THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT VALENCIA PARK ELEMENTARY SCHOOL

2020-21

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: 619-344-3500
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
- ☒ Data Reports
- ☒ 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Valencia Park ES

SITE CONTACT PERSON: Lori Moore

DUE: October 5, 2020

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):

x☐Title 1 Schoolwide Programs (SWP) ☐CSI School

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:

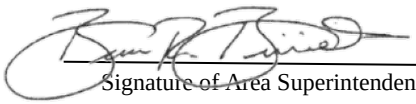
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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 THE PRESENTATION TO SSC:

x ☐ English Learner Advisory Committee (ELAC)	Date of presentation: 9/25/20
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: N/A
x☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: 9/25/20
x ☐ Site Governance Team (SGT)	Date of presentation: 9/23/20
☐ 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: 9/29/20

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 Type/Print Name of School Principal	/Lori Moore/ 10/6/20 Signature of School Principal / Date
Debbie Hedgren Type/Print Name of SSC Chairperson	/Debbie Hedgren/ 10/6/20 Signature of SSC Chairperson / Date
Gabriela Gonzalez Type/Print Name of ELAC Chairperson	/Gabriela Gonzalez/ 10/6/20 Signature of ELAC Chairperson / Date
Bruce Bivins Type/Print Name of Area Superintendent	 10/6/2020 Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a Title 1 School Wide Program School.

PURPOSE AND DESCRIPTION
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT
At Valencia Park, our community engaged in a collaborative process in the development of the SPSA. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, Valencia Park Foundation, and staff meetings held throughout the year.
October 2019 - Annual Title I parent meeting was held.
January 2020 - SGT & Staff met to analyze data and provided budget recommendations
January 2020 - ELAC provided input on funding that would support English Language Learners.
January 2020 - SSC met to discuss the evaluation and assessment survey.
February 2020 - SSC reviewed and approved the 2020-2021 budget.
September 2020 - SSC reviewed the School Parent Compact and Parent Involvement Policy.
September 2020 - ELAC reviewed and provide feedback on the 2020-2021 SPSA
September 2020 - SSC developed and approved the 2020-2021 SPSA

RESOURCE INEQUITIES
Valencia Park's root cause analysis involved examining data from CAASPP, the California Dashboard, the CHKS, California Parent Survey, site data spreadsheets, attendance and suspension data.
Root cause analysis: Suspensions
-Our suspension data does not reflect the actual improvement in the use of restorative practices at our site. Everyone on site has been trained in Restorative Practices and Trauma Informed Care.
-If we disaggregate our suspension data, we actually met our goal with the exception of a few specific students.

-At the end of the school year, one student was suspended pending expulsion for a very serious act that was investigated by school site, district personnel and police investigators. This student falls into four categories: Hispanic, EL, Homeless, Low Socioeconomic Status.
Root cause analysis: ELA Curriculum
-We have been using outdated and non common core aligned ELA curriculum
-The district provided us with ELA critical concepts and proficiency scales, but this is not enough support for new teachers and it does not promote alignment within nor across the grade levels
-A high percentage of our students enter kindergarten with little to no understanding of letters and sounds - this requires that we have a comprehensive ELA curriculum in order to best meet the needs of our students
-We received a supplement for the EnVision math in order to align the curriculum with the common core state standards
-We do not have ELD curriculum to support designated ELD instruction
-With the district purchased ELA Benchmark curriculum we will now have common curriculum across the district as well as aligned English Language Development (ELD) curriculum
Root cause analysis: Staffing
-Our nursing allocation was reduced from 0.8 to 0.4. This has a negative impact on the school site due to the integral nature of the School Nurse's position. She attends all initial and triannual IEP meetings, weekly RTI meetings, weekly attendance meetings, and she is directly involved in support of our homeless/foster students and families.
-Our site currently has a 0.4 School Counselor allocation. We feel that with the high needs of our student population, the district should provide the school with a 1.0 School Counselor FTE.
Root cause analysis: English Learners
-For many years our school was not provided with designated ELD curriculum
-The district no longer provides ELST support to the school site. We have not received support from the district ELST personnel in many years.
-There has been a lack of teacher training around supporting our EL students.
Root cause analysis: Performance
-Many of our students arrive without having attended prek and/or a lack of foundational skills
-Many of our students experience or have experienced trauma (high number of ACES) - a number of students are not getting their basic safety needs met
-We have a significant number of homeless/foster students.
-An on-going challenge is teacher efficacy across the school site. We have identified capacity builders at every grade level who continue to support their colleagues with professional development.
-Although we have seen significant improvement in student attendance, this continues to be a root cause for underperformance.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Lori Moore	Principal
2. Theresa Blankenship	Other School Personnel
3. Michelle Herrera	Classroom Teacher
4. April Gilbert	Classroom Teacher
5. Debbie Hedgren	Classroom Teacher
6. Ana Diaz	Parent
7. Paula DeLeon	Parent
8. Brittany Boggess	Parent
9. Monique Reed	Parent
10. Gabriela Gonzalez	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As a result of focusing on overall attendance throughout the school year, we were able to decrease our chronic absenteeism from 17% to 12.9%. We disaggregated our attendance and took a closer look at our African American and our English Learner students. We were able to decrease the AA chronic absenteeism from 21.7% to 17.2% and our EL 16% to 10%. We did this by tiering our interventions at the grade level, class level, and student level. We met regularly as an attendance team to discuss students who were in need of outreach.

In an effort to decrease our suspension rate, our entire staff engaged in Restorative Practices training as well as Trauma Informed Care 3-part professional development. Unfortunately, we experienced a few major incidents toward the end of the school year. Our suspension rate was negatively impacted by the actions of a few individual students. One of these students falls into 4 subgroups: Hispanic, EL, Homeless, Low Socioeconomic Status. This student was suspended for 5 days pending expulsion causing a dramatic increase in our suspension numbers. Our suspension rate rose from 2.7% to 3.2%.

We believe that it is our responsibility to listen to our students and get under the root cause for behavior that may lead to a suspension. We have begun to identify "safety net" students who we feel need to be assigned to a staff member for a little extra TLC. The goal of the staff member is to build a meaningful relationship with our "safety net" students giving them someone to support them when they are struggling. Many of our staff engaged in a book study over the summer around the book entitled Biased. Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are not going to make any major changes to our course of action in regards to attendance. We will continue to engage in restorative practices on a daily basis with all students.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease chronic absenteeism	12.9%	10%	Chronic Absenteeism	Monthly
June 2021	TK-5	Decrease suspension	3.2%	2%	Suspension	Monthly

***Identified Need**

2019 California dashboard data

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-**Attendance/Chronic Absenteeism related**
-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.
-Social-Emotional Learning and Restorative Justice Practices
-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Asian	Decrease chronic absenteeism	9.5%	8%	Chronic Absenteeism	Monthly
June 2021	TK-5	Homeless/Foster	Decrease chronic absenteeism	20%	16%	Chronic Absenteeism	Monthly
June 2021	TK-5	English Learner	Decrease suspension	3.5%	3%	Suspension	Monthly
June 2021	TK-5	Black or African American	Decrease suspension	4.1%	3.5%	Suspension	Monthly
June 2021	TK-5	Hispanic or Latino	Decrease suspension	2.9%	2.5%	Suspension	Monthly
June 2021	TK-5	Homeless/Foster	Decrease suspension	6.4%	5%	Suspension	Monthly
June 2021	TK-5	Asian	Decrease suspension	4.8%	4%	Suspension	Monthly
June 2021	TK-5	Socioeconomically Disadavantaged	Decrease suspension	3.3%	3%	Suspension	Monthly
June 2021	TK-5	Students with Disabilities	Decrease suspension	4.4%	3.5%	Suspension	Monthly

Strategy/Activity 1: Suspension Chronic Absenteeism

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

All students will benefit from this strategy/activity in the area of Chronic Absenteeism, with an emphasis on Homeless/Foster students.
All students will benefit from this strategy/activity in the area of Suspension, with an emphasis on Homeless/Foster, African American, Asian, and students with disabilities.

***Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being. This will allow students to maximize their learning time in the classroom. The attendance committee will meet monthly to address chronic absenteeism. Also, the attendance clerk, the counselor, the school nurse, and the principal will meet weekly to address attendance issues.

Our staff will continue to work on becoming a restorative school. All teachers have been trained in restorative practices and we have completed the 3-part district trauma informed care professional development. All teachers will begin using the Mind-Up curriculum provided by the counseling department.

We believe that it is our responsibility to listen to our students and get under the root cause for behavior that may lead to a suspension. We have begun to identify "safety net" students who we feel need to be assigned to a staff member for a little extra TLC. The goal of the staff member is to build a meaningful relationship with our "safety net" students giving them someone to support them when they are struggling. Many of our staff engaged in a book study over the summer around the book entitled Biased. Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do.

