

The Single Plan for Student Achievement

School: Valentine Elementary School
CDS Code: 19649640000000
District: San Marino Unified School District
Principal: 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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The District Governing Board approved this revision of the SPSA on

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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 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.

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, staff and students 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 schoolwide and grade level assessments, teacher informal and formal observations, administration's formal observations and classroom visits, and grade level team meetings sharing student data and student work. Classroom walk-through observations focus on the implementation of our math curriculum, Everyday Mathematics, and our 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 ELPAC. 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 Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (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 online 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 online 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.
- Students in grades 1st & 2nd are assessed weekly using the online 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 online 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 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 2017-2018, 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 new teachers received professional development on the ELA adoption materials: Journeys (K, 1st & 2nd) and Benchmark Advance (3rd, 4th & 5th grades) & Everyday Mathematics program.

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, monthly grade level team meetings and grade level team planning days.
- All teachers participate in grade level, vertical and horizontal articulation meetings to assess data and student work during SD opportunities.
- A focus of professional development during 2017 - 2018 school year will be:
 - (1) to deepen staff knowledge of the Next Generation Science Standards and the implementation of NGSS aligned lessons in all classrooms.
 - (2) the successful implementation of year two of our new ELA programs Journeys (K-2) and Benchmark Advance (3-5).
 - (3) to build understanding among staff members of the new California Social Studies and History Framework.
- Professional development on the use of SIPPS, Achieve 300, Dreambox, Everyday Mathematics, Journeys, Benchmark Advance & classroom technology, student devices (Chromebooks and iPads) will available to all new certificated staff members.
- Classified staff members at Valentine ES will be 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 Induction 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. Each grade level team is working together during the 2017-18 school year to successfully implement our 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 during professional development. Twice a month staff meetings include time for grade level teams and cross grade level teams to collaborate on instructional issues. We have three 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 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 Student Success Teams (SST) 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's Crowell 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)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Overall our students performed extremely well on the Spring 2017 CAASPP. All groups scored at the highest level in Mathematics and English Language Arts.

ELA: All students (254)	Very High	118.0 points above level 3	Improvement: Increased Significantly +20.4 points.
English Learners (44)	Very High	107.1 points above level 3	Improvement: Increased Significantly +39.4 points
Students with Disabilities (22)	Very High	54.1 points above level 3	Improvement: Increased Significantly +43.9 points
Asian (115)	Very High	127.1 points above level 3	Improvement: Increased +17.4 points
Hispanic (35)	Very High	73.4 points above level 3	Improvement: Maintained +6.4 points
2 or more races (27)	Very High	118.1 points above level 3	Improvement: Increased +17.7 points
White (77)	Very High	124.6 points above level 3	Improvement: Increased Significantly +32.4 points
EL- EL Only (30)	Very High	94.6 points above level 3	Improvement: Increased Significantly +37.7 points
EL- Reclassified Only (14)	Very High	113.9 points above level 3	Improvement: Increased Significantly +37.7 points

Math:All students (254)	Very High	97.2 points above level 3	Improvement: Increased Significantly + 28.2 points.
English Learners (44)	Very High	91.8 points above level 3	Improvement: Increased Significantly +25.6 points
Students with Disabilities (22)	Very High	48.6 points above level 3	Improvement: Increased Significantly + 56.2 points
Asian (115)	Very High	113.1 points above level 3	Improvement: Increased Significantly +25.8 points
Hispanic (35)	Very High	42.5 points above level 3	Improvement: Increased Significantly +16.4 points
2 or more races (27)	Very High	104.4 points above level 3	Improvement: Increased Significantly +21.9 points
White (77)	Very High	96.1 points above level 3	Improvement: Increased Significantly + 39.7 points

EL- EL Only (30)	Very High	91.6 points above level 3	Improvement: Increased Significantly +30.2 points
EL- Reclassified Only (14)	Very High	92.1 points above level 3	Improvement: Increased Significantly + 18.6 points

