

**PLEASANTON UNIFIED SCHOOL DISTRICT  
Valley View Elementary School**

**Single Plan for Student Achievement 2014-2015**

**School Site Council Membership for 2014-15**

Member Names	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary student
Kirsten Cash				X	
Peggy Coberly		X			
Rafael Cruz	X				
Ellen McGinnis Putman				X	
Cynthia Myers		X			
Nicholas Olsen				X	
Nancy Rae			X		
Wanda Roman				X	
Marla Silversmith				X	
Olga Valenzuela		X			
Must balance school personnel with parents and community members.					

**Table of Contents**  
**Single Plan for Student Achievement 2014-2015**

		Page Number
Cover Page		1
Table of Contents		2
Theory of Action and Area of Inquiry (Problem of Practice)		3
Goals		4
Maintenance Areas		14
School Site Council Meeting Dates		15
Title I School Only: Description of Programs and Services		16

### **Statement of this year's Theory of Action focus:**

If all teachers are engaging students in deeper levels of understanding using learning activities that promote DOK levels 3 and 4 and providing opportunities for students to use academic language, then all students will learn at deeper levels and achievement in all areas will increase. In preparation for addressing the challenges of teaching the Common Core, a central focus for Valley View teachers in 2014-15, will be to develop awareness and understanding of Depth of Knowledge to teach lessons that promote deeper learning in their students.

### **Statement of this year's Area of Inquiry:**

Valley View's achievement data indicated that all students need to be better prepared for the Common Core State Standards which are to be fully implemented and assessed beginning in 2014-15. Valley View students need to have a deeper understanding of the standards through application of the Depth of Knowledge (DOK), and increased opportunities to use academic language in all subject areas.

## Focus Area: Curriculum and Instruction 2014-15 School Year

- All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.
- Optimize student learning by utilizing innovative technologies.

Strategies/ Actions to reach this goal	Who: Which department/ school/staff member is responsible for facilitating this strategy/action plan?	Monitoring Implementation: How will we know the strategy/action is being implemented? What data/evidence will we collect?	Measuring Effectiveness: How will we know the strategy/action is effective? How do we measure our progress toward our goal?	Timeline	Funding Source
<b>Measureable Goal: All grade level teachers at Valley View will participate in Treasures / Tesoros English and Spanish language arts Professional Development activities</b>					
Monthly grade level workshops with Sacramento County Office of Education (SCOE) Treasures consultant on lesson study, alignment to the Common Core, pacing, and assessment	Principal, Treasures consultant, and classroom teachers	Meeting schedules, agendas, and minutes	Collection of data on Walk Through observations conducted by observation team to include Treasures consultant, principal and vice principal	September 2014 – May 2015	Title I, Economic Impact Aid (EIA)
<b>Measureable Goal: All grade level teachers will participate in PUSD Professional Development activities (ie. job-embedded PD, Lucy Calkins Writing Project, district wide staff development days</b>					
A variety of workshops throughout the year to include alignment to the Common Core, writing instruction, CCSS aligned report cards, and common interim Benchmark assessments	PUSD instructional services department, principal, PUSD instructional coaches	Meeting schedules, agendas and minutes  Meeting agendas and minutes	Teacher feedback and evaluation  Teacher feedback and evaluation	August 2014 – May 2015	PUSD general fund, site discretionary funds, CCSS one-time funds