In order to accelerate the decrease of chronic absenteeism for our Homeless/foster students, we will focus on this demographic specifically at our weekly attendance meetings. We will continue to honor students for attendance at our monthly celebrations. The attendance committee will take a deeper dive into the causes of chronic absenteeism.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F028326	Inschool Resource Tchr	0.25000	$23,771.75	$33,847.55	0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In-School resource teacher is a member of the attendance/student support committee. Her role is to provide support to chronically absent students as well as students who are struggling with engagement.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In-School Resource Teachers supported first and third grades with tier 1 instruction and they supported struggling students with tier 2 interventions in grades first-fifth. Collaboration included support in PLC, tier 1 instructional delivery, data analysis, and classroom management. RTs helped facilitate professional development at all grade levels, direct instruction to students in the RTI process, newcomer EL students, ELAC and the Friends of Valencia Park Foundation.
Visiting teachers released classroom teachers from the classroom for professional development, collaboration, lesson study, and data analysis to improve student achievement. Our teachers in grades fourth and fifth participated in coaching cycles to include lesson studies and data analysis.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to maintain two in-school resource teacher positions.

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Increase ELA achievement data	37.6	40	CAASPP ELA	Yearly
June 2021	3-5	Increase ELA achievement data	Baseline	45	FAST aReading	Three times a year

***Identified Need**

2019 CAASPP Results
FAST aReading Data

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase ELA achievement	12.5	15	CAASPP ELA	Yearly
June 2021	3-5	Black or African American	Increase ELA achievement	35.7	40	CAASPP ELA	Yearly
June 2021	3-5	Students with Disabilities	Increase ELA achievement	3.8	4.5	CAASPP ELA	Yearly
June 2021	3-5	Hispanic or Latino	Increase ELA achievement	32.5	38	CAASPP ELA	Yearly

June 2021	3-5	Socioeconomically Disadavantaged	Increase ELA achievement	36.6	40	CAASPP ELA	Yearly
June 2021	3-5	English Learner	Increase ELA achievement	Baseline	20	FAST aReading	Three times a year
June 2021	3-5	Black or African American	Increase ELA achievement	Baseline	45	FAST aReading	Three times a year
June 2021	3-5	Hispanic or Latino	Increase ELA achievement	Baseline	40	FAST aReading	Three times a year
June 2021	3-5	Socioeconomically Disadavantaged	Increase ELA achievement	Baseline	42	FAST aReading	Three times a year
June 2021	3-5	Students with Disabilities	Increase ELA achievement	Baseline	7.5	FAST aReading	Three times a year

Strategy/Activity 1: Professional Learning

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

All students will be served by this strategy/activity with a focus on EL students, Black or African/American, and students with disabilities.

***Strategy/Activity - Description**

In-School Resource Teachers to support first and third grade classroom teachers with tier 1 instruction and to support struggling students with tier 2 interventions. One RT will work with first grade students who continue to struggle with letter/sound recognition. They will collaborate with teachers in PLC, tier 1 instructional delivery, data analysis, and classroom management. RTs will help facilitate professional development at all grade levels, direct instruction to students in the RTI process, new comer EL students, ELAC and the Friends of Valencia Park Foundation.

During PLC work, teachers will specifically plan for our EL students using the English Language Support component of the ELA curriculum. EL students will be given many opportunities throughout the day to practice language while being supported using sentence frames, academic vocabulary, teacher modeling, teacher think-alouds, graphic organizers, collaborative conversations (SDAIE strategies).

Classroom teacher hourly used to pay lead teachers for their attendance at bimonthly instructional leadership team meetings.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F028328	Inschool Resource Tchr	0.10000	$9,508.70	$13,539.02	0283-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support tier I instruction and tier II support for students significantly below grade level in reading. Facilitate professional development and PLC work.
F028329	Inschool Resource Tchr	0.45000	$42,789.15	$60,925.57	0283-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support tier I instruction and tier II support for students significantly below grade level in reading. Facilitate professional development and PLC work.

***Additional Supports for this Strategy/Activity**

Learning Supports

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

All students will be served by this strategy/activity with a focus on EL students, Black or African/American, and students with disabilities.

***Strategy/Activity - Description**

Resource teachers are providing Tier II small group literacy instruction using the Leveled Literacy Intervention Program by Fountas and Pinnell. Consumables need to be purchased on a yearly basis to include: student guided reading books and student writing journals.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0283C6	Supplies		$2,831.00	$2,831.00	0283-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies to support instruction in the classroom with Tier II interventions.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on the California Dashboard, we are in the green metric schoolwide and we have no subgroups in the red or orange metrics. We increased our score by 8.8 points. We attribute this improvement to teaching math first thing in the morning schoolwide. Resource teachers worked with students in grades 3-5 based on the student performance data on the Interim Assessments. Data was analyzed on a weekly basis to establish fluid groups based on student needs.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with math RTI in the classroom. All teachers are using ST Math. Continue with interim assessment tier II support.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase math achievement as	41.3	50	CAASPP Math	Yearly

		measured by CAASPP				
June 2021	3-5	Increase math achievement on end of unit assessments	Baseline	70	End of Unit Assessments	Monthly

***Identified Need**

2019 CAASPP results

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase math achievement	14.9	18	CAASPP Math	Yearly
June 2021	3-5	Black or African American	Increase math achievement	36.6	40	CAASPP Math	Yearly
June 2021	3-5	Students with Disabilities	Increase math achievement	10.7	12	CAASPP Math	Yearly
June 2021	3-5	English Learner	Increase math achievement	Baseline	50	End of Unit Assessments	Monthly
June 2021	3-5	Black or African American	Increase math achievement	Baseline	70	End of Unit Assessments	Monthly

June 2021	3-5	Students with Disabilities	Increase math achievement	Baseline	20	End of Unit Assessments	Monthly

Strategy/Activity 1: RTI Interventions

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

All students will benefit from this strategy/activity in the area of math, with an emphasis on African American, English learners, and students with disabilities.

***Strategy/Activity - Description**

Teachers launch math instruction by using four warm-up/review math problems. This will help to identify the areas where students continue to struggle. They can lean-in with a student to help clear up a misconception or provide a little scaffolding to help them understand the math concept. This serves as formative data gathered on a daily basis. Based on this data and evidence collected throughout the math lesson, teacher will pull a small group (RTI) for support with math. We will also be using interim assessment to identify areas of need and to drive our instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02838X	Supplies		$15,528.00	$15,528.00	0283-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support learning in the classroom
	Inschool Resource Tchr				0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F028326	Support to accelerate math understanding and enrichment

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers were using the EL student support called out in the Benchmark ELA curriculum. The ELD was integrated throughout the school day as evidenced by sentence frames, realia, subject specific vocabulary, multiple opportunities for think time and partner talk. All teacher are teaching designated ELD curriculum in small groups as determined by EL proficiency levels.
Resource teacher to provide small group Tier II intervention for LTEL students as identified by ELPAC scores. Students will work on academic language, reading comprehension, and writing. Self-monitoring meetings to evaluate student progress on ELPAC; students use this information to set goals for the year.
Resource teacher to provide small group Tier II intervention for newcomer students as identified by new enrollments. Students will work on oral language development, foundational skills, phonics/word work, reading fluency, reading comprehension, and writing.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will use the district provided Benchmark designated ELD curriculum to support daily ELD instruction in every classroom every day. In-School Resource Teacher will provide RTI support for new comer EL students.

***Integrated English Language Development**

We will continue to refer to the EL support called out in the Benchmark ELA curriculum to integrate ELD throughout daily instruction. Some examples include: SDAIE strategies, sentence frames, academic language, partner talk, teacher modeling, think alouds, graphic organizers, and other visual and language supports.

***Designated English Language Development**

We will conduct ELD professional development during PLC to support the use of the Benchmark designated ELD curriculum. Classroom visits conducted to observe ELD instruction in all classrooms. Designated ELD instruction will be taught daily for 30 minutes in every classroom. In-School Resource Teacher will facilitate professional development and provide support to classroom teachers.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase ELA achievement	12.5	15	CAASPP ELA	Yearly
June 2021	3-5	English Learner	Increase Math achievement	14.9	18	CAASPP Math	Yearly
June 2021	3-5	English Learner	Increase ELA achievement in FAST aReading	Baseline	20	Other (Describe in Objective)	Three times a year
June 2021	3-5	English Learner	Increase Math achievement in end of unit assessments	Baseline	50	Other (Describe in Objective)	Monthly

***Identified Need**

2019 CAASPP results for ELA and Math for English Learners.
FAST aReading data
End of unit math assessments

***Online Learning Implications**

-District will provide students with targeted small group support through a push-in integrated model.

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
-Online professional development modules with iELD (integrated English Language)
-The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.
Formative assessment data will be collected, analyzed and feedback given to students.
Professional development will also be offered to teachers across the district serving this English Learner group
The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	English Learner	EL that are eligible to reclassify, will be reclassified	*83.3 (2018 reclassification data)	95	Summative ELPAC	Annually

Strategy/Activity 1: Designated ELD

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

All English Learner students will be served by the strategy/activity.

