

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Valentine Elementary School
<b>Address</b>	1650 Huntington Drive San Marino, CA 91108-2503
<b>County-District-School (CDS) Code</b>	19649640000000
<b>Principal</b>	Colleen Shields
<b>District Name</b>	San Marino Unified School District
<b>SPSA Revision Date</b>	April 23, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	January 23, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	3
School Profile .....	3
Stakeholder Involvement .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results .....	11
Student Population.....	14
Overall Performance .....	15
Academic Performance .....	16
Academic Engagement.....	21
Conditions & Climate.....	23
Goals, Strategies, & Proposed Expenditures.....	25
Goal 1.....	25
Goal 2.....	31
Goal 3.....	39
Goal 4.....	44
Budget Summary and Consolidation .....	49
Budget Summary .....	49
Allocations by Funding Source.....	49
Expenditures by Funding Source .....	50
Expenditures by Budget Reference .....	51
Expenditures by Budget Reference and Funding Source .....	52
School Site Council Membership .....	53
Recommendations and Assurances .....	54

# School Vision and Mission

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 Transitional Kindergarten and kindergarten through fifth grade. We are very proud of our beautiful campus which includes a large playground, classrooms with updated technology, an Art Room, STEM Lab, Music Room, Library, Psychologist, Counselor and Speech Therapist rooms and Kindergarten playground. All of our Transitional Kindergarten and 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 587 students. Valentine's student population reflects the cultural diversity of the San Marino community. Federal reporting data: Asian students comprise 54% of our student population, Anglo students represent 28%, Hispanic or Latino students comprise 5%, 005% of our students are Black or African American and 12% of our students represent two or more races. State Reporting Data: Asian 58%, White 33%, Hispanic or Latino 5%, 1% Black or African American. The number of English Language Learner students at Valentine had 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. During the 2016-17 school year we changed the criteria for ELL designation by no longer requiring a level 4 in all categories. This reduced the number of ELL students to thirty seven (37) students eligible and twenty-eight (28) reclassified. Students who are eligible for EL funding represent 6% of our school population. Our CELDT testing in Spring of 2017 results: 24 Advanced, 26 Early Advances, 14 Intermediate, 4 Early Intermediate, 2 Beginning. 6% 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 fund our STEM Teacher, Art 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.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0%	0	0	0
African American	0.2%	0.2%	0.51%	1	1	3
Asian	48.8%	51.3%	52.39%	274	291	307
Filipino	1.3%	1.6%	1.54%	7	9	9
Hispanic/Latino	8.9%	6.5%	4.95%	50	37	29
Pacific Islander	0.0%	0.0%	0.17%	0	0	1
White	28.0%	26.6%	28.16%	157	151	165
Multiple/No Response	12.8%	0.0%	0%	72	0	0
Total Enrollment				561	567	586

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	109	98	89
Grade 1	80	94	84
Grade 2	101	87	100
Grade3	98	100	93
Grade 4	76	102	107
Grade 5	97	86	113
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	561	567	586

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	119	118	72	21.2%	20.8%	12.3%
Fluent English Proficient	69	83	136	12.3%	14.6%	23.2%
Reclassified Fluent English Proficient		21	67	0.0%	17.6%	56.8%

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	95	101	91	92	100	88	92	100	88	96.8	99	96.7
Grade 4	77	108	103	75	106	103	75	106	103	97.4	98.1	100
Grade 5	99	87	115	90	85	111	90	85	111	90.9	97.7	96.5
All Grades	271	296	309	257	291	302	257	291	302	94.8	98.3	97.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2553.	2556.	2555.	84	88.00	84.09	13	6.00	9.09	3	5.00	3.41	0	1.00	3.41
Grade 4	2589.	2594.	2596.	83	81.13	81.55	9	16.04	13.59	8	1.89	4.85	0	0.94	0.00
Grade 5	2617.	2615.	2623.	80	71.76	79.28	14	21.18	14.41	2	5.88	4.50	3	1.18	1.80
All Grades	N/A	N/A	N/A	82	80.76	81.46	12	14.09	12.58	4	4.12	4.30	1	1.03	1.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	73.00	76.14	22	26.00	21.59	0	1.00	2.27
Grade 4	77	79.25	81.55	21	20.75	16.50	1	0.00	1.94
Grade 5	68	58.82	72.07	27	38.82	24.32	6	2.35	3.60
All Grades	74	71.13	76.49	23	27.84	20.86	2	1.03	2.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	79	82.00	80.68	20	15.00	17.05	1	3.00	2.27
Grade 4	76	77.36	70.87	23	21.70	27.18	1	0.94	1.94
Grade 5	74	75.29	79.28	23	23.53	19.82	2	1.18	0.90
All Grades	77	78.35	76.82	22	19.93	21.52	2	1.72	1.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	65.00	69.32	37	34.00	30.68	0	1.00	0.00
Grade 4	47	62.26	62.14	51	34.91	37.86	3	2.83	0.00
Grade 5	61	56.47	52.25	38	42.35	45.95	1	1.18	1.80
All Grades	58	61.51	60.60	41	36.77	38.74	1	1.72	0.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	80	83.00	82.95	20	16.00	12.50	0	1.00	4.55
Grade 4	76	83.02	78.64	23	16.04	21.36	1	0.94	0.00
Grade 5	86	76.47	78.38	13	22.35	18.02	1	1.18	3.60
All Grades	81	81.10	79.80	18	17.87	17.55	1	1.03	2.65

