needs in the above referenced assessments.
- All second through fifth grade students are assessed three times a year using an Achieve3000 Thought Question to monitor the student's ability to compose and type a short response answer after reading an informational text article. Grade level teams score these responses and use the data to monitor and adjust instructional practices. Data, anchor papers, and samples of student writing are shared with all staff to monitor the improvement of student writing across all grade levels during staff professional development activities.
- All students progress in mathematics is assessed at the end of each unit of study using the Everyday Mathematics on-line assessment program. Teachers are able to use this data and daily classroom assessment data entered into the online program, to determine the need for small group assessment and to monitor student progress.
- All students in kindergarten through fifth grade are assessed in keyboarding skills using our on-line program. Keyboarding skills are assessed frequently throughout the school year. to monitor student progress towards state standards for keyboarding skills.
- Fifth grade students are assessed each year in physical fitness using the President's Physical Fitness Exam.
- Classroom teachers have received professional development in the use of OARS to create intervention groups of students who have scored below proficient in each academic core area and to monitor the progress of students in each intervention group. Teachers are also learning how to use the assessments in the OARS program to measure and monitor student progress towards grade level Common Core State standards.
- Students in grades 1st & 2nd are assessed weekly using the on-line Journeys assessment program. Students in grades 3,4 & 5 are assessed at the conclusion of each 3 week unit of study using the Benchmark Advance on-line assessment.

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

- Teachers use benchmark tests, performance assessments, and publishers' tests to monitor progress and identify "at risk" or underperforming students. Small group instruction for re-teaching concepts is instituted.
- All kindergarten and first grade students are assessed using SIPPS assessments and grade level developed tests at the beginning of the school year to develop small instructional groups for reading. Student progress is monitored throughout the school year using SIPPS progress monitoring assessments to determine which students need additional support and to regroup students based upon progress or need for additional instruction. The Reading Room specialist assesses all kindergarten and first grade students using the SIPPS assessment and compares student progress to the yearly progress map developed by our reading specialist.
- All second and third grade students who have tested below proficient in ELA or have been identified by grade level assessments to be below grade level in reading, are assessed using the SIPPS, DIBELS, and Words with Meaning assessments. Small group instruction occurs for students based upon identified needs in the above referenced assessments. Student progress is monitored throughout the school year using SIPPS progress monitoring assessments and Journeys assessments to determine which students need additional support and to regroup students based upon progress or need for additional instruction.
- All students in grades two through five are assessed at the beginning and end of the year using the LevelSet assessment available through our Achieve3000 Program to determine their individual Lexile levels in nonfiction reading. Growth in each student's Lexile level is monitored monthly by staff using the Achieve3000 program. The Achieve3000 program determines the current Lexile level of every student at the end of each month based upon the students performance in the program.
- All second through fifth grade students are assessed three times a year using an Achieve3000 Thought Question to monitor the student's ability to type a short response answer after reading an information text article. Grade level teams score these responses and use the data to monitor and adjust instructional practices.
- All students in kindergarten through fifth grade are assessed in keyboarding skills using our on-line program. Keyboarding skills are assessed frequently throughout the school year using this same program to measure accuracy and words per minute and progress towards state keyboarding level goals.
- All students progress in mathematics is assessed at the end of each unit of study using the Everyday Mathematics on-line assessment program. Teachers are able to use this data and daily classroom assessment data entered into the online program, to determine the need for small group assessment and to monitor student progress.
- Classroom teachers have received professional development in the use of on-line progress monitoring assessments in our new ELA programs: Journeys & Benchmark Advance and regularly use the assessments to monitor student progress.

Staffing and Professional Development

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

For the school year 2015-2016, all Valentine teachers were (1) NCLB compliant, (2) fully credentialed in the subject area taught, and (3) certified to instruct English learners (SDAIE or CLAD).

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

All teachers received professional development on the new ELA adoption materials: Journeys (K, 1st & 2nd) and Benchmark Advance (3rd, 4th & 5th grades)

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

Professional development is research-based and designed to assist teachers in implementing effective research-based instructional practices and aligning curriculum and instructional materials with common core content standards.

- Staff development occurs during our district designated professional development days, twice monthly staff meetings, monthly leadership team meetings and monthly grade level team meetings.
- All teachers participate in grade level, vertical and horizontal articulation meetings to assess data and student work.
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- A focus of our professional development during 2016-17 school year has been on the successful implementation of our new ELA programs Journeys (K-2) and Benchmark Advance (3-5).
- Professional development on the use of SIPPS, Achieve 300, Dreambox, Everyday Mathematics, Journeys, Benchmark Advance & classroom technology, student devices (Chromebooks and iPads) has been available to all certificated staff members.
- Classified staff members at Valentine ES have been provided with more than 20 hours of professional development during this school year to increase skills and knowledge in working with students with special needs, student bullying & harassment prevention training, use of EpiPens, and safety plan implementation.