***Strategy/Activity - Description**

Teachers will engage in professional development to support the implementation of the Benchmark Designated ELD (dELD) program. Professional learning opportunities for dELD will be discussed during grade level PLC meetings and monthly professional development. Teachers will also have the opportunity to engage in dELD trainings provided by Benchmark representatives. Resource teachers will facilitate professional learning opportunities for dELD. Resource teachers will also provide Tier II small group instruction for at risk English Learners and newcomer English Learners, ranging from

grades 2nd - 4th, by implementing the Leveled Literacy Intervention (LLI) Program by Fountas and Pinnell. Specifically, they will focus in the area of literacy; foundational skills, phonics/word work, reading fluency, reading comprehension and writing.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02832A	Inschool Resource Tchr	0.90000	$85,578.30	$121,851.17	0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Support classroom teachers with dELD, direct support for newcomer EL students, LTEL students
N0283AN	Supplies		$2,819.00	$2,819.00	0283-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		supplies to support instruction in every classroom
	Inschool Resource Tchr				0283-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : F028328	Support classroom teachers with dELD, direct support for newcomer EL students, LTEL students, EL compliance

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The new learning center model proved to be very effective for scheduling pull-out times for students. We were able to ensure that students with separate setting hours on their IEPs were not missing core ELA or math instruction. We aligned the separate setting time during small group guided reading and to follow core math instruction. We will continue to use this format to coordinate grade level schedules with the learning center support for students.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	To improve academic achievement in ELA as measured by CAASPP	3.8	5	Other (Describe in Objective)	Annually
June 2021	3-5	To improve academic achievement in Math as measured by CAASPP	10.7	12	Other (Describe in Objective)	Annually
June 2021	3-5	To improve academic achievement in reading as measured by DRA 2	Baseline	25	DRA 2	Three times a year
June 2021	TK-5	Students will make progress on their IEP goals	Baseline	100	Progress Reports on IEP Goals	Three times a year

***Identified Need**

2019 CAASPP Results
DRA 2 data
End of unit assessments

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
-All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4	Students with Disabilities	to improve academic achievement in ELA as measured by CAASPP	3.8	5	Other (Describe in Objective)	annually
June 2021	5	Students with Disabilities	to improve academic achievement in ELA as measured by CAASPP	3.8	5	Other (Describe in Objective)	annually

June 2021	4	Students with Disabilities	o improve academic achievement in Math as measured by CAASPP	10.7	12	Other (Describe in Objective)	annually

Strategy/Activity 1: Learning Center Model

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

All students with disabilities will be served by this strategy/activity

***Strategy/Activity - Description**

We are implementing the learning center model. In this model pull-out support for students with IEPs will align with grade level schedules. Every teacher in grades TK-1 will have 45 minutes per day for guided reading and teachers in grades 2-5 will have 60 minutes per day for guided reading. The students with IEP hours will be pulled out into the learning center during this time (45 minute) blocks. The classroom teacher will align their daily schedule to the learning center allowing for them to meet with their students for guided reading either before or after they go to the learning center. They will also align math instruction to the learning center schedule. Teaching math for a minimum of 30 minutes before the students with IEP goals for math are sent to the learning center.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners | Ref Id : F02832A	In-School Resource Teacher to provide support/professional development to education specialists in Benchmark ELA curriculum

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Black/African American Students	Decrease suspension rates	4.1% (2019 California Dashboard)	3%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Valencia Park site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Valencia Park will develop and implement a site-specific system for tracking classroom referrals.
3. Valencia Park will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Valencia Park will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Valencia Park will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Valencia Park is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Our suspension rate for 2018-19 showed that 4.1% of our African American students were getting suspended from school. We have engaged in school wide improvements in an attempt to lower this percentage.

***Online Learning Implications**

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
-Our site will continue to use the strategies learned from Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

Strategy/Activity 1

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

All African American students in grade Tk-5.

***Strategy/Activity - Description**

All teachers have attended all of the restorative practices trainings as well as participated in the trauma informed care 3-part professional development. We believe that it is our responsibility to listen to our students and get under the root cause for behavior that may lead to a suspension. We have begun to identify "safety net" students who we feel need to be assigned to a staff member for a little extra TLC. The goal of the staff member is to build a meaningful relationship with our "safety net" students giving them someone to support them when they are struggling. Many of our staff engaged in a book study over the summer around the book entitled Biased. Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0283-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : N02838X	Purchase of books for staff to engage in book studies.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our parent involvement goal for 2018-2019 was :by June 2019, 100% (approx. 500 families) will receive information regarding academic and citizenship progress of their children. As evidenced by our sign-in sheets at parent teacher conferences, 98% of our families received information regarding academic and citizenship progress of their children.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the CSPS, we want to ensure that our families feel that their voice/opinions are valued as part of the decision making process at Valencia Park. We also want to ensure that parents feel valued and welcome at our site.
We are gradually releasing the responsibility of teacher led conferences to students led conferences in grades 3-5. Students are expected to attend the conferences and be prepared to speak about their progress and goals for the school year.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents who respond	60	70	CAL - SCHLS (CSPS)

		"strongly agree" to the question parents feel welcome to participate at this school as indicated on the CSPS			
June 2021	Other (Describe in Objective)	Increase the percentage of parents who respond "strongly agree" to the question School actively seeks the input of parents before making important decisions.	41	60	CAL - SCHLS (CSPS)

***Identified Need**

2019 California Schools Parent Survey

***Online Learning Implications**

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
-District is also supplying families with training on SEL, Wellness, Health and Safety.
-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents who respond "strongly agree" to the question	60	70	Attendance

		parents feel welcome to participate at this school as indicated on the CSPS			

Strategy/Activity 1: Parent Participation

***Families to be served by this Strategy/Activity**

All families will be served by this strategy activity

***Strategy/Activity - Description**

All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. We will continue to support our families with computer and connectivity issues.
We are providing all communication through School Dojo. We are holding regular parent zoom meeting to keep our parent informed as we engage in online learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02839O	Inservice supplies		$2,855.00	$2,855.00	0283-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parents struggling at home during online learning.
	Inschool Resource Tchr				0283-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners | Ref Id : F02832A	Support and coordinate ELAC meetings and organization

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were used to fund the following:
In-School Resource Teachers to support classroom teachers with Tier 1 instruction and support struggling students with Tier 2 interventions; collaborate with teachers to impact teacher efficacy through PLC, lesson study, and classroom observations. Support principal with site specific professional development.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added a second In-School Resource Teacher. Our In-School Resource Teacher will be assigned to support all three teachers at the third grade level. She will support with Tier 1 ELA and math instruction in third grade. She will attend all 3rd grade PLC meetings and provide professional development and facilitate lesson studies within the grade level.

*Goal 8- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the CAASPP.	No data	45	CAASPP ELA	Annually
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the FAST aReading	Baseline	55	Other (Describe in Objective)	Three times a year

***Identified Need**

ELA performance on CAASPP
FAST aReading data

***Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST aReading	No data	30	Grade 3 ELA Reading	Three times per year
June 2021	3	Black or African American	Increase the percentage of students reading at or above grade level as measured by the FAST aReading	No data	60	Grade 3 ELA Reading	Three times per year
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST aReading	No data	20	Grade 3 ELA Reading	Three times per year

Strategy/Activity 1

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

All students at the school will benefit from this strategy/activity in the area of ELA and attendance, specifically third grade students.

***Strategy/Activity - Description**

An In-School Resource Teacher will be assigned to support all three teachers at the third grade level. She will support with Tier 1 ELA and math instruction in third grade. She will attend all 3rd grade PLC meetings and provide professional development and facilitate lesson studies within the grade level. Attendance will be monitored weekly by the counselor, school nurse, attendance clerk, and the principal. The attendance committee will meet monthly to look at chronic absenteeism in all grades with an emphasis on African American and EL students in third grade.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02832B	Inschool Resource Tchr	0.30000	$28,526.10	$40,617.05	0283-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		support for students not making adequate progress in reading/writing
N0283B2	Prof&Curriclm Dev Vist Tchr		$1,500.00	$1,834.35	0283-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers used for ILT meetings to plan for high level instruction

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Valencia Park Elementary in order to improve attendance, academic achievement for students in all sub-groups, and to reduce the number of suspensions.

High Quality Tier 1 Instruction

Cycle #1: Learning Targets/Clarity of Purpose

Focused Walkthroughs: Classroom Schedules/Learning Objectives; What is the learning target of the lesson? How is it meaningful and relevant beyond the specific task/activity? Student talk vs. teacher talk; where is the locus of control over learning? What does student talk reveal about the nature of students' thinking?

Professional Development: Setting learning objectives/targets

PLCs:

- The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by the students
- The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.
- The teaching points are based on knowledge of students' learning needs in relation to the learning targets. Aligning learning targets to proficiency scales.

Lesson Studies:

- Shared reading/close reading

Cycle #2: Assessment for Student Learning

Focused Walkthroughs: How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How does the teacher's instruction reflect planning for assessment?

Professional Development: Checking for Understanding

PLCs:

- The teacher creates multiple assessment opportunities and expects all students to demonstrate learning.

- Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).