<b>Measureable Goal: Teaching staff will implement CCSS aligned math instruction with fidelity using the enVision and EngageNY math curricula and instructional materials</b>					
Teachers at all grade levels will use Best Practices instructional strategies to teach math principles that are aligned to the Common Core	PUSD math instructional coach, curriculum department, administrators, grade level teachers	Attendance at workshops, sign-in records, minutes from meetings	Classroom monitoring and classroom observations, collection of benchmark and other assessment data	August 2014 – May 2015	PUSD general fund, CCSS one-time funds
<b>Measureable Goal: PUSD instructional coaches will be enlisted and deployed to provide instructional support and guidance to Valley View teachers</b>					
PUSD instructional coaches (ELA, math, RTI, ELD and technology) will provide professional development during administrative led collaboration activities and classroom visitations	PUSD instructional coaches, administrators, grade level teachers	Meeting schedules, agendas, and minutes	Attendance at collaboration activities, meeting agendas, observations of classroom instruction	August 2014 – May 2015	PUSD general fund, CCSS one-time funds
<b>Measureable Goal: Teachers will provide interventions for students not meeting grade level standards in ELA and Math</b>					
In class interventions, staggered reading in grades 1 and 2, ELD language literacy block, regrouping into leveled language groups, small group instruction, and cooperative learning activities	Classroom teachers, reading intervention teacher, and ELD/intervention teacher	Class lists, grouping cards, OARS student rosters	Assessment data, unit assessments, DLAs, classroom observations	September 2014 – May 2015	PUSD general fund, Title I, Economic Impact Aid (EIA)
Core Replacement ELA class for 4 <sup>th</sup> and 5 <sup>th</sup> grade students two or more years behind in reading and language arts achievement	Reading intervention teacher and principal	Class roster, classroom observations, parent notification letters	ELA benchmark assessments, Inside Curriculum unit assessments, reading inventories	September 2014 – June 2015	PUSD general fund, Title I

Daily ELD language blocks to provide targeted ELD instruction to English Learners (EL) – goal is advancement of one level minimum on annual CELDT assessment for all English Learners	All classroom teachers, reading intervention teacher, and ELD/intervention teacher	English Learner student lists, class rosters, classroom observations	ELA benchmark assessments, Treasures unit assessments, CELDT assessment data	September 2014 – June 2015	PUSD general fund, Title I, EIA
Extended day (AM/PM) reading intervention for targeted 1 <sup>st</sup> and 2 <sup>nd</sup> grade students	Reading intervention teacher	Classroom teacher referrals based on data, class lists	Treasures/Triumphs assessments, ELA benchmark and DLA data	October 2014 – June 2015	PUSD general fund, Title I, EIA
1. Daily push-in support to EO and DI Kindergarten classes by K ELD/intervention teacher  2. Extended day early literacy instruction for identified K students needing extra support	K ELD/intervention support teacher, RTI and ELD instructional coaches, K teachers  K ELD/intervention support teacher, RTI and ELD instructional coaches, K teachers	Classroom rosters, list of students needing extra academic support, classroom observations	Phonemic awareness, phonics, DLA and other kindergarten assessments	December 2014 – June 2015	PUSD general fund, Title I, EIA
After school tutoring opportunities provided by grade level teachers to identified struggling students	Principal and grade level teachers	Student rosters, attendance sheets, teacher pay cards	Classroom assessments, report cards, teacher feedback	December 2014 – May 2015	LCAP funds for tutoring, site discretionary funds, Title I
Homework Club for students in grades 3,4, and 5 needing academic support	Homework Club teachers	Attendance rosters, parent permission slips, drop-in visits	Classroom teacher feedback about homework completion, classroom assessments, report cards	November 2014 – May 2015	Homework Club grant, site discretionary funds, Title I

Summer school placement for struggling students and English Learners who meet PUSD "At-Risk" criteria	Administrators, classroom teachers, and summer school personnel	Summer school registration forms, class rosters	Summer school attendance and report cards	Summer 2015	PUSD general fund, Title I
<b>Measureable Goal: Valley View teachers will participate in transition to the Common Core State Standards (CCSS) activities</b>					
Participation on PUSD grade level and CCSS Cohort #1 teams to facilitate the transition to the CCSS	Principal and CCSS Cohort Team members, grade level teachers	Schedule of CCSS Cohort meeting dates, sign-in records, etc.	Feedback from participating teachers, program evaluations	October 2014 – May 2015	PUSD general fund
Smarter Balanced Assessment Consortium (SBAC) – Practice tests and initial administration of SBAC	PUSD assessment coordinator, principal, and PUSD instructional coaches	Collaboration meeting agendas and minutes, schedule of SBAC Field Tests	Teacher participation and feedback about Practice Test and administration of SBAC tests	January - June 2015	PUSD general fund
Workshops for Valley View teachers on the use of Smartboard and other technologies to teach the Common Core	Technology instructional coach, Certified Smartboard instructor, and teachers	Teacher attendance and participation, sign-in records	Teacher participation and feedback from teachers, consultant, and principal	December 2014 – June 2015	Title I, CCSS one-time funds
School site Instructional Rounds activities implemented around Valley View's Theory of Action and Area of Inquiry (Problem of Practice)	Valley View's CCSS cohort team, site leadership team, Valley View teaching staff	Meeting schedules, agendas, and minutes	Collection of data from Instructional Rounds visitation sessions, presentation to school staff, feedback reports from PUSD Educational Services division	February and April 2015 – exact dates TBD	Site funds, CCSS one-time funds