**Conclusions based on this data:**

1. The ELA mean scale score improved for 4th & 5th grades.
2. All grades continue to achieve at high levels in ELA with over 90% of students meeting or exceeding standards 3rd-93% 4th- 95% 5th-94%
3. The percentage of students exceeding standard decreased by 4% in 3rd grade (88 to 84) and increased by 5% in 5th grade (72 to 79).



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	95	101	91	95	101	91	95	101	91	100	100	100
Grade 4	77	108	103	75	108	103	75	108	103	97.4	100	100
Grade 5	99	87	115	96	87	114	96	87	114	97	100	99.1
All Grades	271	296	309	266	296	308	266	296	308	98.2	100	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2542.	2545.	2555.	81	78.22	80.22	12	12.87	14.29	6	7.92	4.40	1	0.99	1.10
Grade 4	2588.	2585.	2587.	83	74.07	80.58	11	21.30	12.62	7	3.70	6.80	0	0.93	0.00
Grade 5	2608.	2607.	2616.	70	68.97	77.19	18	24.14	14.04	10	5.75	5.26	2	1.15	3.51
All Grades	N/A	N/A	N/A	77	73.99	79.22	14	19.26	13.64	8	5.74	5.52	1	1.01	1.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	87	85.15	83.52	11	10.89	13.19	2	3.96	3.30
Grade 4	89	82.41	86.41	11	15.74	11.65	0	1.85	1.94
Grade 5	75	78.16	80.70	22	17.24	15.79	3	4.60	3.51
All Grades	83	82.09	83.44	15	14.53	13.64	2	3.38	2.92

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	82	78.22	82.42	14	18.81	15.38	4	2.97	2.20
Grade 4	77	74.07	79.61	20	24.07	16.50	3	1.85	3.88
Grade 5	67	64.37	78.07	30	32.18	18.42	3	3.45	3.51
All Grades	75	72.64	79.87	21	24.66	16.88	3	2.70	3.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	78.22	86.81	16	18.81	13.19	0	2.97	0.00
Grade 4	81	80.56	75.73	19	19.44	22.33	0	0.00	1.94
Grade 5	65	56.32	66.67	29	40.23	28.95	6	3.45	4.39
All Grades	76	72.64	75.65	21	25.34	22.08	2	2.03	2.27

**Conclusions based on this data:**

1. The mean scale score increased for 3rd, 4th & 5th grades.
2. The percentage of students who exceeded standard increased at all three grade levels: 3rd- 2%; 4th- 6.5%; 5th- 8.22%
3. The percentage of students not meeting standard in mathematics remains very low at 1.62%.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1466.7	1467.0	1465.8	62
Grade 1	1520.4	1493.0	1547.2	31
Grade 2	1560.7	1552.8	1568.2	22
Grade 3	1527.8	1520.1	1534.9	20
Grade 4	1531.9	1530.3	1533.0	16
Grade 5	1558.3	1554.9	1561.3	22
All Grades				173

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	44	70.97	*	*	*	*	*	*	62
Grade 1	26	83.87	*	*			*	*	31
Grade 2	21	95.45	*	*					22
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	13	59.09	*	*	*	*	*	*	22
All Grades	117	67.63	34	19.65	13	7.51	*	*	173

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	42	67.74	13	20.97	*	*	*	*	62
Grade 1	27	87.10	*	*			*	*	31
Grade 2	21	95.45			*	*			22
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	*	*			*	*	16
Grade 5	15	68.18	*	*	*	*	*	*	22
All Grades	123	71.10	31	17.92	*	*	*	*	173