Data for our students entering first grade this year as measured by the SIPPS Assessment demonstrated improvement in the acquisition of phonics skills for our incoming first grade students. Last year thirty-two percent (32%) of our first grade students tested into the Beginning level of the SIPPS program which is below first grade level. This year twenty-four percent (24%) of our first grade students tested into the Beginning level of the SIPPS program. 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.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	95	101	77	92	100	77	92	100	96.3	95.8	99
Grade 4	87	77	108	82	75	106	82	75	106	94.3	97.4	98.1
Grade 5	117	99	87	114	90	85	114	90	85	97.4	90.9	97.7
All Grades	284	271	296	273	257	291	273	257	291	96.1	94.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2536.8	2553.0	2556.4	81	84	88.00	9	13	6.00	8	3	5.00	3	0	1.00
Grade 4	2566.7	2589.6	2594.8	73	83	81.13	16	9	16.04	6	8	1.89	5	0	0.94
Grade 5	2598.0	2617.6	2615.0	60	80	71.76	30	14	21.18	8	2	5.88	3	3	1.18
All Grades	N/A	N/A	N/A	70	82	80.76	20	12	14.09	7	4	4.12	3	1	1.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	78	73.00	32	22	26.00	4	0	1.00
Grade 4	67	77	79.25	27	21	20.75	6	1	0.00
Grade 5	59	68	58.82	34	27	38.82	7	6	2.35
All Grades	63	74	71.13	32	23	27.84	6	2	1.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	79	82.00	19	20	15.00	6	1	3.00
Grade 4	72	76	77.36	27	23	21.70	1	1	0.94
Grade 5	63	74	75.29	32	23	23.53	5	2	1.18
All Grades	69	77	78.35	27	22	19.93	4	2	1.72

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	63	65.00	35	37	34.00	0	0	1.00
Grade 4	46	47	62.26	50	51	34.91	4	3	2.83
Grade 5	49	61	56.47	49	38	42.35	2	1	1.18
All Grades	53	58	61.51	45	41	36.77	2	1	1.72

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	80	83.00	26	20	16.00	3	0	1.00
Grade 4	63	76	83.02	34	23	16.04	2	1	0.94
Grade 5	73	86	76.47	24	13	22.35	4	1	1.18
All Grades	70	81	81.10	27	18	17.87	3	1	1.03

Conclusions based on this data:

1. The percentage of students who exceeded standard in writing increased at all grade levels.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	95	101	80	95	101	79	95	101	100.0	99	100
Grade 4	87	77	108	87	75	108	87	75	108	100.0	97.4	100
Grade 5	117	99	87	115	96	87	115	96	87	98.3	97	100
All Grades	284	271	296	282	266	296	281	266	296	99.3	97.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2519.4	2542.9	2545.6	60	81	78.22	36	12	12.87	3	6	7.92	0	1	0.99
Grade 4	2551.3	2588.2	2585.0	56	83	74.07	30	11	21.30	9	7	3.70	5	0	0.93
Grade 5	2585.0	2608.9	2607.5	60	70	68.97	24	18	24.14	8	10	5.75	8	2	1.15
All Grades	N/A	N/A	N/A	59	77	73.99	29	14	19.26	7	8	5.74	5	1	1.01

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	78	87	85.15	20	11	10.89	1	2	3.96
Grade 4	71	89	82.41	22	11	15.74	7	0	1.85
Grade 5	70	75	78.16	19	22	17.24	10	3	4.60
All Grades	73	83	82.09	20	15	14.53	7	2	3.38

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	67	82	78.22	33	14	18.81	0	4	2.97
Grade 4	61	77	74.07	32	20	24.07	7	3	1.85
Grade 5	54	67	64.37	39	30	32.18	7	3	3.45
All Grades	60	75	72.64	35	21	24.66	5	3	2.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	73	84	78.22	27	16	18.81	0	0	2.97
Grade 4	61	81	80.56	37	19	19.44	2	0	0.00
Grade 5	54	65	56.32	35	29	40.23	11	6	3.45
All Grades	62	76	72.64	33	21	25.34	5	2	2.03