## Focus Area: Learning Environment

- All students and staff are provided a high-quality physical environment that facilitates teaching and learning.
- Every student and staff will feel safe, respected, and enjoy positive connections.

Strategies/ Actions to reach this goal	Who: Which department/ school/staff member is responsible for facilitating this strategy/action plan?	Monitoring Implementation: How will we know the strategy/action is being implemented? What data/evidence will we collect?	Measuring Effectiveness: How will we know the strategy/action is effective? How do we measure our progress toward our goal?	Timeline	Funding Source
<b>Measureable Goal: Valley View staff will improve the school culture by providing Student Support Services</b>					
Student conduct assemblies at the beginning, middle, and end of year to discuss Tracker discipline program, harassment and personal safety	Administrators, counselor, classroom teachers	School calendar, assembly agendas, notes from classroom meetings	Year-end survey of students in grades 3,4, and 5 – staff and parent surveys, number of discipline referrals	August 2015 – June 2015	Minimal site funding required
Counseling services for Friendship groups, and student and families needing emotional/social support	Counselor and administrators	Student group rosters and meeting notes and agendas	Feedback from students, teachers, and parents	September 2014 – June 2015	PUSD general fund
Ongoing academic and social safety nets for students	Progress monitoring of SIP plans, IEPs, and 504 Plans	Administrators, counselor, SST and 504 team members, classroom teachers	Record of SIP plans, SST team minutes, updated IEPs and 504 plans	August 2014 – June 2015	PUSD general fund



<b>Measureable Goal: Support will be provided to the Instructional Program in technology and instructional materials</b>					
Purchase of technology to support teaching and learning - Smartboards, Chromebooks, instructional materials, etc.	Administrators, PTA executive board and general membership, SSC, technology specialist, classroom teachers	Meeting agendas and minutes, acquisition of technology equipment, purchase orders of received inventory, etc.	Minutes from meetings, feedback from teachers, survey of parents and PTA membership	August 2014 - June 2015	Title I, EIA, CCSS one-time funds, PTA funds, LCAP
<b>Measureable Goal: The physical environment at Valley View will be upgraded to improve the learning environment</b>					
Work with PTA, SSC, and PUSD maintenance personnel to address campus beautification and school safety concerns	Principal, custodian, PUSD maintenance personnel, PTA and SSC memberships	Calendar of meetings, minutes of actions taken, and year-end inventory	Staff and parent surveys and questionnaires, record of purchases, visible outcomes, etc.	August 2014 – June 2015	PUSD general fund, PTA , grants and donations
<b>Measureable Goal: Parent Involvement will be increased at Valley View</b>					
Provide parent education (technology and Parent Literacy classes) for ELAC parents	Parent liaison, classroom teachers, and parent volunteers	Calendar of workshops, visitations and observations by principal, teachers and visitors	Attendance rosters, questionnaires and surveys, year-end graduation ceremony	September 2014 – June 2015	Site discretionary, EIA, PTA funds
Toy Lending Library for Latino parents of pre-school age children – parents as advocates for their children	Toy Library coordinator and parent liaison	Calendar of workshops, visitations and observations by principal, teachers and visitors	Attendance rosters and meeting agendas	September 2014 – June 2015	PUSD general fund, Site discretionary fund, EIA
School Smarts PTA Parent Engagement Program	State PTA Program director, site coordinators, principal	General meeting agenda, calendar of workshops	Attendance rosters, meeting agendas and end of program evaluation	January – May 2015	PTA and EIA funds

## Focus Area: Personal Growth

- Empower all students to develop character, compassion, civility, and community consciousness.