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	39	62.90	*	*	14	22.58	*	*	62
Grade 1	25	80.65	*	*	*	*	*	*	31
Grade 2	18	81.82	*	*					22
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	12	54.55	*	*	*	*	*	*	22
All Grades	104	60.12	32	18.50	28	16.18	*	*	173

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	49	79.03	11	17.74	*	*	62
Grade 1	27	87.10	*	*	*	*	31
Grade 2	21	95.45	*	*			22
Grade 3	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	16
Grade 5	15	68.18	*	*	*	*	22
All Grades	129	74.57	34	19.65	*	*	173

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	36	58.06	23	37.10	*	*	62
Grade 1	25	80.65	*	*	*	*	31
Grade 2	21	95.45			*	*	22
Grade 3	14	70.00	*	*	*	*	20
Grade 4	*	*	*	*	*	*	16
Grade 5	17	77.27	*	*	*	*	22
All Grades	123	71.10	38	21.97	12	6.94	173

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	35	56.45	27	43.55			62
Grade 1	27	87.10	*	*	*	*	31
Grade 2	18	81.82	*	*			22
Grade 3	*	*	14	70.00	*	*	20
Grade 4	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	22
All Grades	99	57.23	60	34.68	14	8.09	173

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	42	67.74	17	27.42	*	*	62
Grade 1	22	70.97	*	*	*	*	31
Grade 2	17	77.27	*	*			22
Grade 3	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	16
Grade 5	17	77.27	*	*	*	*	22
All Grades	117	67.63	47	27.17	*	*	173

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
586	4.1%	12.3%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	12.3%
Socioeconomically Disadvantaged	24	4.1%
Students with Disabilities	33	5.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
Asian	307	52.4%
Filipino	9	1.5%
Hispanic	29	4.9%
Two or More Races	72	12.3%
Pacific Islander	1	0.2%
White	165	28.2%






Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

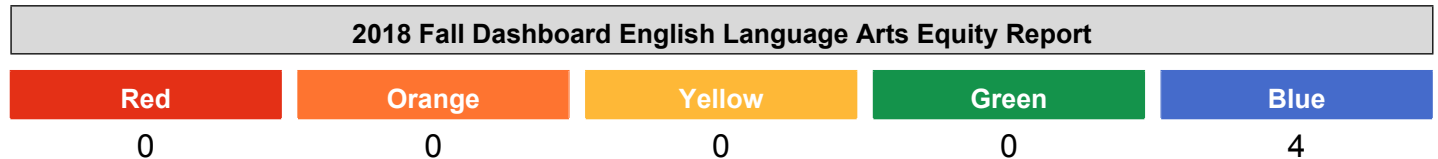
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue		 Blue		 No Performance Color	
122.8 points above standard		117 points above standard		0 Students	
Maintained 1.3 points		Increased 6 points			
301 students		74 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 No Performance Color		 No Performance Color	
0 Students		118.5 points above standard		45.5 points above standard	
		16 students		Declined -22.5 points	
				29 students	



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 131.8 points above standard Increased 5.1 points 151 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  No Performance Color 81.6 points above standard Declined -15.7 points 25 students	<b>Two or More Races</b>  Blue 123.8 points above standard Maintained -0.7 points 42 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Blue 118 points above standard Maintained -1.4 points 78 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 35 points above standard 14 students	<b>Reclassified English Learners</b> 136.2 points above standard Increased 16.9 points 60 students	<b>English Only</b> 123.1 points above standard Maintained 0.3 points 193 students
---	---	---

#### Conclusions based on this data:

1.

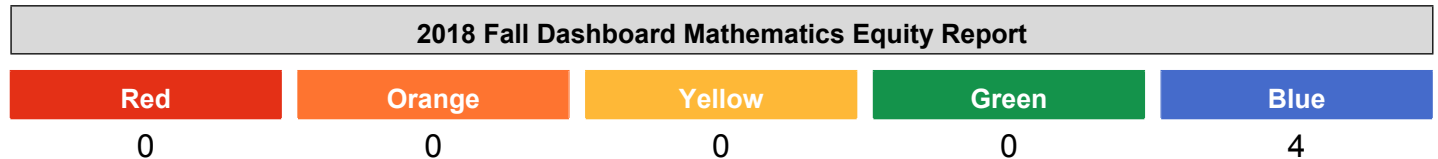
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 103.3 points above standard Increased 5.1 points 302 students	<b>English Learners</b>  Blue 117.3 points above standard Increased 17.4 points 74 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 95.8 points above standard 17 students	<b>Students with Disabilities</b>  No Performance Color 28.2 points above standard Declined -21.4 points 29 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 117.3 points above standard Increased 9.3 points 151 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  No Performance Color 58.3 points above standard Maintained -0.5 points 25 students	<b>Two or More Races</b>  Blue 114.3 points above standard Maintained 0.5 points 42 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Blue 85.8 points above standard Maintained 0.9 points 79 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 88.6 points above standard 14 students	<b>Reclassified English Learners</b> 124 points above standard Increased 18.1 points 60 students	<b>English Only</b> 97.9 points above standard Maintained 2.1 points 194 students
---	--	--