Lesson Studies:

- Guided Reading

Cycle #3: Student Engagement

Focused Walkthroughs: What is the level and quality of the intellectual work in which students are engaged?; Do all students have access to participation in the work of the group?; What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

Professional Development: Student Engagement

PLCs:

- Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.
- Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.

Lesson Studies:

- Guided Reading

Online Learning School Leadership Actions:

-Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning. Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.

-Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.

-Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.

-Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies and digital resources with their colleagues.

-Meetings to facilitate ILT, RTI and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Valencia Park Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 161,385
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 296,648

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$63,744
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $63,744

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$71,518
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 71,518

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $296,648

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Valencia Park Elementary	**09800 LCFF Intervention Support**	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.4000	$ 38,034.80
		Inschool Resource Tchr	**3000**			$ 16,121.27
			1192	Prof&Curriclm Dev Vist Tchr		$ 1,500.00
			3000			$ 334.35
			4301	Supplies		$ 15,528.00
	09800 LCFF Intervention Support Total				**0.4000**	**$ 71,518.42**
	30100 Title I Basic Program	Inschool Resource Tchr	**1109**	Pull/Out Push In	1.1500	$ 109,350.05
		Inschool Resource Tchr	**3000**			$ 46,348.67
			4301	Supplies		$ 2,831.00
	30100 Title I Basic Program Total				**1.1500**	**$ 158,529.72**
	30103 Title I Parent Involvement		**4304**	Inservice supplies		$ 2,855.00
	30103 Title I Parent Involvement Total					**$ 2,855.00**
	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.4500	$ 42,789.15
		Inschool Resource Tchr	**3000**			$ 18,136.42
			4301	Supplies		$ 2,819.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.4500**	**$ 63,744.57**
Grand Total					**2.0000**	**$ 296,647.71**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Valencia Park Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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 has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Valencia Park Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- 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.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- 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.
- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, school calendar, flyers, phone calls, Class Dojo, marquee and website to advertise parent meetings.

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- English Learner Advisory Committee (ELAC)
- Foundation Meetings
- Coffee with the principal

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings at Valencia Park are held on various days of the week. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Committee, Foundation Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

- The school provide parents of Title I students with timely information about Title I programs.
- The School provides parents with timely information through the school bulletin boards, flyers, phone calls, Class Dojo marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- 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. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Family Fridays
- Monthly Valencia Park Calendars with meeting announcements and information.
- School Messenger calls, Class Dojo and emails with meeting announcements and information.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, 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.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Parents are provided parent workshops to support student achievement.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Family Fridays
- Monthly Valencia Park Calendars with meeting announcements and information.
- School Messenger calls, Class Dojo and emails with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.

- Funds were included in our Parent Involvement Budget for child care during parent workshops.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

This policy was adopted by Valencia Park Elementary on September 29, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 29, 2020

Lori Moore

September 17, 2020

**During online learning, communication will be sent via Class Dojo, emails and phone calls. All meetings will be virtual until we are cleared to return to in-person learning.

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

VALENCIA PARK ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Valencia Park Elementary distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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.

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

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

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and Family Fridays.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff,

parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASP, ELPAC, GATE, and DRA.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school bulletin boards, school monthly calendars, flyers, ClassDojo, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:
- The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better service our families.
- The school bulletin boards, school newsletters, flyers, ClassDojo, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and Principal Chats.
- With the support of the District's Family Engagement Department, the school administered a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Principal Chats, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by Valencia Park Elementary on September 29, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 31, 2020.

Lori Moore

September 17, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

SCHOOL PERFORMANCE OVERVIEW

Valencia Park Elementary

Explore the performance of Valencia Park Elementary under California's Accountability System.

Chronic Absenteeism

Yellow

Suspension Rate

Orange

English Learner Progress

No Performance Color

English Language Arts

Orange

Mathematics

Green

School Details

NAME
Valencia Park Elementary

ADDRESS
5880 Skyline Drive
San Diego, CA 92114-5599

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-5

VALENCIA PARK ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	85.9%	36.5%	0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

30.5 points below standard

Declined 5.2 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	4	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Green

12.1 points below standard

Increased 8.8 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow
3	0	
Green	Blue	

LEARN MORE

English Learner Progress

43.1% making progress towards English language proficiency

Number of EL Students: 109

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

VALENCIA PARK ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Yellow

12.9% chronically absent

Declined 4% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	2	4
Red	Orange	Yellow
2	0	
Green	Blue	

VALENCIA PARK ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Orange

3.2% suspended at least once

Increased 0.5% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1	6	1
Red	Orange	Yellow

0	0
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

30.5 points below standard

Declined 5.2 Points ▼

Number of Students: 224

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

5.2 points above standard

Declined 6.5 Points ▼

Number of Students: 35

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

53.6 points below standard

Declined 6.1 Points ▼

Number of Students: 22

Two or More Races

No Performance Color

7 points below standard

No Data

Number of Students: 14

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

124.1 points below standard

Declined 33.3 Points ▼

Number of Students: 35

African American

Orange

49.3 points below standard

Declined 17.8 Points ▼

Number of Students: 44

English Learners

Orange

34.3 points below standard

Maintained 0.1 Points

Number of Students: 106

Hispanic

Orange

38.1 points below standard

Maintained -1.5 Points

Number of Students: 115

Socioeconomically Disadvantaged

Orange

33.2 points below standard

Declined 5.1 Points ▼

Number of Students: 196

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	44.1 points below standard	25.2 points below standard	30.5 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
80 points below standard	38.2 points above standard	37 points below standard
Declined 9.4 Points ▼	Increased 7.5 Points ▲	Declined 14.9 Points ▼
Number of Students: 65	Number of Students: 41	Number of Students: 109

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

12.1 points below standard

Increased 8.8 Points ▲

Number of Students: 225

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

African American

Green

English Learners

Hispanic

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

21.9 points above standard

Maintained -0.9 Points

Number of Students: 35

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

27.2 points below standard

Maintained -1.1 Points

Number of Students: 22

Two or More Races

No Performance Color

6.7 points below standard

No Data

Number of Students: 14

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

73.1 points below standard

Increased 26 Points ▲

Number of Students: 36

African American

Yellow

34.1 points below standard

Increased 5.1 Points ▲

Number of Students: 44

English Learners

Green

18.8 points below standard

Increased 4.7 Points ▲

Number of Students: 106

Hispanic

Green

16.2 points below standard

Increased 8.7 Points ▲

Number of Students: 116

Socioeconomically Disadvantaged

Green

13.7 points below standard

Increased 10.7 Points ▲

Number of Students: 197

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	23.4 points below standard	20.9 points below standard	12.1 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

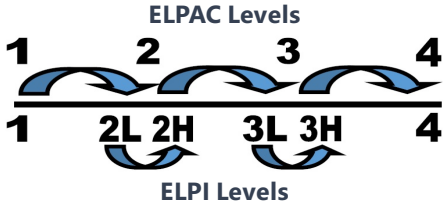
Current English Learners	Reclassified English Learners	English Only
58.6 points below standard	44.3 points above standard	15.5 points below standard
Declined 5.9 Points ▼	Increased 15.1 Points ▲	Increased 8.8 Points ▲
Number of Students: 65	Number of Students: 41	Number of Students: 110

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

43.1% making progress towards English language proficiency

Number of EL Students: 109

Performance Level

Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	17.4%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	39.4%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	43.1%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Yellow