Strategies/ Actions to reach this goal	Who: Which department/ school/staff member is responsible for facilitating this strategy/action plan?	Monitoring Implementation: How will we know the strategy/action is being implemented? What data/evidence will we collect?	Measuring Effectiveness: How will we know the strategy/action is effective? How do we measure our progress toward our goal?	Timeline	Funding Source
<b>Measureable Goal: Valley View staff will reduce incidents of Bullying and Harassment</b>					
Soul Shoppe Program – grade level workshops and assemblies to address bullying, and personal safety for students	Administrators, Soul Shoppe Consultants, classroom teachers, and counselor	Calendar of events, staff meeting agendas, staff participation in assemblies and workshops	Year-end evaluation from staff, student and staff attendance at work-shops, parent attendance at Soul Shoppe parent meetings	September 2014 – May 2015	PTA funds, Site discretionary funds
Peacemaker Program – students in grades 3,4 and 5 serve as peer mediators during school recesses	Administrators, Soul Shoppe Consultants, and counselor	Peacemaker rosters and schedule, calendar of training events	Student surveys, debrief sessions with Peacemakers, feedback from SS consultant	September 2014 – May 2015	PTA funds, Site discretionary funds

<b>Measureable Goal: Valley View staff will improve Positive School Relationships</b>					
Student recognition activities (Student of the month, Caught Ya winners, positive post cards, adult mentors)	Administrators, teachers, and student leadership advisors	Phone call records, number of positive post cards mailed home, personal inventory forms with administrators	Feedback from students, parents, and teachers	September 2014 – June 2015	Minimal site funds required
Assemblies and classroom visitations to promote “anti-bully” campaigns, making good choices, and promoting PUSD Community of Character traits	Administrators, counselor, and classroom teachers	Schedule of assemblies, classroom meetings, administrator and school supervision feedback	Year-end feedback about school safety and positive connections reported by students	September 2014 – June 2015	Minimal site funds required
<b>Measureable Goal: Valley View will participate in the CreActive Sparks Art Program to enhance the visual and performing arts</b>					
A series of age and grade level appropriate art lessons conducted by artist/teacher using a variety of materials and media	Art docent and classroom teachers	Schedule of lessons – four lessons in every classroom	Year-end feedback from teachers and students	October 2014 – May 2015	PTA funds

**PLEASANTON UNIFIED SCHOOL DISTRICT**

**Maintenance Components and Long Term Savings/Spending Plans**

<b>Maintenance Area</b>	<b>Activities</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Professional Development	Implementation of the Common Core State Standards, Guided Language Acquisition and Design (GLAD) training, Smartboard training and use of technology for teachers, New Generation Science Standards professional development for the science teacher	\$5,000	Title I, EIA, site discretionary
English Language Development	Maintenance of schoolwide ELD/Language Literacy block periods in all grade levels – ELD teacher, instructional materials and supplies, etc.	\$2,000	Title I, EIA
ELAC Parent Education	Provide parent education opportunities for Spanish speaking families, instructional materials, food for meetings, etc.	\$1,000	EIA, site discretionary
Physical Education	Purchase materials to support the adopted PE framework and for supplies and equipment	\$1,000	Title I, site discretionary
Science	Purchase materials to support the transition to the Next Generation Science Standards (NGSS)	\$1,000	Title I, CCSS one-time funds
Technology	Purchase Smartboards, Chromebooks, etc. to work toward district recommended ratio of students to devices (3 to 1); online instructional resources and technology replacement equipment to support teaching and learning	Approximately \$30,000	PTA, Title I, EIA, CCSS one-time funds, site discretionary

Visual and Performing Arts	Purchase instructional materials to support the music program	\$300	Title I, site discretionary
School Safety Plan	Purchase general safety supplies (pop-up tents, barricades, flashlights, vests, signage, etc.) for school safety purposes	\$1,000	Site discretionary