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
173	67.6%	19.7%	7.5%	5.2%

Conclusions based on this data:

1.

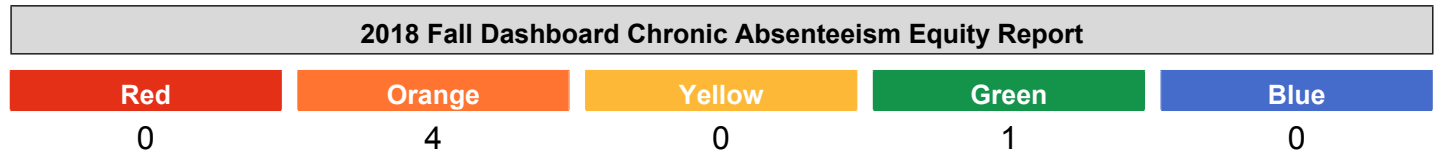
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 6.6% chronically absent Increased 3% 594 students	<b>English Learners</b>  Orange 13.3% chronically absent Increased 10.1% 75 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 6.7% chronically absent Increased 6.7% 30 students	<b>Students with Disabilities</b>  Orange 7.5% chronically absent Increased 5.3% 40 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Asian</b>  Orange 7% chronically absent Increased 3.7% 313 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
<b>Hispanic</b>  No Performance Color 6.9% chronically absent Increased 4.3% 29 students	<b>Two or More Races</b>  Green 5.4% chronically absent Declined 1% 74 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Orange 6.1% chronically absent Increased 3.5% 165 students

**Conclusions based on this data:**

1.

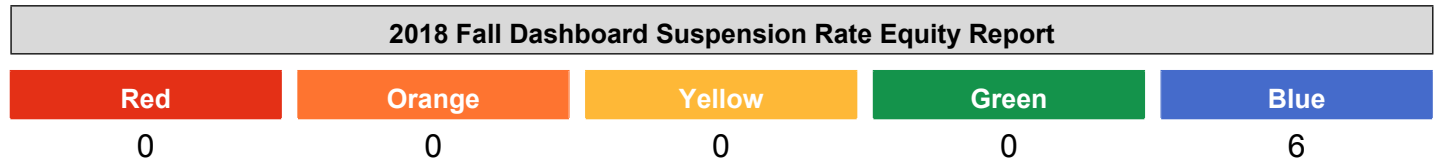
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0% suspended at least once Maintained 0% 597 students	<b>English Learners</b>  Blue 0% suspended at least once Maintained 0% 76 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 0% suspended at least once Maintained 0% 30 students	<b>Students with Disabilities</b>  Blue 0% suspended at least once Maintained 0% 40 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 3 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 0% suspended at least once Maintained 0% 315 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 9 students
<b>Hispanic</b>  Blue 0% suspended at least once Maintained 0% 30 students	<b>Two or More Races</b>  Blue 0% suspended at least once Maintained 0% 74 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Blue 0% suspended at least once Maintained 0% 165 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0% suspended at least once	0% suspended at least once	0% suspended at least once

**Conclusions based on this data:**

1.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Conditions of Learning

### Goal Statement

Valentine Elementary School will ensure a safe, secure, effective and engaging learning environment by providing students highly trained and effective teachers with access to world-class tools and resources including standards-aligned instructional materials.

### LCAP Goal

The San Marino Unified School District will 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.

### Basis for this Goal

Facility Inspection Tool (FIT), School Site Safety Audit completed by the West San Gabriel Powers Authority through Bureau Veritas, California Department of Education recommended list of ELA & Mathematics Adoptions Materials, California Common Core State Standards, California School Dashboard.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Valentine will earn an overall rating of Exemplary on their Facility Inspection Tool. Any individual areas rated below Exemplary will be addressed at the site level in collaboration with SMUSD Maintenance & Operations Department.		
Valentine ES will reduce the total number of Priority 1 and Priority 2 findings by 10% from the previous year on the School Site Safety Audit.		
Valentine will continue to hire high quality & highly skilled teachers and classified staff.		

