THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT VALENCIA PARK ELEMENTARY SCHOOL

2014-16

37-68338-6040257
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Moore, Lori
Contact Person: Moore, Lori
Position: Principal
Telephone Number:
Address: 5880 Skyline Dr, Valencia Park Elementary, San Diego, CA, 92114-5526,
E-mail Address: lmoore1@sandi.net

**The following items are included:**
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego Unified
SCHOOL DISTRICT
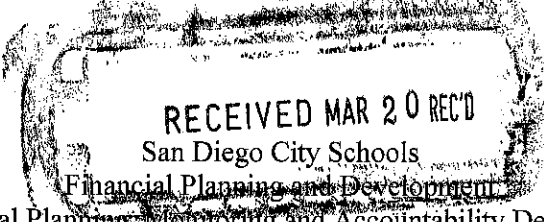
RECEIVED MAR 2 0 REC'D
San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Valencia Park STEAM Magnet School

SITE CONTACT PERSON: Lori Moore

DUE March 13, 2015

PHONE: 619-344-3500   FAX: 619-344-3540   E-MAIL ADDRESS: lmoore1@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- [ ] **Quality Education Investment Act (QEIA)**
- [x] **Title 1 Schoolwide Programs (SWP)**
- [x] **Program Improvement (PI)**
  - [ ] Y1 [ ] Y2 [x] Y3 [ ] Y4 [ ] Y5 [ ] Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.
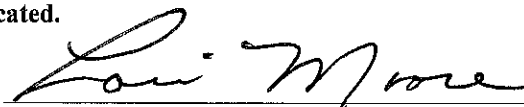
   CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

   - [x] English Learner Advisory Committee (ELAC)   Date of presentation: _3/9/15_
   - [ ] Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____
   - [ ] Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____
   - [ ] Site Governance Team (SGT)   Date of presentation: _____
   - [ ] Other (list): _____   Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon 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.

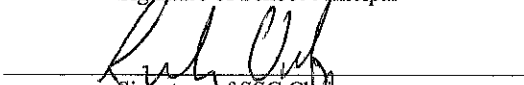6. The site plan or revisions to the site plan were adopted by the SSC on: _3/9/15_

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Lori Moore	_Lori Moore (signature)_	3/9/15
Type/Print Name of School Principal	Signature of School Principal	Date
Ruben Ortega	_(signature)_	3/9/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Shirley Wilson	_(signature)_	3/12/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date
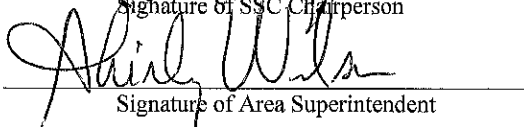
Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

TABLE OF CONTENTS

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.
The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
Vision - School Culture:

Every student, parent, and visitor will be greeted with a smile and made to feel welcome and important.
Teachers and staff will speak to students in a respectful, positive, and encouraging manner (which includes addressing negative behavior).
Students are the priority and their wellbeing is our chief concern both academically and emotionally.
We create a school that is aesthetically pleasing and reflects that we value ourselves, others, our learning and our community.
Academic Press:
Weekly PLC meetings in which teachers are diligently monitoring student achievement to inform best practice instruction.
Teachers ensure that students are aware of the learning objectives and the purpose.
There is 100% student engagement in every classroom. Teachers are allowing students to engage in productive struggle while facilitating the work

Teachers are collaboratively planning interdisciplinary units where students use the design process to solve real world problems without a resource teacher to guide the unit development.
Current Reality - School Culture:
Staff is embracing the notion of creating a welcoming environment when every student, parent, and visitor is greeted with a smile and made to feel welcome and important.
Teachers are in a state of reflection on the manner in which they are addressing students, parents, and one another. Administrator is having courageous one-on-one conversations with staff that have yet to internalize the manner in which they interact positively with others.
Staff is becoming more conscience that public education is a student, parent, and community centered enterprise. We are in the business of serving our community with the understanding that there are options available to families when it comes to the education of their children.
Academic Press:

We have structures in place for weekly PLC meetings. We are in the process of creating a school-wide academic monitoring system. Students and teachers are beginning to share the responsibility for tracking their progress.

Teachers are aware that their lesson planning must include a learning objective. Teachers are working towards clear communication of learning objectives and the purpose to students throughout the lesson.

School-wide teachers agree that 100% student engagement is optimal; however our current reality is close to 50% student engagement in classrooms. Productive struggle is a new concept for our staff and we are in the initial stages of planning for and trying this on in the classroom.