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

Professional development opportunities at Valentine include presenters who are outside content experts and our own staff members. Many of our staff members provide on-going professional development for fellow grade level team members and other staff members during professional development days, before & after school, and during the school day. Several staff members have been provided with substitute coverage to observe lessons in other teachers classroom and to be observed by a fellow teacher who can then provide feedback and the opportunity to reflect together on teaching and learning observed. Staff members have been compensated for time spent gathering resource materials, developing model lessons and mentoring other teachers as we grow and learn together. Our new teachers participate in the BTSA program and are provided with additional release days to work with their mentors, to observe lessons in classrooms and to be observed by their mentors.

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

Teacher Collaboration is at the heart of school improvement at Valentine. During the 2016 summer, our teachers collaborated together for 15 hours aligning their curriculum and instructional practices with the Common Core in ELA. Each grade level team is working together during the 2016-17 school year to successfully implement our new ELA programs Journeys & Benchmark Advance and to align instructional materials and instructional practices in ELA with the California Common Core standards. Our grade level teams collaborate daily and have several official opportunities to collaborate throughout the school year including monthly grade level team meetings one Tuesday after school per month, four team planning days during the school year and two professional development 1/2 days devoted to collaboration. Twice a month staff meetings include time for grade level teams and cross grade level teams to collaborate on instructional issues. We have five professional development days this year and grade level collaboration time is included in every one of those days.

Teaching and Learning

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

The California Common Core State Standards are the basis of all of our curricular and instructional decisions at Valentine. The adoption of the Everyday Mathematics Program was a significant step forward in the alignment of our math instruction and curriculum materials to the Common Core state standards in mathematics. During the 2016 summer, our teachers collaborated together to aligning their curriculum and instructional practices with the Common Core in ELA and our newly adopted materials. Staff have participated in book studies, attended workshops, and collaborated throughout the school year to develop, adapt and implement materials aligned with ELA and Math state standards.

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

Valentine teachers adhere to instructional schedules created to provide a minimum of 60 minutes per day of instruction in mathematics and 90 minutes per day of instruction in reading/language arts. Cross-curriculum instruction and integration of ELA standards in social studies, science, music, arts, library and computer lab provide opportunities for our students to learn in an enriched instructional environment.

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

Teachers collaborate in grade level teams to establish lesson pacing schedules to ensure that all standards are addressed.

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

All students are provided with instructional materials for math, language arts, science and social studies.

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)

Specialized Academic Instruction and English Language Development students all have the opportunity to receive appropriate subject area adoption texts and support materials at their instructional level.

Opportunity and Equal Educational Access

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

All kindergarten and first grade students are assessed at the beginning of the year using SIPPS assessments. Data on student progress in reading skills in phoneme awareness, phonics and sight word recognition is monitored through the use of the SIPPS program and unit assessments. Grade level teams meet regularly to assess student progress and reassign skill level groups based on student progress. First grade students who are below grade level in basic phonics skills are provided targeted skill level instruction in beginning reading skills for 30 minutes per day in the Reading Room. This instruction is designed to reinforce classroom targeted skill instruction.

Valentine's CARE and SST teams meet regularly to create an action plan with classroom teachers to meet the academic needs of students struggling with academic skills.

14. Research-based educational practices to raise student achievement

Research-based instructional practices are at the heart of Valentine's professional development and daily classroom instruction. Beginning reading instruction is designed to provide targeted skill level instruction for students in small groups using research based instructional materials (SIPPS). The newly adopted Everyday Mathematics Program is based on 25 years of research by the University of Chicago Math Department and uses research-based best practices in math instruction. Our new ELA programs are research based, state approved and aligned with California Common Core Standards in ELA.

Parental Involvement

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

Our PTA and parents provide strong support through volunteer hours and generous financial support for programs at our school that support under-achieving students. PTA funds and supports our implementation of technology that allows us to have available programs, including the technology component of the SIPPS program, Achieve3000 and Dreambox,- programs that are designed for students to be actively engaged at their assessed level. Achieve3000 provides the opportunity for students to read grade level informational text materials at their own Lexile level so that they can participate actively in classroom lessons, discussions and vocabulary development at their grade level even their reading level is below grade level. Dreambox is a math program that assesses students conceptual understanding of math skills and provides highly engaging math games for students to develop and deepen their conceptual understanding of skills at their own level. In both of these programs, students at all levels are able to progress and learn the foundational skills required to move forward either to grade level standards or to progress beyond their own grade level in those targeted areas where they have met standards.

Summer school programs are offered to our students by PTAffiliates that provide students additional opportunities to learn math, reading and writing skills. The SMUSD offers remedial reading and writing classes for students in the summer.

San Marino Public Library supervises students after school who need a place to do homework, use the internet, read for pleasure and have access to research materials after school every day. The library also sponsors a summer reading program and weekly read aloud program for preschool students. San Marino Recreation Department and the San Marino Chinese Club offer daily after school programs for students including the San Marino Chinese School Program. These after school programs provide enrichment learning opportunities in a child's area of interest as well as homework support and skill instruction.