### Planned Strategies/Activities

#### Strategy/Activity 1

Principal and staff will continue to participate in interviewing activities and join recruitment opportunities to identify highly qualified and effective candidates for teaching positions.

#### Students to be Served by this Strategy/Activity

All students

## Timeline

July 2018- June 2019

## Person(s) Responsible

Principal & staff

## Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Copy expenses for hiring packet information & water for interview team and applicants

## Strategy/Activity 2

New teachers will participate in the Induction Program. Mentors in the Induction Program will be assigned based on knowledge of the Common Core standards and instructional practices aligned with CCCSS and the ability to work effectively with others.

## Students to be Served by this Strategy/Activity

All students

## Timeline

July 2018-June 2019

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Copying expenses for induction activities & presentations

## Strategy/Activity 3

Additional release days beyond the Induction Program requirements will be provided for new teachers to observe in classrooms, collaborate with mentor and attend professional development with mentor.

## Students to be Served by this Strategy/Activity

All students

## Timeline

July 2018- June 2019

## Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	560.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for new teachers
Amount	250.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional hours of compensation for mentor and new teachers.

### Strategy/Activity 4

A rubric of qualifications including educational background, knowledge of CCCSS & knowledge of research-based practices will be developed as a screening tool for applicants.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2018- June 2019

### Person(s) Responsible

Teachers, Principal

### Proposed Expenditures for this Strategy/Activity

Amount	150.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hourly for staff participating in development of rubrics

### Strategy/Activity 5

A rubric for interview question responses will be developed to set & maintain high standards for candidates knowledge of research based instructional practices, implementation of Common Core Math & ELA curriculum, and effective use of technology for instruction.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2018-August 2019

### Person(s) Responsible

Principal & staff

### Proposed Expenditures for this Strategy/Activity

Amount	150.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hourly for staff participating in rubric development

### Strategy/Activity 6

Staff Safety Committee will be formed with a representative from each grade level, specialists & classified staff. This committee will meet monthly to review safety concerns, develop implementation plan for safety initiatives & monitor implementation of action plans.

### Students to be Served by this Strategy/Activity

All students

### Timeline

June 2018-July 2019

### Person(s) Responsible

Principal & Staff

### Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Donations
Budget Reference	None Specified
Description	Emergency Donations Funds for committee copying costs

### Strategy/Activity 7

Purchase Emergency Equipment for school campus to implement safety plan initiatives

### Students to be Served by this Strategy/Activity

All students

### Timeline

October 2018- February 2019

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount	1020.96
Source	Donations
Budget Reference	4000-4999: Books And Supplies

<b>Description</b>	Playground Emergency Equipment
<b>Amount</b>	75.00
<b>Source</b>	Donations
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Repair & replace radios
<b>Amount</b>	652.64
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase wagons for emergency transfer
<b>Amount</b>	1800.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Replace Safety Supplies

## Strategy/Activity 8

Develop & Implement a plan for Response to Active Shooter & Dangerous Intruder

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2018- June 2019

### Person(s) Responsible

Principal, Safety Committee

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	Donations
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	ALICE training attendance for staff
<b>Amount</b>	750.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase supplies for staff & student training

**Strategy/Activity 9**

Staff will maintain equipment and supplies to keep students safe & classrooms operating

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

July 2018- June 2019

**Person(s) Responsible**

Principal & staff

**Proposed Expenditures for this Strategy/Activity**

Amount	3000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Furniture, Signs, Flags,

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Pupil Outcomes

### Goal Statement

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 of our students are on track to graduate and be college and career-ready.

### LCAP Goal

The San Marino Unified School District 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.