Teachers are collaboratively planning interdisciplinary units and attempting to use the design process to solve real world problems with the support of a STEAM resource teacher.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN
SDUSD′s LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Lori Moore	Principal
2. Jen Teruya	Classroom Teacher
3. Debbie Hedgren	Classroom Teacher
4. Ruben Ortega	Classroom Teacher
5. Laura McKenna	Other School Personnel
6. Angela Morris	Parent
7. Christina Hudson	Parent
8. Veronica Perales	Parent
9. Rocio Gutierrez	Parent
10. Ruben Ibarra	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/21/2016, 58 % of Valencia Park Elementary Students will meet meet Common Core grade-level standards level in English/Language Arts

Closing the Gap SMART Goal:
* By 06/21/2016, 50 % of Valencia Park Elementary English Learner will meet Common Core grade-level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal: * By 06/21/2016, 60 % of Valencia Park Elementary Students will meet meet Common Core grade-level standards level in Mathematics   **Closing the Gap SMART Goal**:   * By 06/21/2016, 55 % of Valencia Park Elementary English Learner, Students will meet meet Common Core grade-level standards level in Mathematics   * By 06/21/2016, 60 % of Valencia Park Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics Benchmark

WHAT DATA DID YOU USE TO FORM THESE GOALS?   ☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle I**(August-November) - How do we develop an academic, social and physical environment worthy of our children?   **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?   **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?   **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?   Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
* By 06/21/2016, 50 % of Valencia Park Elementary English Learner, Students will meet one years growth or reach Early Advanced in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Development Reading Assessment

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/21/2016, 45 % of Valencia Park Elementary Grade 03, Students will meet Common Core grade-level standards in English/Language Arts

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/21/2016, 75 % of Valencia Park Elementary Parents/Guardians will participate in at least 2 of our 6 parent events in Parent and Community Engagement

Targeted Population:

All parents for our targeted sub-groups (ELL, Hispanic, African Americans, and Socio-Economic)
What data did you use to form these goals?:

Sign-In Sheets, Student Participation in Technology programs, parent/guardian involvement in Family Fridays, website visits

BUDGET: Resources Aligned to Area Goals

Core Program:
Universal Access to Strong Core Instructional Program (Tier 1)
· All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
· Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
· Teachers will provide balanced literacy instruction including daily guided reading.
· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
· Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
· Teachers will use graphic organizers and Thinking Maps to support student understanding.
· In school Resource Teacher will work with targeted students to improve language development.
· All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
· Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
· Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
· Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs
· Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
· Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)
· Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
· Targeted additional small flexible group instruction will be used to address specific needs in literacy
· Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
· Educational specialist will provide push in supplemental small group instruction for targeted students in need.
· Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
· Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
· Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

· Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

· Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

· Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

· In School Resource Teacher will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

· Counselor and guidance assistant will provide monthly check in with at risk students

· Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

· Speech and language pathologist will provide supplemental support to English learners with language needs.

· Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.1000	$2,819.50	0283-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 03, 04, 05	Support students brought to the RTI team, leads RTI meetings, student discipline.
Position Inschool Resource Tchr,	0.4000	$32,108.80	0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Professional development for staff, engage in lesson studies with teachers, PLC work, ILT.
Position Inschool Resource Tchr,	0.6000	$48,163.20	0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	RTI support for at-risk students, support for ELs, reading recovery work with 1st grade.
Prof&Curriclm DevHrlyClsrmTchr	-	$1,000.00	0283-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Grade level lead teachers to collaborate on the instructional leadership team
Supplies	-	$3,089.32	0283-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Supplemental supplies to support the common core classroom. Materials used to support RTI work with at-risk students.
Prof&Curriclm Dev Vist Tchr	-	$2,000.00	0283-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Visiting teachers to allow classroom teachers to attend professional development, conduct assessments, and attend common core collaboratives
Inservice supplies	-	$2,000.00	0283-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments to encourage parent involvement at ELAC and Family Friday events.
Supplies	-	$155.00	0283-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Colored paper to be used for flyers and other materials sent home to encourage parent involvement

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

Students will be able to meet grade level common core expectations as a result of small group instruction in English Language Arts (ELA) and Mathematics.

Identified Need:

At risk long term EL students will meet one year's growth as identified on the California English Language Development Test.

Target Group:

At risk long term English Learner students

Monitoring:

DRA, CELDT, writing as scored on the ELDPI

Personnel Responsible:

Principal, in-school resource teacher, classroom teachers, special education staff

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

We will focus on 1st and 3rd grade students. Our goal is that 75% of our students meet or exceed common core grade level standards in reading.