Conclusions based on this data:

1. Communicating Reasoning scores in Mathematics demonstrate a significant decrease in scores in the 5th grade.
2. The mean score for students at each grade level was within at least 3 points of last year's scores.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		25				50	***	25	25		50				25
1	18	19	42	41	70	23	29	11	31	12		4			
2	20	9	38	40	55	38	20	32	24	20	5				
3	25	50	67	63	30	29	13		5		10			10	
4	33	50	64	17	42	9	33		27		8		17		
5	25	29	50	50	43	50	25				29				
Total	22	26	25	41	51	29	27	13	20	7	9	1	2	1	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		4	13	37	7	19	40	39	32	10	25	16	13	25	19
1	16	21	38	36	59	26	28	12	26	8	9	6	12		3
2	29	9	38	29	52	33	29	30	25	14	4			4	4
3	21	46	63	36	23	29	29		4	14	8			23	4
4	18	50	59	18	36	12	27	7	18		7		36		12
5	27	24	25	36	24	33	18		17		18	17	18	35	8
Total	14	21	38	34	36	25	31	18	22	8	12	6	13	13	8

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Conditions of Learning
LEA GOAL: The San Marino Unified School District 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 #1: 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.
Data Used to Form 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.
Findings from the Analysis of this Data: Our mathematics and ELA instructional materials are aligned with the CCCSS. Implementation of these materials with fidelity & consistency across all of our classrooms is crucial for the ongoing success of our students. Implementation of the newly adopted Next Generation Science Standards (NGSS) Framework & History & Social Studies Framework are important next steps for our staff in providing our students with the skills necessary to maintain a world-class education. Valentine has continued to hire 2-3 new teachers each year. The implementation of CCCSS aligned instructional materials and strategies requires a high level of skills, knowledge, and educational background. It is imperative for us to continue to hire the very best candidates to maintain and continue to improve the rigor of our instructional program in a caring, nurturing environment.
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 will be used to determine the success of planned and implemented curriculum in ELA, Mathematics, & Science.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Valentine will continue to implement the Benchmark Advance & Journeys curriculum across all K-5th grade classrooms.	July 2017-June 2018	Principal, Teachers	Walkthrough observations by Principal Journeys & Benchmark Training for new staff members Grade Level Team Meetings Grade Level Planning Days Staff Meetings Professional Development Days	1000-1999: Certificated Personnel Salaries Donations	437.39
Valentine will continue the implementation of the Next Generation Science Standards (NGSS) in all classrooms across all grade levels through collaboration & shared decision-making.	July 2017-June 2018	Principal, Teachers	Grade Level Team Meetings Grade Level Planning Days Staff Meetings Professional Development Days UCLA CenterX Training NGSS Leadership Team		
Valentine will begin the implementation of the California State Framework for Social Studies/History in all grade levels & classrooms.	July 2017- June 2018	Principal, Teachers	Professional Development Days Grade Level Team Meetings Grade Level Planning Days Staff Meetings Workshops & conference attendance for staff leaders Unit & weekly assessments		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
Valentine ES will continue the implementation of the CCSS & Mathematics Framework through the use of the Everyday Mathematics instructional materials in all classrooms.	July 2017- June 2018	Teachers, Principal	Professional Development Days Grade Level Team Meetings Grade Level Planning Days Staff Meetings Everyday Mathematics PD for all new staff members		
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 the SMUSD Maintenance & Operations department.	July 2017- June 2018	Staff & Maintenance Department	Staff Meetings Site Council Meetings Safety Committee Meetings		
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.	June 2017-July 2018	Staff, SMUSD Maintenance Department	Site Council Meetings Safety Committee Meeting Staff Meetings		
Valentine will maintain 1:1 levels of student access to technology through devices at each grade level.	June 2017- July 2018	Staff & Principal	Purchase of 30 new devices		
Valentine will equip a STEM lab with technology, furniture & instructional materials to provide students with NGSS aligned instruction in an engaged, world-class learning environment.	June 2017- July 2018	Staff & Principal	Renovate computer lab Purchase furniture Purchase technology	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Parent-Teacher Association (PTA) Parent-Teacher Association (PTA) Donations 5,000.00 20,000