### Basis for this Goal

2017-18 CAASPP Data; 2017-2018 ELPAC; Local Academic Data (e.g. Achieve 3000, Benchmark Assessments, Journey's Assessments, Everyday Mathematics)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The percentage of students meeting or exceeding standard in ELA will increase by 2% at all grade levels.	3rd -93% 4th -95% 5th-94%	3rd-95% 4th-97% 5th-94%
The percentage of students exceeding standard in ELA will increase by 2% at all grade levels.	3rd- 84% 4th- 82% 5th- 79%	3rd- 86% 4th- 84% 5th- 81%
Valentine will maintain the percent of all students in the met/exceeded range of the Mathematics CAASPP at or above 93% in 3rd & 4th grades and increase by 2% in 5th grade.	3rd- 93% 4th- 94% 5th- 88%	3rd- 93% 4th- 94% 5th- 91%
Valentine will increase the percentage of students in the met/exceeded range on the ELA and Mathematics CAASPP by 5 points for Hispanic/Latino students.	ELA 5th- 85.6% Overall- 84% Math 5th- 71% Overall- 80%	ELA 5th- 90.6% Overall- 89% Math 5th- 76% Overall- 85%
Valentine will decrease the percentage of students in first grade who are below grade level in phonics skills by 25% from August 2018- May 2019.		
The percentage of students classified as ELL 12 months or more will increase the percentage of students in met/exceeding standard in ELA & Mathematics CAASPP by 5%.		
The percentage of students in kindergarten who are below grade		

Metric/Indicator	Baseline	Expected Outcome
level in phonics skills in June 2019 will decrease by 5% from June 2018.		
NGSS implementation goal		

## Planned Strategies/Activities

### Strategy/Activity 1

Reading Intervention Specialist

### Students to be Served by this Strategy/Activity

Kindergarten, First and Second grade students identified using our SIPPS assessment. Services will be provided based on services priority guidelines.

### Timeline

July 2018-June 2019

### Person(s) Responsible

Colleen Shields, Reading Specialist, K-2nd grade teachers

### Proposed Expenditures for this Strategy/Activity

Amount	34,480.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.5 Reading Specialist Salary
Amount	20,520.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.5 Reading Specialist
Amount	1,241.26
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Technology for Reading Specialist Classroom
Amount	150.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Copying & Materials



## Strategy/Activity 2

Valentine ES will continue the implementation of the CCSS & Mathematics Framework through the use of Everyday Mathematics instructional materials & Dreambox in all classrooms.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2018- June 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	7,275.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Dreambox online mathematics program designed to build understanding of math concepts
Amount	22,566.95
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Everyday Mathematics Journals, Homelinks, Online subscription
Budget Reference	4000-4999: Books And Supplies
Description	Canon Supplies
Description	Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days
Source	None Specified
Budget Reference	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	iWalk Program for walk through observations documentation

## Strategy/Activity 3

Valentine will continue to implement with fidelity the Benchmark Advance & Journeys curriculum across all K-5th grade classrooms.

### Students to be Served by this Strategy/Activity

All students K - 5th

### Timeline

July 2018-June 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

**Amount** 1,728.00

**Source** Donations

**Budget Reference** 4000-4999: Books And Supplies

**Description** Benchmark Advance Grammar, Spelling & Vocabulary

**Amount** 876.00

**Source** Donations

**Budget Reference** 4000-4999: Books And Supplies

**Description** Vocabulary Workbooks 3rd grade

**Budget Reference** 4000-4999: Books And Supplies

**Description** Canon Copies

**Description** Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days

**Amount** 200.00

**Source** Donations

**Budget Reference** 4000-4999: Books And Supplies

**Description** iWalk Program for walk through observations documentation

### Strategy/Activity 4

Staff in grades 2nd- 5th will continue to implement Achieve3000 to engage students in relevant and meaningful informational text articles.

### Students to be Served by this Strategy/Activity

All students grades 2nd - 5th.

### Timeline

July 2018- June 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

**Amount** 14,650.00

**Source** Lottery: Instructional Materials

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Achieve3000 online subscription
<b>Amount</b>	3,465.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Achieve3000 online subscription
<b>Amount</b>	100.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days, AchieveReports

## Strategy/Activity 5

Valentine will continue the implementation of Next Generation Science Standards in all classrooms across all grade levels through collaboration & shared decision-making: grade level team meetings, PD, grade level planning days. Valentine will equip a STEM lab with a certificated STEM teacher, technology, furniture & instructional materials to provide students with NGSS aligned instruction in an engaged, world class learning environment.

## Students to be Served by this Strategy/Activity

All students

## Timeline

July 2018- June 2019

## Person(s) Responsible

Principal & staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days
<b>Amount</b>	100.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	UCLA CenterX Professional Development
<b>Description</b>	NGSS Leadership Team

<b>Amount</b>	500.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	NTS Membership & Subscription
<b>Amount</b>	1,000.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Engineering Science Fair
<b>Amount</b>	2,500.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	STEM Lab Supplies

## Strategy/Activity 6

Valentine will provide adequate copying & office supplies to support all of our academic programs & office requirements.