**SCHOOL SITE COUNCIL MEETING DATES FOR  
2014-2015**

*Proposed Schedule of School Site Council Meetings and area(s) of the plan to be monitored during the meeting.*

<b>MONTH</b>	<b>AREA TO BE REVIEWED</b>
October 22, 2014	Introduction of membership, roles and responsibilities, review of SSC by-laws, selection of officers, calendar of meetings, school safety plan update
December 17, 2014	Review and approval of Single Plan for Student Achievement (SPSA), PUSD and Valley View's assessment calendar, safety plan updates
February 11, 2015	Public Hearing review and approval of Comprehensive School Safety Plan
April 15, 2015	Smarter Balanced Assessment Consortium (SBAC) – testing update and schedule, discussion about Common Core implementation, updates on school technology, learning environment and school safety
May 13, 2015	Tentative budget preview for 2014-15, staffing recommendations, discussion about improvement of SSC protocols, next year's membership and program evaluation, school safety

## **STATEMENT OF FUNDS/ SERVICES COORDINATED IN SBCP PLAN**

Title I Schools Only:

**Describe below your site plan for programs and services. Include date of annual parent meeting, how you presented the District Parent Involvement policy and school/parent/student compact.**

Valley View's SPSA is developed to support PUSD's Strategic Plan with a focus on Curriculum and Instruction, a Positive Learning Environment, and Personal Development – all designed to promote effective teaching and learning for all teachers and students. Input is collected from teaching staff and the SSC membership. The annual parent Title I meeting will take place on January 8, 2015 where parents will be informed of the identification process for Title I students, services available to their students, and the presentation of the District Parent Involvement policy and school/parent/student compact.

**Describe the criteria you used to identify eligible students for services. This includes English/language arts, math, and other allowable services.**

As per Pleasanton Unified School District policy, Title I students are identified using the following criteria:

Grades 3-5: students who scored below proficiency on school and district assessments (DLA grade level reading fluency, Treasures and Tesoros reading, and PUSD Benchmark assessments) and other "At-Risk" criteria in reading and writing, and math.

Grades K-2: students identified as "At-Risk" of retention using criteria that includes DLA data, reading levels, and other teacher assessment data. In order to be at-risk of retention, a student should be struggling in several academic areas and be significantly below grade level in reading, writing, and/or math.

**Describe the specific instructional services, beyond the core program which all students receive, including before, after school, during the day, and summer school.**

By law, all students are entitled to a free and high quality public school education in a safe and positive learning environment. Beyond the core program which includes science, music, and physical education instruction; all students are given opportunities to attend educational field trips and selected assemblies with their classroom teachers and/or grade levels. Students are given the opportunity to participate in extra-curricular activities on late start Wednesdays to include chess and reading clubs. All students receive four art lessons during the year through the CreArtive Sparks Art Program and personal safety, harassment and anti-bullying instruction through Soul Shoppe and the school counselor. In school interventions are provided to English Learner students and those deemed academically at-risk. These interventions include; a Core Replacement language arts class for 4<sup>th</sup> and 5<sup>th</sup> grade students who are significantly behind in reading and ELA, a forty-five minute ELD block at each grade level four times a week, extended day reading support during staggered reading, and instruction by a reading intervention teacher. Summer school is available to students who meet PUSD's "At-Risk" criteria.

## **STATEMENT OF FUNDS/ SERVICES COORDINATED IN SBCP PLAN (Continued)**

**Describe how you are monitoring and evaluating these programs.**

All programs are monitored by the school administration and evaluated by Valley View's leadership team and School Site Council.

**Describe the professional development that teachers will attend. What is the plan for follow up support?**

Valley View teachers will receive various professional development opportunities during the school year. These include: District approved SDR classes on a variety of topics, training in the adopted Treasures/Tesoros English and Spanish language arts programs, enVision and EngageNY Common Core aligned math curricula, implementation of the Common Core State Standards, Instructional Rounds, and the use of technology as a teaching tool to enhance student engagement. Follow-up activities will be coordinated and provided in conjunction with Pleasanton Unified School District on a yearly basis.