Identified Need::

RTI small group/individual daily guided reading in addition to Tier 1 reading groups in the classroom
Students need to develop mastery with the most common sight words

Target Group:

First and third grade students reading one to two years below grade level.

Monitoring:

Weekly RTI meetings to support students in a variety of areas: attendance, academics, behavior, social/emotional
Guidance assistant coordinates all RTI meetings and support
DRA, Interim assessments, spelling inventory, log of RTI support hours

Personnel Responsible:

Principal, in school resource teacher, visiting teachers providing RTI support, special education staff

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

How do we develop an academic, social and physical environment worthy of our children?

How do we create classrooms that are alive with collaborative conversations?

How do we create the learning conditions that maximize the potential that is within the variability of all learners?

How do we develop students that take an active stance in their own learning and the learning of others?

Engage in reading the following texts: *Choice Words, Rigorous Reading, How to Create a Culture of Achievement*

Identified Need:

Teachers need ample opportunities to meet in PLCs. They need time to plan lessons that meet the needs of their diverse student population.

Target Group:

All classroom teachers are our target group.

Monitoring:

PLC agendas and minutes, curriculum scope and sequence map for ELA and math, professional reading, feedback/reflection forms on PD and reading assignments.

Personnel Responsible:

The personnel responsible are principal, in-school resource teacher, MSAP resource teachers, lead teachers at each grade level.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Attendance Asst,	0.2500	$7,162.50	0283-09800-00-2404-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Position in responsible for all attendance issues and communicates with parents and teachers. Responsible for SART process and SARB, to include sending out attendance letters and meeting with students and parents.
Position Guidance Asst,	0.5000	$14,097.50	0283-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Staff provides RTI support to students in the areas of behavior, academics, and motivation. Communicates with parents in both English and Spanish.
Supplies	-	$9,874.71	0283-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplies for classroom instructional purposes to support student learning. Extra resources to support struggling learners at school and at home.
Prof&Curriclm Dev Vist Tchr	-	$5,000.00	0283-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting teachers to provide coverage for professional development and PLC work for teachers. Also to provide RTI support for at-risk students. Coverage for classroom teachers to assess individual students.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

San Diego Unified School District

VALENCIA PARK ELEMENTARY SCHOOL   (619) 344-3500
5880 Skyline Drive, San Diego, CA 92114   FAX (619) 344-3540
_____

Lori Moore, Principal

Valencia Park Elementary STEAM Magnet
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Valencia Park Elementary has developed a written Title I parental involvement policy with input from Title I parents. During monthly SSC and ELAC meetings we received input from parents in regards to parent involvement.

It has distributed the policy to parents of Title I students. The Title I parent involvement policy is distributed to parents during back to school night in October. The policy is also accessible through our website.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Valencia Park, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - This meeting is held on the first Family Friday of the school year.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

    - ELAC, SSC, Family Fridays

- The school provides parents of Title I students with timely information about Title I programs.
  All information is posted on our school website and on our parent board outside the front office.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

    - Back to School Night, Parent/Teacher Conferences, ELAC, SSC, Family Fridays

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents and guardians are invited to the yearly Title I meeting, SSC meetings, ELAC, and principal's open door policy.

School-Parent Compact
Valencia Park distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

This policy was created with input from ELAC and SSC members as well as input from staff and parents. The policy is distributed and discussed with parents during our fall parent/teacher conferences.

Building Capacity for Involvement
Valencia Park engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

  - Response to Intervention (RTI) Meetings held every Thursday
  - Parent/Teacher Conferences
  - School Website

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This is discussed regularly at staff conferences, Family Fridays, ELAC and SSC meetings.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

  - Flyers sent home in both English and Spanish
  - Recorded phone calls in both English and Spanish
  - School website
  - Parent Board

- The school provides support for parental involvement activities requested by Title I parents.

Accessibility
Valencia Park provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

San Diego Unified School District

VALENCIA PARK ELEMENTARY SCHOOL   (619) 344-3500
5880 Skyline Drive, San Diego, CA 92114   FAX (619) 344-3540

_____

Lori Moore, Principal

HOME/SCHOOL COMPACT

Valencia Park Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2015-2016.

School Responsibilities

Valencia Park Elementary will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

    Valencia Park Elementary has structures for professional development and teacher collaboration that supports grade level curricular planning around state standards. Grade levels meet twice a month to calibrate curricular maps, plan and study lessons and share assessments. Teachers are supported through planning, teaching and revising lessons in an environment, which is based on trust and an overall emphasis on teaching and learning.