Our PTA supports financially and through volunteer hours our Art, Music, Computer Lab, Library and Science instructors and programs. These programs provide us with the opportunity to teach the "whole child" ensuring that students who may be struggling academically in math, reading and writing are able to build confidence and find success in other subject areas.

San Marino Rotary Club sponsors mini grants to teachers for special projects. Valentine PTA provides generous support to teachers for classroom budgets to purchase instructional materials designed to meet a variety of student levels in their classrooms.

San Marino Community Athletics Association (SMCAA) and the San Marino National Little League (SMNLL) promote the positive community aspects of sports participation by teaching and modeling good sportsmanship and providing a high level of physical activity for our students. SMCAA and SMDLL strive to build a community spirit and strengthen the ties for our youth to our school and district. High school athletes volunteer at the youth camps and help to develop positive relationships between our students and their community and school. Good sportsmanship and citizenship on and off the field is developed and supported. A healthy body and positive mindset helps all of our students in their academic success at school. The SMCAA and SMDLL also donate time and money to the improvement of our own school's athletic fields- helping us create a positive learning environment and beautiful campus that all of our students can be proud of.

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 Valentine Site Council, composed of certificated and classified staff, parents and the PTA president and treasurer, is the governance body that approves the implementation of consolidated application programs, including School Improvement, any categorical funds, ELAC and School Safety.

Funding

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

Description of Barriers and Related School Goals

Overall our students performed extremely well on the Smarter Balance Assessment administered in the spring of 2015. One area of concern across our district and at Valentine ES was the performance of our male students in ELA in comparison with our female students.

3rd grade % Females Exceeding Standard 92; % of Males Exceeding Standard 69%; % of Females Meeting or Exceeding Standard 97%; % of Males Meeting or Exceeding Standard 82%.

4th grade % Females Exceeding Standard 82; % of Males Exceeding Standard 66%; % of Females Meeting or Exceeding Standard 93%; % of Males Meeting or Exceeding Standard 86%.

5th grade % Females Exceeding Standard 65; % of Males Exceeding Standard 55%; % of Females Meeting or Exceeding Standard 93%; % of Males Meeting or Exceeding Standard 87%.

This area of concern continues in our 2016 Spring Data however there has been a reduction in the gap between boys and girls exceeding standard at all grades.

3rd grade % Females Exceeding Standard 87; % of Males Exceeding Standard 80%; % of Females Meeting or Exceeding Standard 99%; % of Males Meeting or Exceeding Standard 95%.

4th grade % Females Exceeding Standard 89; % of Males Exceeding Standard 76%; % of Females Meeting or Exceeding Standard 97%; % of Males Meeting or Exceeding Standard 87%.

5th grade % Females Exceeding Standard 86; % of Males Exceeding Standard 74%; % of Females Meeting or Exceeding Standard 98%; % of Males Meeting or Exceeding Standard 91%.

The largest gap in areas for ELA is in Reading for exceeding standards:

3rd Female 88% Male 65%; 4th Female 81% Male 74%; 5th grade Female 74% Male 62%

The second largest gap is in Writing:

3rd Female 85% Male 73%; 4th Female 84% Male 68%; 5th Female 91% Male 60%

Exceeded standard scores for Listening were close to equal at all three grades and except for 4th grade Females 89% Males 63% for Research/Inquiry.

In Mathematics for 2015, Males and Females scored similar in grades 3rd & 4th. In fifth grade, boys scored significantly higher than our girls. 5th grade % Females Exceeding Standard 55; % of Males Exceeding Standard 65%; % of Females Meeting or Exceeding Standard 77%; % of Males Meeting or Exceeding Standard 92%.

In Mathematics for Exceeding Standards for 2016, Males and Females scored similar in 3rd and 5th grade but significantly different in 4th grade Girls 76% Boys 89%. In Concepts & Procedures all grades Males and Females scored similar. In Problem Solving, Modeling & Data Analysis and Communicating Reasoning, Males and Females scored similar in 3rd and 5th but Males outsourced Females by 10% in both areas. The group of students in fourth grade scored similar in 3rd grade but this year in 4th grade have a significant difference in percentage of males and females exceeding standard.

ELA data by Ethnicity

Exceeded Standard: *3rd All 84% Asian 89% Hispanic/Latino 69% White 83% *4th All 83% Asian 86% White 69% *5th All 80% Asian 90% Hispanic/Latino 38% White 82%

Math data By Ethnicity

Exceeded Standard: *3rd All 81% Asian 100% Hispanic/Latino 46% White 72% *4th All 83% Asian 86% White 85% *5th All 70% Asian 72% Hispanic/Latino 38% White 75%

During the pilot assessments in the spring of 2014 our informal observations of our students performance included concern about our students ability to (1) express their ideas typing due to the level of their keyboarding skills , (2) persevere when solving a challenging, complex, multi-step math problem, (3) apply close reading strategies to an informational text article written at a higher Lexile level than they are accustomed to in class and (4) write a response to a prompt that correctly addresses all components of the question. During the SBAC assessment in the spring of 2015, our staff observed a significant increase in our students keyboarding skills and their perseverance in solving complex problems. Similar observations occurred during the Spring 2016 as Spring 2015.