12.9% chronically absent

Declined 4% ▼

Number of Students: 542

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

No Students

Orange

Asian

Homeless

Yellow

African American

Hispanic

Socioeconomically Disadvantaged

Two or More Races

Green

Students with Disabilities

English Learners

Blue

No Students

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

16% chronically absent

Increased 1% ▲

Number of Students: 25

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian

Orange

9.5% chronically absent

Increased 5.9% ▲

Number of Students: 63

Homeless

Orange

20% chronically absent

Increased 2% ▲

Number of Students: 45

African American

Yellow

17.2% chronically absent

Declined 4.5% ▼

Number of Students: 116

Hispanic

Yellow

11.4% chronically absent

Declined 5.4% ▼

Number of Students: 271

Socioeconomically Disadvantaged

Yellow

13.7% chronically absent

Declined 4.3% ▼

Number of Students: 467

Two or More Races

Yellow

12.2% chronically absent

Declined 1.7% ▼

Number of Students: 49

Students with Disabilities

Green

9.9% chronically absent

Declined 8.7% ▼

Number of Students: 91

English Learners

Green

10% chronically absent

Declined 6% ▼

Number of Students: 200

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

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

All Students

Orange

3.2% suspended at least once

Increased 0.5% ▲

Number of Students: 555

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

Homeless

Orange

African American

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

Two or More Races

Green

No Students

Blue

No Students

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 25

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless

Red

6.4% suspended at least once

Increased 3.3% ▲

Number of Students: 47

African American

Orange

4.1% suspended at least once

Increased 1.3% ▲

Number of Students: 121

Asian

Orange

4.8% suspended at least once

Increased 4.8% ▲

Number of Students: 63

English Learners

Orange

3.5% suspended at least once

Increased 0.6% ▲

Number of Students: 201

Hispanic

Orange

2.9% suspended at least once

Increased 0.3% ▲

Number of Students: 276

Socioeconomically Disadvantaged

Orange

3.3% suspended at least once

Increased 0.6% ▲

Number of Students: 480

Students with Disabilities

Orange

4.4% suspended at least once

Increased 1% ▲

Number of Students: 91

Two or More Races

Yellow

3.8% suspended at least once

Declined 2.8% ▼

Number of Students: 52

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Valencia Park
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	210	32.9	222	32.0	220	31.4	226	40.3	221	37.6	4.7	-2.7	210	31.4	221	32.1	219	37.4	226	41.6	225	41.3	9.9	-0.3
Female	114	42.1	123	33.3	120	35.8	135	42.2	133	39.8	-2.3	-2.4	115	38.3	122	31.1	120	40.8	135	42.2	136	39.7	1.4	-2.5
Male	96	21.9	99	30.3	100	26.0	91	37.4	88	34.1	12.2	-3.3	95	23.2	99	33.3	99	33.3	91	40.7	89	43.8	20.6	3.1
African American	56	26.8	58	25.9	55	27.3	62	37.1	41	36.6	9.8	-0.5	56	23.2	57	19.3	55	23.6	62	32.3	41	36.6	13.4	4.3
Asian**	1	-	0	100.0	1	-	3	-	35	54.3	-	-	1	-	0	-	1	-	3	-	35	65.7	-	-
Filipino	6	-	8	83.3	7	-	5	-	9	-	-	-	6	-	8	-	7	-	5	-	9	-	-	-
Hispanic	112	30.4	122	26.2	117	25.6	117	34.2	114	32.5	2.1	-1.7	111	30.6	122	30.3	117	34.2	117	37.6	118	37.3	6.7	-0.3
Indochinese**	17	35.3	17	64.7	20	65.0	20	70.0	-	-	-	-	18	50.0	17	47.1	20	75.0	20	75.0	-	-	-	-
Native American	0	-	0	64.7	0	-	3	-	2	-	-	-	0	-	0	-	0	-	3	-	2	-	-	-
Pacific Islander	1	-	0	47.6	1	-	3	-	3	-	-	-	1	-	0	-	1	-	3	-	3	-	-	-
White	3	-	3	85.4	3	-	1	-	0	-	-	-	3	-	3	-	3	-	1	-	0	-	-	-
Multiracial	14	35.7	14	42.9	16	25.0	12	41.7	17	41.2	5.5	-0.5	14	7.1	14	42.9	15	40.0	12	50.0	17	41.2	34.1	-8.8
English Learner	64	10.9	70	11.4	60	5.0	63	12.7	64	12.5	1.6	-0.2	65	13.8	70	18.6	60	21.7	63	19.0	67	14.9	1.1	-4.1
English-Speaking	146	42.5	152	41.4	160	41.3	163	50.9	157	47.8	5.3	-3.1	145	39.3	151	38.4	159	43.4	163	50.3	158	52.5	13.2	2.2
Reclassified†	48	54.2	34	64.7	42	61.9	39	66.7	44	70.5	16.3	3.8	47	57.4	34	55.9	42	61.9	39	66.7	44	75.0	17.6	8.3
Initially Eng. Speaking	98	36.7	118	34.7	118	33.9	124	46.0	113	38.9	2.2	-7.1	98	30.6	117	33.3	117	36.8	124	45.2	114	43.9	13.3	-1.3
Econ. Disadv.*	210	32.9	206	29.6	202	29.7	204	38.2	195	36.4	3.5	-1.8	210	31.4	204	30.4	201	34.8	204	40.2	198	40.9	9.5	0.7
Non-Econ. Disadv.	0	-	16	62.5	18	50.0	22	59.1	26	46.2	-	-12.9	0	-	17	52.9	18	66.7	22	54.5	27	44.4	-	-10.1
Gifted	39	66.7	44	68.2	51	58.8	40	67.5	27	74.1	7.4	6.6	38	68.4	44	81.8	51	74.5	40	70.0	28	82.1	13.7	12.1
Not Gifted	171	25.1	178	23.0	169	23.1	186	34.4	194	32.5	7.4	-1.9	172	23.3	177	19.8	168	26.2	186	35.5	197	35.5	12.2	0.0
With Disabilities	29	6.9	27	3.7	29	3.4	0	-	26	3.8	-3.1	-	29	3.4	27	3.7	29	6.9	22	9.1	28	10.7	7.3	1.6
WO Disabilities	181	37.0	195	35.9	191	35.6	204	44.6	195	42.1	5.1	-2.5	181	35.9	194	36.1	190	42.1	204	45.1	197	45.7	9.8	0.6
Homeless	23	17.4	27	18.5	25	16.0	25	16.0	22	27.3	9.9	11.3	23	8.7	26	15.4	25	28.0	25	36.0	22	36.4	27.7	0.4
Foster	5	-	0	50.0	0	-	0	-	1	-	-	-	5	-	1	-	0	-	0	-	2	-	-	-
Military	14	35.7	13	61.5	7	-	4	-	3	-	-	-	14	35.7	13	53.8	7	-	4	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Valencia Park
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	21.9	74	24.3	81	25.9	83	36.1	72	31.9	10.0	-4.2	72	23.6	74	32.4	80	42.5	83	43.4	73	35.6	12.0	-7.8
Female	36	30.6	41	14.6	46	34.8	49	44.9	41	34.1	3.5	-10.8	36	30.6	41	24.4	46	45.7	49	51.0	42	33.3	2.7	-17.7
Male	37	13.5	33	36.4	35	14.3	34	23.5	31	29.0	15.5	5.5	36	16.7	33	42.4	34	38.2	34	32.4	31	38.7	22.0	6.3
African American	15	6.7	24	20.8	16	25.0	23	34.8	13	30.8	24.1	-4.0	15	13.3	24	20.8	16	31.3	23	39.1	13	30.8	17.5	-8.3
Asian**	0	-	0	100.0	1	-	2	-	13	53.8	-	-	0	-	0	-	1	-	2	-	13	69.2	-	-
Filipino	2	-	1	83.3	2	-	2	-	3	-	-	-	2	-	1	-	2	-	2	-	3	-	-	-
Hispanic	42	19.0	42	19.0	45	20.0	42	33.3	36	25.0	6.0	-8.3	40	20.0	42	33.3	45	33.3	42	40.5	37	27.0	7.0	-13.5
Indochinese**	5	-	3	64.7	11	54.5	6	-	-	-	-	-	6	-	3	-	11	72.7	6	-	-	-	-	-