## Students to be Served by this Strategy/Activity

All students

## Timeline

July 2018- June 2019

## Person(s) Responsible

Principal & staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14,525.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Canon Lease & Maintenance Agreement & Overage Charges
<b>Amount</b>	1,100.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Copying supplies
<b>Amount</b>	20,000.00

<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	General Classroom & Office Supplies

## Strategy/Activity 7

Valentine will maintain 1:1 levels of student access to technology through devices at each grade level & to engaging, curriculum related software.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2018- July 2019

### Person(s) Responsible

Principal & Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5585.35
<b>Source</b>	Donations
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Edclub (Typing Program) Brainpop, Learning A-Z,

## Strategy/Activity 8

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 & first grade students. Teachers in grades 2-5 will create homework opportunities for parents to discuss Achieve3000 articles with their child and for students to provide written responses to questions reflecting on issues being discussed.

### Students to be Served by this Strategy/Activity

All students in grades 2nd- 5th.

### Timeline

July 2018-June 2019

### Person(s) Responsible

Teachers & Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Canon Copier

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Pupil Engagement

### Goal Statement

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.

### LCAP 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.

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Counselor, classroom teacher and PE teacher will implement Second Step lessons in classrooms including the Bully Prevention Supplemental Unit.

#### Students to be Served by this Strategy/Activity

All students.

#### Timeline

July 2018- June 2019

#### Person(s) Responsible

Counselor, Teachers, Principal

### Proposed Expenditures for this Strategy/Activity

Amount

1,761.00

Source

Donations

Budget Reference

4000-4999: Books And Supplies

<b>Description</b>	Second Step Program
<b>Amount</b>	500.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Copying Expenses

## Strategy/Activity 2

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. 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.

### Students to be Served by this Strategy/Activity

#### Timeline

July 2018- June 2019

#### Person(s) Responsible

Counselor, Staff, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Training for Staff
<b>Description</b>	Second Step classroom lessons
<b>Description</b>	Staff Meetings
<b>Description</b>	Leadership Team Meetings

## Strategy/Activity 3

Staff will work with PTA to maintain & improve strong relationships between staff & parents & community.

### Students to be Served by this Strategy/Activity

All students

#### Timeline

July 2018- June 2019

#### Person(s) Responsible

Principal & Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	600.00
---------------	--------



<b>Source</b>	Donations
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute salaries for Teacher representative to attend PTA meetings.

## Strategy/Activity 4

Second Step student, staff & parent surveys will be administered

### Students to be Served by this Strategy/Activity

#### Timeline

July 2018- June 2019

#### Person(s) Responsible

Counselor, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Survey Distribution
<b>Description</b>	Staff Meetings
<b>Description</b>	Leadership Team Meetings

## Strategy/Activity 5

Counselor will provide information for parents on Second Step strategies, vocabulary and lessons through 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 & parent presentations.

### Students to be Served by this Strategy/Activity

#### Timeline

July 2018- June 2019

#### Person(s) Responsible

Counselor, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Second Step parent/staff emails
<b>Description</b>	PTA General Meetings
<b>Description</b>	Staff Meetings

**Description**

Valentine Update

**Strategy/Activity 6**

Reduce the number of tardies by 10% & absences by 50%. Tardy and absence letters will be sent home monthly & per 3-6-9. 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. Meetings for students exceeding 10% of absences for school year.

**Students to be Served by this Strategy/Activity****Timeline**

July 2018- June 2019

**Person(s) Responsible**

Principal, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity****Amount**

500.00

**Source**

Donations

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Parent Letters &amp; Contacts for Tardiness, Copying Expenses, Stamps

**Description**

Staff Meetings

**Description**

Counselor Interventions

**Strategy/Activity 7**

First Lego League Teams will be offered for students in grades 4 & 5 to increase student involvement in school activities.

**Students to be Served by this Strategy/Activity**

All students grades 4th - 5th.

**Timeline**

June 2018- July 2019

**Person(s) Responsible**

Staff, Principal &amp; parents

**Proposed Expenditures for this Strategy/Activity****Amount**

5556.84

**Source**

Donations

**Budget Reference**

0001-0999: Unrestricted: Locally Defined

**Description**

FLL competition participation

**Strategy/Activity 8**

Survey students on playground equipment and games to increase opportunities for student engagement on the playground.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

June 2018- July 2019

### **Person(s) Responsible**

Principal, Staff

### **Proposed Expenditures for this Strategy/Activity**

<b>Description</b>	Student Surveys
<b>Amount</b>	500.00
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase Playground Equipment

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Pupil (Parent) Engagement

### Goal Statement

Valentine School 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 English Learner Advisory Council (ELAC) meetings and opportunities for families new to our community and country.