Data for our students entering first grade this year as measured by the SIPPS Assessment demonstrated significant concerns for our students acquisition of basic phonics skills. Thirty-two percent (32%) of our first grade students tested into the Beginning level of the SIPPS program which is below first grade level. These students are receiving services in the Reading Room 30 minutes per day Monday thru Friday until the students reach grade level in phonics skills.

The adoption of a math program based on Common Core State Standards has been a significant factor in our progress towards meeting our goals to align our curriculum and instruction in mathematics with our new state standards. In ELA, it has been challenging for our teachers. On a daily basis staff are making changes in instructional materials that are not aligned, finding new materials that are aligned, researching better aligned instructional practices, and creating their own assessments. This is a challenging task in ELA during a time when we are also implementing a new math program.

See Data study and comments for CELDT data. There is also an ongoing need to look at ways to support the small number of students including those who are E.L.L. and special education, who score basic or below on classroom assessments, who have Reading Lexile Levels below grade level, and/or perform below grade level expectations in daily classroom work. To help address this need, specialized instruction is provided in the classroom with small group & individualized instruction, core content SAI classes, ELD classes, and during summer school programs.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	80	95	77	92	77	92	96.3	95.8
Grade 4	87	77	82	75	82	75	94.3	97.4
Grade 5	117	99	114	90	114	90	97.4	90.9
All Grades	284	271	273	257	273	257	96.1	94.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2536.8	2553.0	81	84	9	13	8	3	3	0
Grade 4	2566.7	2589.6	73	83	16	9	6	8	5	0
Grade 5	2598.0	2617.6	60	80	30	14	8	2	3	3
All Grades	N/A	N/A	70	82	20	12	7	4	3	1

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	64	78	32	22	4	0
Grade 4	67	77	27	21	6	1
Grade 5	59	68	34	27	7	6
All Grades	63	74	32	23	6	2

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	74	79	19	20	6	1
Grade 4	72	76	27	23	1	1
Grade 5	63	74	32	23	5	2
All Grades	69	77	27	22	4	2

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	65	63	35	37	0	0
Grade 4	46	47	50	51	4	3
Grade 5	49	61	49	38	2	1
All Grades	53	58	45	41	2	1

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	71	80	26	20	3	0
Grade 4	63	76	34	23	2	1
Grade 5	73	86	24	13	4	1
All Grades	70	81	27	18	3	1

Conclusions based on this data:

1. The percentage of students who exceeded standard in ELA increased at all grade levels. 3rd grade by 4%; 4th grade by 10%; 5th grade by 20%. In all grades by 12%.
2. The percentage of students who exceeded standard in each area Reading, Writing, Listening, & Research and Inquiry increased at every grade level.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	80	95	80	95	79	95	100.0	99
Grade 4	87	77	87	75	87	75	100.0	97.4
Grade 5	117	99	115	96	115	96	98.3	97
All Grades	284	271	282	266	281	266	99.3	97.8

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2519.4	2542.9	60	81	36	12	3	6	0	1
Grade 4	2551.3	2588.2	56	83	30	11	9	7	5	0
Grade 5	2585.0	2608.9	60	70	24	18	8	10	8	2
All Grades	N/A	N/A	59	77	29	14	7	8	5	1

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	78	87	20	11	1	2	
Grade 4	71	89	22	11	7	0	
Grade 5	70	75	19	22	10	3	
All Grades	73	83	20	15	7	2	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	67	82	33	14	0	4
Grade 4	61	77	32	20	7	3
Grade 5	54	67	39	30	7	3
All Grades	60	75	35	21	5	3

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	73	84	27	16	0	0
Grade 4	61	81	37	19	2	0
Grade 5	54	65	35	29	11	6
All Grades	62	76	33	21	5	2

Conclusions based on this data:

1. The percentage of students who exceeded standard in Mathematics increased at all grade levels. 3rd increased 21%; 4th increased 27%; 5th grade increased 10%
2. The percentage of student who exceeded standard in all three areas of math increased at all grade levels: concepts & procedures, problem solving & modeling/data analysis, communicating reasoning.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			25					***	25			50			
1		18	19	75	41	70		29	11		12		25		
2		20	9	60	40	55	40	20	32		20	5			
3	40	25	50	40	63	30		13				10	20		10
4		33	50	60	17	42	20	33				8	20	17	
5	25	25	29		50	43	25	25		25		29	25		
Total	13	22	26	48	41	51	17	27	13	4	7	9	17	2	1

Conclusions based on this data:

1.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	15		4	36	37	7	24	40	39	9	10	25	15	13	25
1	14	16	21	57	36	59	14	28	12	7	8	9	7	12	
2	8	29	9	38	29	52	23	29	30	23	14	4	8		4
3	23	21	46	31	36	23	8	29		8	14	8	31		23
4	20	18	50	30	18	36	30	27	7			7	20	36	
5	17	27	24	17	36	24	17	18		17		18	33	18	35
Total	16	14	21	37	34	36	20	31	18	10	8	12	17	13	13