2. **Hold parent-teacher conferences (at least bi-annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

    November 16-22, 2015 (students will be dismissed at 1:00 p.m.)
    March 21-25, 2016 (students will be dismissed at 1:00 p.m.)

3. **Provide parents with frequent reports on their child's progress.**

    Valencia Park Elementary will provide reports to parents through a variety of venues. Each teacher will inform parents of their method of communication. Parents will receive a standards-based report card three times a year- after each trimester grading period.

4. **Provide parents reasonable access to staff.**

    Valencia Park Elementary supports open and constant communication between all stakeholders. During school hours parents can leave messages on the teachers' voicemail, so that the teacher can call parents back. In addition, parents are able to speak with teachers by setting up appointments before and after school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are encouraged to volunteer in classrooms on a regular basis. Teachers offer this opportunity via Open House and on a daily basis through written and verbal invitations. Teachers also arrange the schedule for when and how parents can be more involved in the classroom. Parents are also encouraged to observe in the classroom as much as possible and on an ongoing basis.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee or other school advisory groups.

Student Responsibilities

We, as students, will share the responsibility to our commitment to academic excellence and achieve California's high standards by:

- Doing my homework every day and asking for help when I need it.
- Reading at least 30 minutes every day outside of school time.
- Giving my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

_____
Please sign and return to your teacher.

Name of Student _____

Name of Parent _____

Signature of Parent _____ Date _____

Signature of Principal _____ Date _____
        Lori Moore, Principal

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
Site: 0283 Valencia Park Elementary
As of Date 04-13-2015
Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		120,096.00		2,155.00
		120,095.99		2,155.00
		0.01		-
Certificated Salaries / Monthly	**1.00**	**80,272.00**	**-**	**-**
2040 Inschool Resource Tchr	1.00	80,272.00	-	-
Classified Salaries / Monthly	**0.10**	**2,819.50**	**-**	**-**
6425 Guidance Asst	0.10	2,819.50	-	-
Certificated Salaries		**3,000.00**		**-**
1170 Prof&Curriclm DevHrlyClsrmTchr		1,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		2,000.00		-
Employee Benefits		**30,915.17**		**-**
Books and Supplies		**3,089.32**		**2,155.00**
4301 Supplies		3,089.32		155.00
4304 Inservice supplies		-		2,000.00

APPENDIX D

2014-15 SPSA ADDENDUM

Valencia Park Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 60% of Valencia Park Elementary students will meet Common Core grade level standards in English/Language Arts By 07/21/2015, 60% of Valencia Park Elementary Black or African American students will meet Common Core grade level standards in English/Language Arts
Mathematics	By 07/21/2015, 60% of Valencia Park Elementary students will meet Common Core grade level standards in Mathematics By 07/21/2015, 50% of Valencia Park Elementary English Learner students will meet Common Core grade level standards in Mathematics
English Language Development	By 07/21/2015, 45% of Valencia Park Elementary English Learner students will meet one years growth or reach Early Advanced in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2015, 45% of Valencia Park Elementary Grade 3 students will meet Common Core grade level standards in English/Language Arts
Parent Involvement and Community Engagement	By 07/21/2015, 60% of Valencia Park Elementary parents/guardians will participate in at least 1 of our 6 parent events to promote parent and community engagment

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		120,517.00		1,856.00	
2040 Inschool Resource Tchr	0.95	76,257.45	-	-	Professional development for staff, engage in lesson studies with teachers, PLC work, ILT. RTI support for at-risk students, support for ELs, reading recovery work with 1st grade.
6425 Guidance Asst	0.35	9,931.95	-	-	Support students brought to the RTI team, leads RTI meetings, student discipline.
1170 Prof&Curriclm DevHrlyClsrmTchr		2,000.00		-	Grade level lead teachers to collaborate on the instructional leadership team
Employee Benefits		**32,055.45**		**-**	Fixed costs
4301 Supplies		272.16		356.00	Supplemental supplies to support the common core classroom. Materials used to support RTI work with at-risk students.
4304 Inservice supplies		-		1,500.00	Light refreshments to encourage parent involvement at ELAC and Family Friday events.

2014-15 Elementary Core

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified
SCHOOL DISTRICT

APPENDIX E

School Name: **Valencia Park Elementary**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$120,096.00
Enter Total Allocation: Resource 30106	
Sum or Resources 30100 & 30106	$120,096.00
10% allocation needed for PD	$12,009.60

Please check one: ☐ Watch List ☐ Year 1 ☑ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	1109	Professional Development with staff, engage in lesson studies with teachers, PLC and ILT	$32,108.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			$32,108.00
10 % allocation has been met			**YES**