Native American	0	-	0	64.7	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	0	-	0	47.6	1	-	2	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
White	3	-	1	85.4	0	-	0	-	0	-	-	-	3	-	1	-	0	-	0	-	0	-	-	-
Multiracial	6	-	3	42.9	5	-	4	-	7	-	-	-	6	-	3	-	4	-	4	-	7	-	-	-
English Learner	34	8.8	30	16.7	34	8.8	22	9.1	17	0.0	-8.8	-9.1	34	11.8	30	26.7	34	29.4	22	22.7	18	5.6	-6.2	-17.1
English-Speaking	39	33.3	44	29.5	47	38.3	61	45.9	55	41.8	8.5	-4.1	38	34.2	44	36.4	46	52.2	61	50.8	55	45.5	11.3	-5.3
Reclassified†	3	-	5	64.7	7	-	11	72.7	15	66.7	-	-6.0	2	-	5	-	7	-	11	72.7	15	60.0	-	-12.7
Initially Eng. Speaking	36	30.6	39	25.6	40	30.0	50	40.0	40	32.5	1.9	-7.5	36	33.3	39	33.3	39	46.2	50	46.0	40	40.0	6.7	-6.0
Econ. Disadv.*	73	21.9	68	20.6	76	25.0	72	36.1	64	32.8	10.9	-3.3	72	23.6	68	29.4	75	41.3	72	43.1	65	35.4	11.8	-7.7
Non-Econ. Disadv.	0	-	6	62.5	5	-	11	36.4	8	-	-	-	0	-	6	-	5	-	11	45.5	8	-	-	-
Gifted	15	53.3	17	47.1	21	57.1	5	-	4	-	-	-	14	64.3	17	70.6	21	81.0	5	-	4	-	-	-
Not Gifted	58	13.8	57	17.5	60	15.0	78	33.3	68	27.9	14.1	-5.4	58	13.8	57	21.1	59	28.8	78	41.0	69	31.9	18.1	-9.1
With Disabilities	6	-	27	3.7	29	3.4	0	-	8	-	-	-	6	-	7	-	8	-	8	-	9	-	-	-
WO Disabilities	67	22.4	67	26.9	73	28.8	75	40.0	64	34.4	12.0	-5.6	66	24.2	67	35.8	72	45.8	75	45.3	64	37.5	13.3	-7.8
Homeless	7	-	11	9.1	9	-	9	-	7	-	-	-	7	-	11	18.2	9	-	9	-	7	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	2	61.5	1	-	1	-	0	-	-	-	6	-	2	-	1	-	1	-	0	-	-	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Valencia Park
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	72	38.9	71	31.0	71	32.4	76	38.2	79	38.0	-0.9	-0.2	73	32.9	70	34.3	71	39.4	76	39.5	80	37.5	4.6	-2.0
Female	43	41.9	36	41.7	39	25.6	46	32.6	50	42.0	0.1	9.4	44	38.6	35	45.7	39	33.3	46	37.0	51	39.2	0.6	2.2
Male	29	34.5	35	20.0	32	40.6	30	46.7	29	31.0	-3.5	-15.7	29	24.1	35	22.9	32	46.9	30	43.3	29	34.5	10.4	-8.8
African American	21	38.1	14	21.4	26	26.9	15	26.7	17	41.2	3.1	14.5	21	33.3	13	7.7	26	26.9	15	20.0	17	41.2	7.9	21.2
Asian**	0	-	0	100.0	0	-	1	-	10	60.0	-	-	0	-	0	-	0	-	1	-	10	50.0	-	-
Filipino	3	-	4	83.3	1	-	2	-	4	-	-	-	3	-	4	-	1	-	2	-	4	-	-	-
Hispanic	37	35.1	38	23.7	37	27.0	40	32.5	39	33.3	-1.8	0.8	38	28.9	38	28.9	37	43.2	40	32.5	40	37.5	8.6	5.0
Indochinese**	7	-	6	64.7	3	-	11	72.7	-	-	-	-	7	-	6	-	3	-	11	72.7	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	47.6	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
White	0	-	2	85.4	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Multiracial	4	-	7	42.9	3	-	6	-	5	-	-	-	4	-	7	-	3	-	6	-	5	-	-	-
English Learner	19	10.5	26	11.5	14	0.0	30	20.0	24	20.8	10.3	0.8	20	15.0	26	19.2	14	21.4	30	23.3	25	12.0	-3.0	-11.3
English-Speaking	53	49.1	45	42.2	57	40.4	46	50.0	55	45.5	-3.6	-4.5	53	39.6	44	43.2	57	43.9	46	50.0	55	49.1	9.5	-0.9
Reclassified†	17	70.6	4	64.7	15	53.3	11	81.8	12	66.7	-3.9	-15.1	17	58.8	4	-	15	73.3	11	63.6	12	83.3	24.5	19.7
Initially Eng. Speaking	36	38.9	41	39.0	42	35.7	35	40.0	43	39.5	0.6	-0.5	36	30.6	40	40.0	42	33.3	35	45.7	43	39.5	8.9	-6.2
Econ. Disadv.*	72	38.9	66	28.8	63	30.2	71	36.6	67	34.3	-4.6	-2.3	73	32.9	64	34.4	63	34.9	71	40.8	67	35.8	2.9	-5.0
Non-Econ. Disadv.	0	-	5	62.5	8	-	5	-	12	58.3	-	-	0	-	6	-	8	-	5	-	13	46.2	-	-
Gifted	11	72.7	12	66.7	16	68.8	19	63.2	4	-	-	-	11	81.8	12	83.3	16	75.0	19	68.4	4	-	-	-
Not Gifted	61	32.8	59	23.7	55	21.8	57	29.8	75	36.0	3.2	6.2	62	24.2	58	24.1	55	29.1	57	29.8	76	35.5	11.3	5.7
With Disabilities	10	0.0	6	3.7	29	3.4	0	-	26	3.8	3.8	-	10	0.0	6	-	29	6.9	22	9.1	28	10.7	10.7	1.6
WO Disabilities	62	45.2	65	32.3	62	37.1	68	42.6	67	44.8	-0.4	2.2	63	38.1	64	35.9	62	45.2	68	44.1	68	44.1	6.0	0.0
Homeless	9	-	7	9.1	10	30.0	7	-	9	-	-	-	9	-	6	-	10	40.0	7	-	9	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	6	61.5	2	-	0	-	2	-	-	-	5	-	6	-	2	-	0	-	0	-	-	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Valencia Park
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	65	38.5	77	40.3	68	36.8	67	47.8	70	42.9	4.4	-4.9	65	38.5	77	29.9	68	29.4	67	41.8	72	51.4	12.9	9.6
Female	35	54.3	46	43.5	35	48.6	40	50.0	42	42.9	-11.4	-7.1	35	45.7	46	26.1	35	42.9	40	37.5	43	46.5	0.8	9.0
Male	30	20.0	31	35.5	33	24.2	27	44.4	28	42.9	22.9	-1.5	30	30.0	31	35.5	33	15.2	27	48.1	29	58.6	28.6	10.5
African American	20	30.0	20	35.0	13	30.8	24	45.8	11	36.4	6.4	-9.4	20	20.0	20	25.0	13	7.7	24	33.3	11	36.4	16.4	3.1
Asian**	1	-	0	100.0	0	-	0	-	12	50.0	-	-	1	-	0	-	0	-	0	-	12	75.0	-	-
Filipino	1	-	3	83.3	4	-	1	-	2	-	-	-	1	-	3	-	4	-	1	-	2	-	-	-
Hispanic	33	39.4	42	35.7	35	31.4	35	37.1	39	38.5	-0.9	1.4	33	45.5	42	28.6	35	25.7	35	40.0	41	46.3	0.8	6.3
Indochinese**	5	-	8	64.7	6	-	3	-	-	-	-	-	5	-	8	-	6	-	3	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	85.4	2	-	1	-	0	-	-	-	0	-	0	-	2	-	1	-	0	-	-	-
Multiracial	4	-	4	42.9	8	-	2	-	5	-	-	-	4	-	4	-	8	-	2	-	5	-	-	-
English Learner	11	18.2	14	0.0	12	0.0	11	0.0	23	13.0	-5.2	13.0	11	18.2	14	0.0	12	0.0	11	0.0	24	25.0	6.8	25.0
English-Speaking	54	42.6	63	49.2	56	44.6	56	57.1	47	57.4	14.8	0.3	54	42.6	63	36.5	56	35.7	56	50.0	48	64.6	22.0	14.6
Reclassified†	28	42.9	25	64.0	20	60.0	17	52.9	17	76.5	33.6	23.6	28	57.1	25	52.0	20	45.0	17	64.7	17	82.4	25.3	17.7
Initially Eng. Speaking	26	42.3	38	39.5	36	36.1	39	59.0	30	46.7	4.4	-12.3	26	26.9	38	26.3	36	30.6	39	43.6	31	54.8	27.9	11.2
Econ. Disadv.*	65	38.5	72	38.9	63	34.9	61	42.6	64	42.2	3.7	-0.4	65	38.5	72	27.8	63	27.0	61	36.1	66	51.5	13.0	15.4
Non-Econ. Disadv.	0	-	5	62.5	5	-	6	-	6	-	-	-	0	-	5	-	5	-	6	-	6	-	-	-
Gifted	13	76.9	15	93.3	14	50.0	16	68.8	19	68.4	-8.5	-0.4	13	61.5	15	93.3	14	64.3	16	68.8	20	80.0	18.5	11.2
Not Gifted	52	28.8	62	27.4	54	33.3	51	41.2	51	33.3	4.5	-7.9	52	32.7	62	14.5	54	20.4	51	33.3	52	40.4	7.7	7.1
With Disabilities	13	7.7	27	3.7	12	8.3	0	-	26	3.8	-3.9	-	13	0.0	14	0.0	12	8.3	22	9.1	7	-	-	-
WO Disabilities	52	46.2	63	49.2	56	42.9	61	52.5	64	46.9	0.7	-5.6	52	48.1	63	36.5	56	33.9	61	45.9	65	55.4	7.3	9.5
Homeless	7	-	9	9.1	25	16.0	9	-	6	-	-	-	7	-	9	-	25	28.0	9	-	6	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	61.5	4	-	3	-	0	-	-	-	3	-	5	-	4	-	3	-	0	-	-	-