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	23	41	82
Percent with Prior Year Data	100.0%	100%	89.0%
Number in Cohort	23	41	73
Number Met	--	37	63
Percent Met	--	90.2%	86.3%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	49	0	68	2	115	0
Number Met	14	--	25	--	60	--
Percent Met	28.6%	--	36.8%	--	52.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	100	190	287
Percent with Prior Year Data	100.0	94.7	90.6
Number in Cohort	100	180	260
Number Met	54	139	214
Percent Met	54.0	77.2	82.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	183	1	298	18	346	29
Number Met	50	1	108	4	179	16
Percent Met	27.3	100.0	36.2	22.2	51.7	55.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes*	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	88	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

- SMUSD did not meet AMAO 1 for Title III Accountability. The target for the percentage of ELs making annual progress (e.g., moving up one performance level – Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced) was 59%; our percentage was 54%.

2. The following Actions and Services have been identified to meet Title III Targets:
 1. EL teachers and EL Coordinator will identify EL students and their proficiency utilizing the District data system (OARS) or site EL records;
 2. Students will be grouped by ELD level for EL instruction;
 3. Provide ELD for a minimum of 30-45 minutes in grades K-5 and 50 minutes in grades 6-12 daily;
 4. Identify funds to purchase sufficient materials for all EL students based on EL count;
 5. Identify and administer benchmark assessments to monitor EL student progress each semester;
 6. EL Coordinator and/or principals will meet with EL teachers to review student data and monitor progress in learning English each semester;
 7. Students not making adequate progress in language acquisition will be identified and targeted for intervention;
 8. Intervention class (summer school or after school) will provide EL students with additional opportunity with reading, writing, speaking and listening strategies;
 9. Each school site will hire a full-time ELD aide to assist in instruction; and
 10. Provide EL teachers with training and collaboration time on new ELD standards.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Pupil Outcomes
LEA GOAL:
The SMUSD will ensure that all students experience academic progress and success by equipping them with the 21st century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students graduate, college and career-ready.
SCHOOL GOAL #1:
Valentine Elementary School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students are prepared to be on track for graduation, college and career readiness.
Data Used to Form this Goal:
CAASPP data; CELDT data; English Learner Reclassification Data; SIPPS assessments; Journeys & Benchmark Advance Assessments; Achieve3000 data; Everyday Mathematics Assessments
Findings from the Analysis of this Data:
A high percentage of our students score in the Exceeded Standard range. A gap between males and females in the percentage of students exceeding standard in ELA continues to exist and at gap at specific grades between males and females in mathematics. A significant percentage of first grade students at the beginning of the year demonstrate below grade level phonics skills.
How the School will Evaluate the Progress of this Goal:
CAASPP data; CELDT data; English Learner Reclassification Data; SIPPS assessments; Journeys & Benchmark Advance Assessments; Achieve3000 data; Everyday Mathematics Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Valentine will increase by 3% the percentage of students who have exceeded standard in ELA in grades 3, 4, & 5 on the CAASPP.	August 2016-June 2017	Principal, Teachers	ELA/ELD Textbook Adoption Journeys & Benchmark Training Grade Level Team Meetings Grade Level Planning Days Staff Meetings	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Site Formula Funds Site Formula Funds	
Valentine will increase by 3% the percentage of students who have exceeded standard in Math in grades 3, 4 and 5 on the CAASPP.	August 2016- June 2017	Principal, Teachers	Grade Level Team Meetings Grade Level Planning Days Staff Meetings Dreambox Stanford Gifted OnLine Program	1000-1999: Certificated Personnel Salaries	Donations Donations	
Valentine will decrease the percentage of EL students classified for 4 or 5 years from 28.2% to 20%.	August 2016- June 2017	Principal, Teachers	ELL classes Grade Level Team Meetings Grade Level Planning Days Staff Meetings Achieve3000 SIPPS materials Kate Kinsella Academic Toolkits Grades 3-5			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Valentine will decrease the percentage of EL students designated as "at risk" from 36.4% to 25%.	October 2016-June 2017	Teachers, Principal	ELL Classes Grade Level Team Meetings Grade Level Planning Days Staff Meetings Achieve3000 SIPPS materials			
Valentine will increase by 5% the number of students redesigned (RFEF) for EL learners	October 2016- June 2017	Teachers, Principal	ELL Classes Grade Level Team Meetings Grade Level Planning Days Staff Meetings Achieve3000 SIPPS materials			
Valentine will decrease the gap between males and females who have exceeded standard in ELA by 8%	August 2016- June 2017	Teachers, Principals	Kate Kinsella Academic Toolkits Grades 3-5 Grade Level Team Meetings Grade Level Planning Days Staff Meetings Achieve3000 Kate Kinsella Academic Toolkits Grades 305			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Valentine will decrease the percentage of students in first grade who are below grade level in phonic skills by 25%.	August 2016-June 2017	Teachers, Principal	Grade Level Team Meetings Grade Level Planning Days Reading Specialist			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Recruitment and Retention of Staff

LEA GOAL:

SMUSD will continue to hire, train, and retain the best most highly effective, fully credentialed and appropriately assigned teachers and staff as well as ensuring a safe, secure, effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials.