### LCAP 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.

### Basis for this Goal

See Findings.

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

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.

#### Students to be Served by this Strategy/Activity

#### Timeline

August 2018- May 2019

#### Person(s) Responsible

Teachers, Principal

#### Proposed Expenditures for this Strategy/Activity

Description

Grade Level Team Meetings

<b>Description</b>	Professional Development Days
--------------------	-------------------------------

<b>Description</b>	Team Planning Days
--------------------	--------------------

## Strategy/Activity 2

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.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2018- May 2019

#### Person(s) Responsible

Teachers, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Grade Level Team Meetings
--------------------	---------------------------

<b>Description</b>	Professional Development Days
--------------------	-------------------------------

<b>Description</b>	Achieve3000
--------------------	-------------

<b>Description</b>	Team Planning Days
--------------------	--------------------

## Strategy/Activity 3

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.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2018- May 2019

#### Person(s) Responsible

Teachers, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Grade Level Team Meetings
--------------------	---------------------------

<b>Description</b>	Professional Development Days
--------------------	-------------------------------

<b>Description</b>	Team Planning Days
--------------------	--------------------

## Strategy/Activity 4

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.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2018- May 2019

#### **Person(s) Responsible**

Teachers, Principal

#### **Proposed Expenditures for this Strategy/Activity**

##### **Description**

Site Council

##### **Description**

Leadership Team

### **Strategy/Activity 5**

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.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2018- May 2019

#### **Person(s) Responsible**

ELL Teacher, Principal

#### **Proposed Expenditures for this Strategy/Activity**

##### **Description**

Leadership Team

##### **Description**

ELAC Meetings

### **Strategy/Activity 6**

Schedule parent coffees for ELL parents throughout the school year.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2018- May 2019

#### **Person(s) Responsible**

Teachers, Principal

#### **Proposed Expenditures for this Strategy/Activity**

##### **Amount**

200.

##### **Source**

Donations

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent Coffees

## Strategy/Activity 7

Conduct parent workshops on ELA curriculum, beginning reading, & engaging students in meaningful discussions.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2018- May 2019

#### Person(s) Responsible

Teachers, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200.
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent Information Meetings

## Strategy/Activity 8

Survey parents for topics for discussion for PTA meetings, parent coffees, PTAffiliates & book studies.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2018- May 2019

#### Person(s) Responsible

Teachers, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Parent Survey
--------------------	---------------

## Strategy/Activity 9

Parent informational sessions on CAASSP will be conducted by staff to build awareness and understanding among parents. Strategies for parents to support student learning.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2018- May 2019

#### Person(s) Responsible

Teachers, Principal

**Proposed Expenditures for this Strategy/Activity**

Amount	200
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Parent Information Meetings

**Strategy/Activity 10**

Coordinate with PTA to increase outreach to new ELL families; increase the number of translated documents

**Students to be Served by this Strategy/Activity**

**Timeline**

August 2018-May 2019

**Person(s) Responsible**

Teachers, Principal

**Proposed Expenditures for this Strategy/Activity**

Description	PTA Board Meetings
-------------	--------------------



## Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	174,589.00

### Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Donations	103,794.00
Lottery: Instructional Materials	14,650.00
None Specified	0.00
Site Formula Funds	35,625.00
Title I	20,520.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,556.84
1000-1999: Certificated Personnel Salaries	56,710.00
4000-4999: Books And Supplies	90,036.81
5000-5999: Services And Other Operating Expenditures	20,185.35
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Donations	5,556.84
1000-1999: Certificated Personnel Salaries	Donations	36,190.00
4000-4999: Books And Supplies	Donations	54,286.81
5000-5999: Services And Other Operating Expenditures	Donations	5,660.35
5800: Professional/Consulting Services And Operating Expenditures	Donations	2,000.00
None Specified	Donations	100.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	14,650.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Site Formula Funds	21,100.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	14,525.00
1000-1999: Certificated Personnel Salaries	Title I	20,520.00

# 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:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Colleen Shields	Principal
Kimberly Cheng	Classroom Teacher
Jessica Bulgin	Classroom Teacher
Jennifer DeLaTorre	Other School Staff
Cindy Yung	Parent or Community Member
Michiko Lee	Parent or Community Member
Zeina Daoud	Parent or Community Member
Zarana Patel	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 12-4-2017.

Attested:

Principal, Colleen Shields on