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APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: VALENCIA PARK ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Suspension Chronic Absenteeism

***Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being. This will allow students to maximize their learning time in the classroom. The attendance committee will meet monthly to address chromic absenteeism. Also, the attendance clerk, the counselor, the school nurse, and the principal will meet weekly to address attendance issues.

Our staff will continue to work on becoming a restorative school. All teachers have been trained in restorative practices and we have completed the 3-part district trauma informed care professional development. All teachers will begin using the Mind-Up curriculum provided by the counseling department.

In order to accelerate the decrease of chronic absenteeism for our Black/African American students, we will focus on this demographic specifically at our weekly attendance meetings. We will continue to honor students for attendance at our monthly celebrations. The attendance committee will take a deeper dive into the causes for the chronic absenteeism.

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

Analysis:

Our staff continue to work on becoming a restorative school. By the end of the 2019-2020 school year, all teachers will have completed days 1-3 of the district restorative practices training. We did launch the Mind-Up curriculum school wide in September. This practice has not continued with fidelity throughout the school year.

The attendance committee has meet bimonthly to review chronic absenteeism as well as overall attendance. The attendance team (principal, counselor, nurse, attendance clerk) has meet biweekly to review attendance and to address attendance issues. We have cut our percentage of chronic absenteeism for our Black/African American students in half from 21% to 10%. We have also seem a decrease in our EL students from 16% to 12%.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	0.10000	$13,774.33	30100-1210	Supporting restorative practices	Counselor has been an important part of our	Funding 0.1 of a counselor gives us an extra day every	

					attendance committee	other week. The money will serve our students better to fund a full time resource teacher	
Inservice supplies		$2,557.00	30103-4304	Parent Involvement to improve attendance	We were able to provide refreshments to families at Family Fridays and ELAC meetings		
Note/Reminders (optional):							

Goal 2 - English Language Arts

Strategy/Activity 1: Professional Learning

***Strategy/Activity - Description**

In-School Resource Teachers to support first and third grade classroom teachers with tier 1 instruction and to support struggling students with tier 2 interventions. One RT will work with first grade students who continue to struggle with letter/sound recognition. They will collaborate with teachers in PLC, tier 1 instructional delivery, data analysis, and classroom management. RTs will help facilitate professional development at all grade levels, direct instruction to students in the RTI process, new comer EL students, ELAC and the Friends of Valencia Park Foundation.

During PLC work, teachers will specifically plan for our EL students using the English Language Support component of the ELA curriculum. EL students will be given many opportunities throughout the day to practice language while being supported using sentence frames, academic vocabulary, teacher modeling, teacher think-alouds, graphic organizers, collaborative conversations (SDAIE strategies).

Visiting teachers release classroom teachers from the classroom for professional development, collaboration, lesson study, and data analysis to improve student achievement.

Classroom teacher hourly used to pay lead teachers for their attendance at bimonthly instructional leadership team meetings.

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

Analysis:

For the 2019-2020 school year, the In School Resource Teachers provide support in the area of English Language Arts (ELA) to our 1st – 5th grade students. This support is in the form of the Tier II small group reading instruction. The Tier II small group reading instruction focuses on reading fluency, reading comprehension, foundational skills with an emphasis on word work and response to literature. Resource Teachers analyzed school wide data to determine group selection. Our 4th and 5th grade students are also supported by resource teachers in the area of writing. Upper grade students have the opportunity to interact in the study of writing craft. In School Resource Teachers, also provide support to classroom teachers by modeling instruction and co-teaching in grades 1st – 5th. In addition, the resource teachers also provide push in support for at risk students and students near grade level expectations in the classroom. Resource Teachers also have the opportunity to facilitate the Professional Learning Communities (PLC) in grades K – 5th. Resource Teachers and grade level teachers work together to look closely at our critical concepts and plan lessons with the learning goal and targets as our focus. Resource Teachers are also instrumental in extending SDUSDs Student Centered Coaching Cycle in ELA school wide by providing professional development opportunities and facilitating lesson study cycles across the grade levels. When necessary, resource teachers provide classroom coverage for general ed. Classroom teachers to allow for instructional planning time.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.75000	$98,837.63	30100-1109	Support Tier I instruction and	• Direct student support		

				Tier II support for students significantly below grade level in reading	• Professional Learning Communities (PLC) Staff Support		
Inschool Resource Tchr	0.50000	$65,891.75	30106-1109	Support Tier I instruction and Tier II support for students significantly below grade level in reading			
Supplies		$6,009.00	30106-4301	Money used to purchase HM Common Core curriculum in grades TK-5			
Note/Reminders (optional):							

Goal 3 - Mathematics

Strategy/Activity 1: RTI Interventions

***Strategy/Activity - Description**

Teachers launch math instruction by using four warm-up/review math problems. This will help to identify the areas where students continue to struggle. They can lean-in with a student to help clear up a misconception or provide a little scaffolding to help them understand the math concept. This serves as formative data gathered on a daily basis. Based on this data and evidence collected throughout the math lesson, teacher will pull a small group (RTI) for support with math.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Teachers continue to engage the students in spiral review of math concepts. Students are pulled into RTI groups when they struggle with a math concept. We have honed our math instruction to focus on the critical standards by grade level. We are continuously monitoring student understanding and our goal is to teach to mastery.

Description:

No major difference

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$2,430.00	30100-4301	Supplies to support math instruction in the classroom			

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1: Designated ELD

***Strategy/Activity - Description**

Teachers will engage in professional development to support the use of Benchmark designated ELD. This will be discussed during grade level PLC meetings.

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

Analysis:

For the 2019-2020 school year the In School Resource Teacher has facilitated the implementation of SDUSDs new English Language Development (ELD) Program, Advanced Language Learning (ALL) in grades TK - 5th. Professional Development was provided to immerse teachers in the scope & sequence of the ALL program, locating teacher resources online and accessing program lessons. In addition, the resource teacher facilitated the Designated ELD coaching cycles implementation in grades K-1. K-1 teachers are now participating in coaching cycles where direct support like teacher modeling, co-teaching is taking place in the classroom from district ELI-RTs. In addition, with the support of the resource teachers, during Professional Learning Communities (PLC) teachers have the opportunity to prepare and plan for Designated ELD to support their ELs during Tier 1 core instruction.

Description:

One of our In School Resource Teacher's has provided support to two different EL groups. Small group intervention support was provided to LTEL students as well as our Newcomer EL students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$1,830.30	30100-1192	Visiting teachers used to allow for lesson studies with designated ELD	Implementation of the Designated ELD program, Advanced Language Learning (ALL). Implementation of the Designated ELD coaching cycles in grades K - 1.		

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1: Learning Center Model

***Strategy/Activity - Description**

We are implementing the learning center model. In this model pull-out support for students with IEPs will align with grade level schedules. Every teacher in grades TK-1 will have 45 minutes per day for guided reading and teachers in grades 2-5 will have 60 minutes per day for guided reading. The students with IEP hours will be pulled out into the learning center during this time (45 minute) blocks. The classroom teacher will align their daily schedule to the learning center allowing for them to meet with their students for guided reading either before or after they go to the learning center. They will also align math instruction to the learning center schedule. Teaching math for a minimum of 30 minutes before the students with IEP goals for math are sent to the learning center.

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

Analysis:

We were able to successfully implement the learning center model for our mild/moderate students who receive pull out support in grades TK-5. We aligned the daily schedule for every grade level to allow classroom teachers to engage in small group instruction during the learning center pull out time assigned.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	In-School Resource Teachers to provide support/professional development to education specialists in HM ELA curriculum	IEP Students are not pulled out during core instruction. Implementation of curriculum and instruction for students with IEPs in mild/mod classrooms..		

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1: Parent Participation

***Strategy/Activity - Description**

In order for parents to be involved they need to feel welcome and respected at the school site. They also need to know the details around events taking place at the school site. We will work with The Friends of Valencia Park Foundation, the SGT, the SSC, and ELAC to create a safe and welcoming environment for parents.

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

Analysis:

As a staff, we continue to create a warm, safe and welcoming environment for our students and our families. It is a priority at Valencia Park that our campus is well maintained and inviting.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		$300.00	30103-5841	Software to track parent involvement, volunteers, visitors			
Inservice supplies	--	--	30103-4304	Light refreshments for coffee with the principal			

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

An In-School Resource Teacher will be assigned to support all three teachers at the third grade level. She will support with Tier 1 ELA and math instruction in third grade. She will attend all 3rd grade PLC meetings and provide professional development and facilitate lesson studies within the grade level. Students will use Learning Upgrade and the HM online materials to access learning at home.

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

Analysis:

For the 2019-2020 school year, the In School Resource Teacher provides support in the area of English Language Arts (ELA) to our 3rd grade students. This support is in the form of the Tier II small group reading instruction. The instruction focuses on reading fluency, reading comprehension, foundational skills with an emphasis on word work and response to literature. The Resource Teacher analyzed school wide data to determine group selection. The In School Resource Teacher also provides support to classroom teachers by modeling instruction and co-teaching.. In addition, the resource teachers also provide push in support for at risk students and students near grade level expectations in the classroom. The Resource Teacher also has the opportunity to facilitate the Professional Learning Community (PLC) in 3rd grade. The Resource Teacher and third grade teachers work together to look closely at specific critical concepts and plan lessons with the learning goal and targets as our focus. The Resource Teachers is also instrumental in extending SDUSDs Student Centered Coaching Cycle in ELA to third grade by providing professional development opportunities and facilitating lesson study cycles.. When necessary, the resource teacher provides classroom coverage for third grade teachers to allow for instructional planning time.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.25000	$32,945.88	30100-1109	Support students not reading at grade level	Implementation of the Fountas & Pinnell Leveled Literacy Tier II Intervention program which allows for at risk students to engage in comprehensive literacy lessons to include reading fluency, reading		

					comprehension, writing about reading and foundational skills.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: VALENCIA PARK ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Suspension Chronic Absenteeism

***Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being. This will allow students to maximize their learning time in the classroom. The attendance committee will meet monthly to address chromic absenteeism. Also, the attendance clerk, the counselor, the school nurse, and the principal will meet weekly to address attendance issues.

Our staff will continue to work on becoming a restorative school. All teachers have been trained in restorative practices and we have completed the 3-part district trauma informed care professional development. All teachers will begin using the Mind-Up curriculum provided by the counseling department.