SCHOOL GOAL #2:

To maintain a highly skilled and effective workforce, Valentine ES will successfully recruit, hire, develop and retain staff members who are highly qualified, effective, and appropriately certified in the areas in which they will teach as measured by data collected on the number of staff hired, the number of staff who meet the expectations established in our rubric of qualifications for new staff and the number of newly hired staff members who remain on the Valentine staff. Valentine will provide all students and staff with standards-aligned instructional materials in ELA.

Data Used to Form this Goal:

Valentine's ELA materials were not aligned to California Common Core State Standards.

Findings from the Analysis of this Data:

The 2014-15 school year was the first year in many years that we have hired a significant number of new staff members. The pool of applicants for certificated staff was reduced by 275 applicants that year compared to the prior year. We have continued to hire 2-3 new teachers each of the past few school years. The implementation of Common Core instructional materials and instructional strategies requires a high level of skill, knowledge, and educational background. It is imperative for us to be in a position to hire that very best candidates in future years to maintain and continue to improve the rigor of our instructional program in a caring, nurturing environment. We have not had a rubric for qualifications to determine whether the staff hired meet our expectations for highly skilled staff.

How the School will Evaluate the Progress of this Goal:

We will collect data on the number of our new highly-qualified and skilled teachers who remain at Valentine using the methods described above.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal & staff will continue to participate in interviewing activities and join recruitment opportunities to identify highly qualified and effective candidates for teaching positions.	February 2017- August 2017	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
New teachers will participate in the BTSa program. Mentors in the BTSa program will be assigned based on knowledge of Common Core standards and instructional practices aligned with CC and the ability to work effectively with others.	August 2016-June 2017	Principal, BTSa Mentors			
Additional release days beyond BTSa requirements will be provided for new teachers to observe in classrooms, collaborate with mentor and attend professional development with mentor.	August 2016-June 2017	Principal			
A rubric of qualifications including educational background, knowledge of Common Core, & knowledge of research-based practices will be developed as a screening tool for applicants.	March 2017-June 2017	Principal & Leadership Team			
A rubric for interview question responses will be developed to set & maintain high standards for candidate's knowledge of research based instructional practices, implementation of Common Core Math and ELA curriculum, and effective use of technology for instruction.	March 2017-June 2017	Principal & Leadership Team			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Pupil Engagement

LEA GOAL:

The SMUSD will provide all students the programs, staff, tools and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

SCHOOL GOAL #3:

Valentine will provide all students the programs, staff, tools and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Data Used to Form this Goal:

California Healthy Kids Survey, Second Step Student Emotional Skills Acquisition Survey, Attendance Data, Tardy Data

Findings from the Analysis of this Data:

The hiring of a full time counselor for Valentine provides us with the opportunity to create and implement a school-wide counseling program that includes weekly classroom lessons by our counselor & classroom teachers to implement a social skills curriculum.

How the School will Evaluate the Progress of this Goal:

California Healthy Kids Survey, Second Step Student Emotional Skills Acquisition Survey, Attendance Data, Tardy Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor, classroom teacher and PE teacher will implement Second Step lessons in classrooms.	August 2016-May 2017	Counselor, Teachers, Principal	Committee for Children	4000-4999: Books And Supplies	Donations	1761
Teachers, Instructional Aides, Office Staff & Playground will participate in Professional Development on implementation of the Second Step program. This training will include 3 hour interactive small group sessions with our school counselor and completion of the two hour Second Step Program.	August- December 2016	Counselor, Staff, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our comprehensive Bullying & Harassment policy will be updated and published to align with district policy and state law and best practices for school based programs. Staff will be provided with review training on the policy and policy will be posted on our website and communicated to our parents.	Fall 2016	Principal, Counselor				
Second Step student, staff & parent surveys will be administered	May 2017	Counselor, Principal				
Counselor will provide emails following each Second Step lesson to parents providing information on the lesson taught in the classroom including strategies and discussion suggestions for parents to use at home with their students to reinforce and discuss lessons taught at school.	August 2016- May 2017	Counselor, Principal				
Reduce the number of tardies by 10%. Tardy letters will be sent home monthly. Students greeted each day at the front gate by principal, counselor, support staff. Friendly reminders to be on time and thank students for arriving on time.	August 2016- May 2017	Principal, Teachers, Staff				
Student Council will be implemented for students in intermediate grades with focus on school and community contribution.	December 2016- May 2017	Staff				
Survey students on playground equipment and games to increase opportunities for student engagement on the playground.	December 2016- May 2017	Principal, Staff				