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.	July 2017-June 2018	Staff & Principal	Training for interview Teams Recruitment Activities	1000-1999: Certified Personnel Salaries	Donations	450.
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.	July 2017- June 2018	Principal, staff	Assign highly qualified mentors Induction Program participation			
Additional release days beyond Induction Program requirements will be provided for new teachers to observe in classrooms, collaborate with mentor and attend professional development with mentor.	July 2017- June 2018	Principal, Staff	Provide release days	1000-1999: Certified Personnel Salaries 0001-0999: Unrestricted: Locally Defined	Donations Donations	560. 200.
A rubric of qualifications including educational background, knowledge of CCCSS & knowledge of research-based practices will be developed as a screening tool for applicants.	July 2017- June 2018	Principal & Leadership Team	Leadership Team Meetings			
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.	July 2017- June 2018	Principal & Leadership Team	Leadership Team Meetings			
Certificated STEM teacher will be hired to provide students with NGSS aligned instruction & assist staff with implementation of the NGSSs.	July 2017	Principal		1000-1999: Certified Personnel Salaries	Parent-Teacher Association (PTA)	75,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Valentine will update yearly our Comprehensive Safety Plan to address areas of improvement for school safety & seek parent input at PTA General Meetings.	December 2017-February 2018	Principal & Staff	Site Council Meetings Safety Committee Meetings PTA General Association		

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Pupil Outcomes
LEA 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.
SCHOOL GOAL #2: 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.
Data Used to Form this Goal: 2016-2017 CAASPP Data; 2017-2018 English Language Proficiency Exam; 2016-2017 Dataquest on EL redesignation
Findings from the Analysis of this Data: Overall our students performed extremely well on the Spring 2017 CAASPP. All groups scored at the highest level in Mathematics and English Language Arts. Special Education students scored the lowest in ELA and Hispanic & Latino students scored the lowest in Mathematics.
How the School will Evaluate the Progress of this Goal: 2017-2018 CAASPP Data; Interim Assessment Data; English Language Proficiency Data; SIPPS data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Valentine will increase the average level on the ELA CAASPP by 10 points for Hispanic/Latino students from 73.4 points above level 3 to 83.4 points above level 3 and increase the average level on the Math CAASPP by 10 points from 42.5 to 52.5 points above level 3.	July 2017-June 2018	Principal, Teachers	Grade Level Team Meetings Interim Assessments Professional Development Staff Meetings Achieve3000 Dreambox CareTeam		
Valentine will increase the average level on the ELA CAASPP by 5 points for Special Educations students from 54.1 points above level 3 to 59.1 points above level 3 and increase the average level on the Math CAASPP by 5 points from 48.6 to 53.6 points above level 3.	July 2017- June 2018	Principal, Teachers	Grade level & Specialist Team Meetings Interim Assessments Professional Development Dreambox Achieve3000 Special Ed Team Meetings CareTeam		
Valentine will decrease the percentage of students in first grade and kindergarten who are below grade level in phonics skills by 25%.	August 2017-June 2018	Principals, Teachers	Reading Specialist Grade Level Team Meetings Grade Level Planning Days SIPPS program Journeys Program	1000-1999: Certificated Personnel Salaries	Donations 50,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
VES will reduce the percent of English Learner students who have been receiving designated English Learner supports for 4-6+ years, by 3% through the appropriate re-designation of students.	July 2017- June 2018	Principal, Teachers	ELL classes ELL aide ELL Certificated Teacher SST meetings ELAC Meetings Leadership Team Meetings Staff Meetings Journeys & Benchmark Advance ELL support materials	4000-4999: Books And Supplies	Donations	350.