In order to accelerate the decrease of chronic absenteeism for our Black/African American students, we will focus on this demographic specifically at our weekly attendance meetings. We will continue to honor students for attendance at our monthly celebrations. The attendance committee will take a deeper dive into the causes for the chronic absenteeism.

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

Analysis:

Our instructional leadership team (ILT) has met regularly to review discipline and attendance data. The ILT is fully in support of all teachers attending the RJP professional development.

Our staff continue to work on becoming a restorative school. By the end of the 2019-2020 school year, all teachers will have completed days 1-3 of the district restorative practices training. We did launch the Mind-Up curriculum school wide in September. This practice has not continued with fidelity throughout the school year.

The attendance committee has meet bimonthly to review chronic absenteeism as well as overall attendance. The attendance team (principal, counselor, nurse, attendance clerk) has meet biweekly to review attendance and to address attendance issues. We have cut our percentage of chronic absenteeism for our Black/African American students in half from 21% to 10%. We have also seem a decrease in our EL students from 16% to 12%.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr		$2,440.40	09800-1957	ILT will be	The ILT sets the		

Hrly				creating a plan to maintain the focus on being a restorative practice school	tone school wide restorative practices implementation.		
Interprogram Svcs/Paper		$2,000.00	09800-5733	Copy paper used to send home flyers and important reminders.			

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1: Professional Learning

***Strategy/Activity - Description**

In-School Resource Teachers to support first and third grade classroom teachers with tier 1 instruction and to support struggling students with tier 2 interventions. One RT will work with first grade students who continue to struggle with letter/sound recognition. They will collaborate with teachers in PLC, tier 1 instructional delivery, data analysis, and classroom management. RTs will help facilitate professional development at all grade levels, direct instruction to students in the RTI process, new comer EL students, ELAC and the Friends of Valencia Park Foundation.

During PLC work, teachers will specifically plan for our EL students using the English Language Support component of the ELA curriculum. EL students will be given many opportunities throughout the day to practice language while being supported using sentence frames, academic vocabulary, teacher modeling, teacher think-alouds, graphic organizers, collaborative conversations (SDAIE strategies).

Visiting teachers release classroom teachers from the classroom for professional development, collaboration, lesson study, and data analysis to improve student achievement.

Classroom teacher hourly used to pay lead teachers for their attendance at bimonthly instructional leadership team meetings.

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

Analysis:

For the 2019-2020 school year, the In School Resource Teachers provide support in the area of English Language Arts (ELA) to our 1st – 5th grade students. This support is in the form of the Tier II small group reading instruction. The Tier II small group reading instruction focuses on reading fluency, reading comprehension, foundational skills with an emphasis on word work and response to literature. Resource Teachers analyzed school wide data to determine group selection. Our 4th and 5th grade students are also supported by resource teachers in the area of writing. Upper grade students have the opportunity to interact in the study of writing craft. In School Resource Teachers, also provide support to classroom teachers by modeling instruction and co-teaching in grades 1st – 5th. In addition, the resource teachers also provide push in support for at risk students and students near grade level expectations in the classroom. Resource Teachers also have the opportunity to facilitate the Professional Learning Communities (PLC) in grades K – 5th. Resource Teachers and grade level teachers work together to look closely at our critical concepts and plan lessons with the learning goal and targets as our focus. Resource Teachers are also instrumental in extending SDUSDs Student Centered Coaching Cycle in ELA school wide by providing professional development opportunities and facilitating lesson study cycles across the grade levels. When necessary, resource teachers provide classroom coverage for general ed. Classroom teachers to allow for instructional planning time.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Vacancy,	0.25000	$32,945.88	09800-1109	Support Tier I instruction and	• Direct student support		

SBB2510968				Tier II support for students significantly below grade level in reading	• Professional Learning Communities (PLC) Staff Support		
Prof&Curriclm Dev Vist Tchr		$3,660.60	09800-1192	Visiting Teachers used for grade level PLC meetings to include lesson studies, classroom visitations		• Due to lack of funding we were unable to use VTs to allow for PLC meetings	
Non Clsrm Tchr Hrly	--	--	09800-1957	PLC work and supporting HM curriculum		• Due to lack of funding we were unable to pay teachers hourly wage	

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1: RTI Interventions

***Strategy/Activity - Description**

Teachers launch math instruction by using four warm-up/review math problems. This will help to identify the areas where students continue to struggle. They can lean-in with a student to help clear up a misconception or provide a little scaffolding to help them understand the math concept. This serves as formative data gathered on a daily basis. Based on this data and evidence collected throughout the math lesson, teacher will pull a small group (RTI) for support with math.

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

Analysis:

Teachers continue to engage the students in spiral review of math concepts. Students are pulled into RTI groups when they struggle with a math concept. We have honed our math instruction to focus on the critical standards by grade level. We are continuously monitoring student understanding and our goal is to teach to mastery.

Description:

No major difference

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper	--	--	09800-5733	Paper for making copies			

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1: Designated ELD

***Strategy/Activity - Description**

Teachers will engage in professional development to support the use of Benchmark designated ELD. This will be discussed during grade level PLC meetings.

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

Analysis:

For the 2019-2020 school year the In School Resource Teacher has facilitated the implementation of SDUSDs new English Language Development (ELD) Program, Advanced Language Learning (ALL) in grades TK - 5th. Professional Development was provided to immerse teachers in the scope & sequence of the ALL program, locating teacher resources online and accessing program lessons. In addition, the resource teacher facilitated the Designated ELD coaching cycles implementation in grades K-1. K-1 teachers are now participating in coaching cycles where direct support like teacher modeling, co-teaching is taking place in the classroom from district ELI-RTs. In addition, with the support of the resource teachers, during Professional Learning Communities (PLC) teachers have the opportunity to prepare and plan for Designated ELD to support their ELs during Tier 1 core instruction.

Description:

One of our In School Resource Teacher's has provided support to two different EL groups. Small group intervention support was provided to LTEL students as well as our Newcomer EL students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.25000	$32,945.88	09800-1109	Support classroom teachers with designated ELD, direct support for newcomer EL students, English Learner compliance	Implementation of the Designated ELD program, Advanced Language Learning (ALL). Implementation of the Designated ELD coaching cycles in grades K - 1.	Curriculum was not delivered to the site until January 2020. The curriculum does not align with the current ELA curriculum being used at Valencia Park.	
Supplies		$7,761.00	09800-4301	Classroom supplies to support instruction in every classroom.			

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1: Learning Center Model

***Strategy/Activity - Description**

We are implementing the learning center model. In this model pull-out support for students with IEPs will align with grade level schedules. Every teacher in grades TK-1 will have 45 minutes per day for guided reading and teachers in grades 2-5 will have 60 minutes per day for guided reading. The students with IEP hours will be pulled out into the learning center during this time (45 minute) blocks. The classroom teacher will align their daily schedule to the learning center allowing for them to meet with their students for guided reading either before or after they go to the learning center. They will also align math instruction to the learning center schedule. Teaching math for a minimum of 30 minutes before the students with IEP goals for math are sent to the learning center.

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

Analysis:

We were able to successfully implement the learning center model for our mild/moderate students who receive pull out support in grades TK-5. We aligned the daily schedule for every grade level to allow classroom teachers to engage in small group instruction during the learning center pull out time assigned.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	School supplies to support the work in the learning centers			

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

An In-School Resource Teacher will be assigned to support all three teachers at the third grade level. She will support with Tier 1 ELA and math instruction in third grade. She will attend all 3rd grade PLC meetings and provide professional development and facilitate lesson studies within the grade level. Students will use Learning Upgrade and the HM online materials to access learning at home.

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

Analysis:

For the 2019-2020 school year, the In School Resource Teacher provides support in the area of English Language Arts (ELA) to our 3rd grade students. This support is in the form of the Tier II small group reading instruction. The instruction focuses on reading fluency, reading comprehension, foundational skills with an emphasis on word work and response to literature. The Resource Teacher analyzed school wide data to determine group selection. The In School Resource Teacher also provides support to classroom teachers by modeling instruction and co-teaching.. In addition, the resource teachers also provide push in support for at risk students and students near grade level expectations in the classroom. The Resource Teacher also has the opportunity to facilitate the Professional Learning Community (PLC) in 3rd grade. The Resource Teacher and third grade teachers work together to look closely at specific critical concepts and plan lessons with the learning goal and targets as our focus. The Resource Teachers is also instrumental in extending SDUSDs Student Centered Coaching Cycle in ELA to third grade by providing professional development opportunities and facilitating lesson study cycles.. When necessary, the resource teacher provides classroom coverage for third grade teachers to allow for instructional planning time.

Description:

No major differences

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	We will purchase Fountas and Pinnell materials to support the intervention work with our third grade students struggling with reading	Implementation of the Fountas & Pinnell Leveled Literacy Tier II Intervention program which allows for at risk students to engage in comprehensive literacy lessons to include reading fluency, reading		

					comprehension, writing about reading and foundational skills.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?