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Pupil Engagement
LEA GOAL:
The SMUSD will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision-making at all levels.
SCHOOL GOAL #4:
Valentine will increase parent's involvement and participation in their child's academic success as measured by an increase in the number of opportunities for meaningful parent involvement in homework assignments and by parent survey data indicating an increase in the amount of time parents spend reading and discussing what they have read with their primary age children and the amount of time parents are involved in meaningful discussions with their child(ren) about what they are learning at school, current events, and problem solving within the context of social skills & concepts learned in school. Increase parent involvement in our ELAC meetings and opportunities for families new to our community and country.
Data Used to Form this Goal:
See Findings.
Findings from the Analysis of this Data:
Valentine ES has a high level of involvement by our parents in PTA, we communicate weekly with parents through our Wednesday Weekly Update, frequently with our school APP and parents are involved in our Site Council and PTA Board where school based decisions are regularly discussed. We have not collected data on meaningful parent involvement in homework and interactions with their children at home that aligns with research on increased student achievement.
How the School will Evaluate the Progress of this Goal:
Data from teachers on homework assignments involving parents; parents surveys on involvement in identified parent/student activities; attendance records for ELAC meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Primary teachers will create homework assignments that require parents/guardians to read to and read with their child. Question stems for parents will be developed to increase the level of discussion about reading content. Student homework and classroom assignments that provide opportunities for students to reflect on discussions about reading content with their parents will be created that are developmentally appropriate for kindergarten and first grade students.	August 2016-May 2017	Teachers, Principal				
Teachers in grade 2-5 will create homework assignments that provide opportunities for parents to discuss Achieve3000 articles with their child and for students to provide written responses to questions reflecting on issues discussed.	August 2016- May 2017	Teachers, Principal				
Staff will discuss and create grade level plans to increase homework activities that promote meaningful interactions & discussions with parents, family and other significant adults in our student's lives.	August 2016- May 2017	Teachers, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Staff will create a survey to gather data from parents to measure progress towards meeting goal: increase in the number of opportunities for meaningful parent involvement in homework assignments and by parent survey data indicating an increase in the amount of time parents spend reading and discussing what they have read with their primary age children and the amount of time that parents are involved in meaningful discussions with their child about what they are learning at school.	August 2016- May 2017	Teachers, Principal			
Identify meaningful topics for parents of ELL students and create a survey to gather information from parents on topics of interest. Schedule ELAC meetings for morning and evening.	August 2016- May 2017	Teachers, Principal			
Schedule parent coffees for ELL parents throughout the school year.	August 2016- May 2017	Teachers, Principal			
Conduct parent workshops on new ELA curriculum, beginning reading, & engaging students in meaningful discussions.	August 2016- May 2017	Teachers, Principal			
Survey parents for topics for discussion for PTA meetings, parent coffees, PTAffiliates & book studies.	August 2016- May 2017	Teachers, Principal			
Parent informational sessions on CASSP will be conducted by staff to build awareness and understanding among parents. Strategies for parents to support student learning.	August 2016- May 2017	Teachers, Principal			
Coordinate with PTA to increase outreach to new ELL families; increase the number of translated documents	August 2016- May 2017	Teachers, Principal			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Pupil Outcomes						
LEA GOAL:						
The SMUSD will provide students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials. SMUSD will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in a creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students graduate, college and career-ready.						
SCHOOL GOAL #5:						
Valentine Elementary School will ensure an effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials. Valentine Elementary School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students are on target to graduate, college and career-ready.						
Data Used to Form this Goal:						
CAASPP data; CELDT data; English Learner Reclassification Data; SIPPS assessments; Journeys & Benchmark Advance Assessments; Achieve3000 data; Everyday Mathematics Assessment; Textbook Inventory						
Findings from the Analysis of this Data:						
A very high percentage of our students score in the Exceeded Standards range in mathematics & ELA on the CAASPP. A gap between males and females in percentage of students exceeding standard in ELA continues to exist and a gap at specific grades between males and females in mathematics. A significant percentage of first grade students at the beginning of the school year demonstrate below grade level phonics skills.						
How the School will Evaluate the Progress of this Goal:						
CAASPP data; CELDT data; English Learner Reclassification Data; SIPPS assessments; Journeys & Benchmark Advance Assessments; Achieve3000 data; Everyday Mathematics Assessments						
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newly adopted ELA materials will be purchased for TK, K-2 and 3rd-5th grades for all students.	August 2016	Principal	Benchmark Advance	4000-4999: Books And Supplies	Site Formula Funds	84,529.50
			Houghton Mifflin Harcourt	4000-4999: Books And Supplies	Lottery: Instructional Materials	14,025