Planned Improvements in Student Performance

School Goal #3

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

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 School 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 including the Bully Prevention Supplemental Unit.	July 2017- June 2018	Counselor, Teachers, Principal	Second Step Program Bullying Prevention Units Staff Meetings Leadership Team Meetings	4000-4999: Books And Supplies	Donations	1761

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
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.	July 2017- June 2018	Counselor, Staff, Principal	Training for Staff Second Step classroom lessons Staff Meetings Leadership Team Meetings		
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 2017	Principal, Counselor	Website update Staff Meetings Leadership Team Meetings		
Second Step student, staff & parent surveys will be administered	May 2017	Counselor, Principal	Survey Distribution Staff Meetings Leadership Team Meetings		
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.	August 2017- June 2018	Counselor, Principal	Second Step parent/staff emails PTA General Meetings Staff Meetings Valentine Update		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2017- June 2018	Principal, Teachers, Staff	Parent Letters & Contacts for Tardiness Staff Meetings Counselor Interventions			
First Lego League Teams will be offered for students in grades 4 & 5 to increase student involvement in school activities.	September 2017- May 2018	Staff, Principal & parents	FLL competition participation	0001-0999: Unrestricted: Locally Defined	Donations	2800.
Survey students on playground equipment and games to increase opportunities for student engagement on the playground.	December 2017- May 2018	Principal, Staff	Student Surveys Purchase Playground Equipment	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Pupil (Parent) 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 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.
Data Used to Form this Goal:
See Findings.
Findings from the Analysis of this Data:
Valentine School 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 2017- May 2018	Teachers, Principal	Grade Level Team Meetings Professional Development Days Team Planning Days			
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 2017- May 2018	Teachers, Principal	Grade Level Team Meetings Professional Development Days Achieve3000 Team Planning Days			
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 2017- May 2018	Teachers, Principal	Grade Level Team Meetings Professional Development Days Team Planning Days			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
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 2017- May 2018	Teachers, Principal	Site Council Leadership Team		
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 2017- May 2018	ELL Teacher, Principal	Leadership Team ELAC Meetings		
Schedule parent coffees for ELL parents throughout the school year.	August 2017- May 2018	Teachers, Principal	Parent Coffees	4000-4999: Books And Supplies	200.
Conduct parent workshops on ELA curriculum, beginning reading, & engaging students in meaningful discussions.	August 2017- May 2018	Teachers, Principal	Parent Information Meetings	4000-4999: Books And Supplies	200.
Survey parents for topics for discussion for PTA meetings, parent coffees, PTAffiliates & book studies.	August 2017- May 2018	Teachers, Principal	Parent Survey		
Parent informational sessions on CAASSP will be conducted by staff to build awareness and understanding among parents. Strategies for parents to support student learning.	August 2017- May 2018	Teachers, Principal	Parent Information Meetings	4000-4999: Books And Supplies	200
Coordinate with PTA to increase outreach to new ELL families; increase the number of translated documents	August 2017-May 2018	Teachers, Principal	PTA Board Meetings		

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:

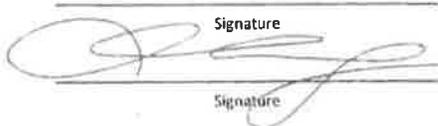
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Colleen Shields	X				
Kimberly Cheng		X			
Alison Moller				X	
Allison Shui		X			
Nancy Ko				X	
Michiko Lee				X	
Helen Phan				X	
Kelly Duncan		X			
Jennifer delaTorre			X		
Numbers of members of each category:	1	3	1	4	

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

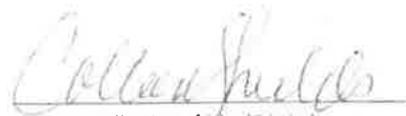
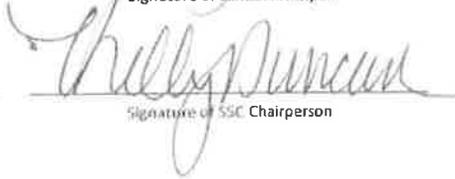
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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 12-4-2017.

Attested:

Colleen Shields		12-4-2017
Typed Name of School Principal	Signature of School Principal	Date
Kelly Duncan		12-4-2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date