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All classrooms in grades TK-5 will fully implement the newly adopted ELA curriculum : Journeys, Benchmark Advance & Big Story	August 2016-May 2017	Principal, Teachers	Houghton Mifflin Harcourt	4000-4999: Books And Supplies	Donations	42,281.72
Professional Development will be provided for all teachers in the implementation of ELA curriculum at PD days, staff meetings & staff collaboration days.	August 2016-May 2017	Principal, Teachers				
Grade level teams will collaborate to develop Pacing Maps, implement electronic assessments, & analyze data for student progress in ELA.	August 2016-May 2017	Principal, Teachers				
Grade level teams will examine newly adopted ELA materials throughout the year to determine if (1) all state standards are adequately covered for students to master skills at all levels (2) if sufficient practice is available for students needing additional support (3) if students are provided opportunities for challenge (4) if needs of ELD students are met for vocabulary development (5) if students have multiple opportunities to practice demonstrating knowledge in a format similar to CAASP item specifications (6) if vocabulary used in the CAASP is consistent with vocabulary in our instructional materials.	August 2016-May 2017	Principal, Teachers				
Principal will conduct classroom observations during ELA instruction to collect data on the implementation of ELA newly adopted materials using look-fors from publishers & protocols created	September 2016-May 2017	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will identify additional instructional materials needed to address any areas of need identified in the curriculum analysis of ELA materials with specific focus on ELL students.	October 2016-May 2017	Principal, Teachers				
All students in Kindergarten and First grade will be assessed by the Reading Specialist in acquisition of phonics skills using SIPPS assessment three times during the school year.	August 2016-May 2017	Principal, Teachers				
Students below grade level in phonics skills in First Grade, Second Grade will receive instruction for 30 minutes per day 5 days per week in the Reading Specialist room using SIPPS materials. Kindergarten students will be served if time spots become available.	August 2016-May 2017	Principal, Teachers	Reading Specialist	1000-1999: Certificated	Donations	29,589
Students in the Reading Specialist Room will be exited when SIPPS assessments indicate the student is on grade level in acquisition of phonics skills based on SIPPS instructional map for the school year.	August 2016-May 2017	Principal, Teachers	Center for Collaborative Classroom SIPPS	4000-4999: Books And Supplies	Donations	1755
Teachers in grades 2-5 will continue to implement Achieve3000 and analyze the effective integration of Achieve3000 with newly adopted ELA materials.	August 2016-May 2017	Principal, Teachers	Reading Specialist	1000-1999: Certificated	TIIG	17797
Students in the Reading Specialist Room will be exited when SIPPS assessments indicate the student is on grade level in acquisition of phonics skills based on SIPPS instructional map for the school year.	August 2016-May 2017	Principal, Teachers	Dreambox Learning	4000-4999: Books And Supplies	Donations	7,275
Three times during the school year, staff will evaluate student responses as grade level teams to prompts aligned with extended response CAASPP items. Goals for student growth will be developed based upon data from these assessments.	August 2016-May 2017	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Students will participate in the CAASPP interim assessments. Staff will score extended response & short response items. Staff will compare interim scores with assessment data from newly adopted program.	August 2016-May 2017	Principal, Teachers			
Teachers will evaluate scoring rubrics and scoring guides in the newly adopted ELA curriculum materials for alignment with scoring rubrics and scoring guides for the CAASPP including performance task specifications for ELA. Alignment recommendations will be implemented.	November 2016-May 2017	Principal, Teachers			
Grade level teams will use planning days, staff meetings and collaboration opportunities to share student work in ELA/ELD, assessment data and to share instructional strategies, lessons and materials that are successful in implementation of our ELA/ELD curriculum.	August 2016-May 2017	Principal, Teachers			
50% of staff meeting time will be devoted to professional development including collaboration, presentations, book and article study and staff sharing of student work.	August 2016-May 2017	Principal, Teachers			
Valentine ES will begin implementation of the California Next Generation Science Standards in all grade levels. Focus this year will be on Professional Development and the creation of a VES NGSS Leadership team with one representative from each grade level.	December 2016-May 2017	Principal, Teachers, Science Lab Coordinator	Science Lab Coordinator	2000-2999: Classified Personnel Salaries	TIIG 24,453.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	82,661.72
Lottery: Instructional Materials	14,025.00
Other	59,803.00
Site Formula Funds	84,529.50
TIIG	72,250.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	71,234.00
2000-2999: Classified Personnel Salaries	61,163.00
4000-4999: Books And Supplies	180,872.22

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	Donations	29,589.00
4000-4999: Books And Supplies	Donations	53,072.72
4000-4999: Books And Supplies	Lottery: Instructional Materials	14,025.00
2000-2999: Classified Personnel Salaries	Other	36,710.00
4000-4999: Books And Supplies	Other	23,093.00
4000-4999: Books And Supplies	Site Formula Funds	84,529.50
1000-1999: Certificated Personnel Salaries	TIIG	41,645.00
2000-2999: Classified Personnel Salaries	TIIG	24,453.00
4000-4999: Books And Supplies	TIIG	6,152.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	1,761.00
Goal 5	221,705.22
Goal 8	30,000.00
Goal 12	59,803.00

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
Colleen Shields	X				
Kimberly Cheng		X			
Alison Moller				X	
Allison Shui		X		X	
Nancy Ko				X	
Michiko Lee				X	
Helen Phan				X	
Kelly Duncan		X			
Numbers of members of each category:	1	2	1	5	

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

X 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 12-7-2016.

Attested:

Ms. Colleen Shields

Typed Name of School Principal

Signature of School Principal

Date

Kelly Duncan

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date