U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal <u>Mrs. Colleen Farrell Shields</u>
        (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>W.L. Valentine Elementary School</u>
        (As it should appear in the official records)

School Mailing Address <u>1650 Huntington Drive</u>
        (If address is P.O. Box, also include street address.)

City <u>San Marino</u>   State <u>CA</u>   Zip Code+4 (9 digits total) <u>91108-2503</u>

County <u>Los Angeles County</u>   State School Code Number* <u>6022529</u>

Telephone <u>626-299-7090</u>   Fax <u>626-299-7094</u>

Web site/URL <u>http://www.valentineschool.org</u>   E-mail <u>cshields@smusd.us</u>

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

        Date_____
(Principal's Signature)

Name of Superintendent*<u>Dr. Alex Cherniss</u>
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail: <u>acherniss@smusd.us</u>

District Name <u>San Marino School District</u>   Tel. <u>626-299-7000</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

        Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mrs. Lisa Link</u>
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

        Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   2 Elementary schools (includes K-8)
   (per district designation):   1 Middle/Junior high schools
                                         1 High schools
                                         0 K-12 schools

                                         4 TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 5 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	35	72
1	47	57	104
2	44	51	95
3	40	40	80
4	49	39	88
5	61	56	117
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	278	278	556

5.   Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 48 % Asian
                                     0 % Black or African American
                                     11 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     29 % White
                                     12 % Two or more races
                                  100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6.   Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	16
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	582
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

7.   English Language Learners (ELL) in the school: 17 %
                                                     96 Total number ELL
    Number of non-English languages represented: 15
    Specify non-English languages: Spanish, Vietnamese, Cantonese, Korean, Portuguese, Mandarin, Japanese, Armenian, Burmese, Farsi, Indonesian, Russian, Taiwanese, Tamil, Other Non-English

8.   Students eligible for free/reduced-priced meals: 1 %

    Total number students who qualify: 8

Information for Public Schools Only - Data Provided by the State

The state has reported that 20 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9.   Students receiving special education services: 7 %
                                                        37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

9 Autism	1 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
1 Emotional Disturbance	10 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our mission is to promote individual student excellence, invite collaboration and discovery, and challenge students to take responsibility as members of a diverse, global community.

PART III – SUMMARY

"Every child is the heart of Valentine" is the key to the Valentine Elementary School vision. From planning to implementation, from culture to programs, this theme is our hallmark. This single-mindedness is intertwined with several highlights unique to our school.

Valentine Elementary School enjoys a beloved spot in the life of the small, picturesque San Marino community located a few miles from the city of Los Angeles. San Marino, home to 4,500 residences at the foot of the San Gabriel Mountains, celebrated 100 years as a residential city two years ago while Valentine celebrated our 75th year. Historically many families are attracted to our city by their desire to participate in our excellent school programs. We are one of two elementary schools in the San Marino School District. We serve 580 students in grades kindergarten through fifth. Another unique element of our culture is the long-term commitment of our staff and families. Many families are second or third generation Valentine Vikings. Several of our faculty members attended school in San Marino and have chosen to return to our district to teach. Our beautiful campus reflects the community's long-standing commitment to education. Our school is fortunate to have a large grass playground, classrooms with updated technology, an Art Room, Science Lab, Computer Lab, Music Room, Library, Kindergarten Playground, student created works of art permanently displayed around our campus and beautiful gardens.

Valentine's student population reflects the cultural diversity of the San Marino community. Asian students comprise 48% of our student population, Anglo students represent 29%, Hispanic or Latino students comprise 11% and 12% of our students represent two or more races. The number of English Language Learner (ELL) students at Valentine has increased significantly for the past three years with 17% of our current student body identified as ELL with fifteen (15) non-English languages represented among this group of students. Seven (7) percent of our students receive special education services.

High academic standards and challenging academic curriculum are highly valued by our community and parents. San Marino School District has earned the distinction eleven years in a row of being California's highest performing unified school district based on our Academic Performance Indicator(API). As part of this high achieving academic school district, Valentine has not rested on our district laurels but instead has set goals each year to improve our own students' academic performance. Our most recent API score represents an increase of 15 points over the last four years. We believe that our students develop a healthy and strong self-esteem when they have the opportunity to experience how hard work and perseverance can lead to success. We strive to ensure that all of our students should experience daily "joyful rigor" in our classrooms. We believe that every student should have the opportunity throughout the school day to be actively engaged in academic activities that are personally challenging, require them to solve problems, to collaborate effectively with their peers and to use higher-order thinking skills. Our students spend 90 minutes a day in mathematics learning math concepts through problem solving and applying skills to real-life problems. They spend two hours each day reading, discussing, and writing in response to literature and informational text in science, social studies and current events. Our art, science and social studies curriculum are an integral part of our reading and writing instruction and are also aligned to grade level learning targets in each specific subject. All of our students attend thirty (30) minutes of physical education (PE) instruction each day with our certificated PE teacher.

Our students use technology to access research-based programs and to effectively collaborate with peers and staff. All students in kindergarten and first grade are 1:1 with iPads and students in grades second through fifth are 1:1 with Chromebooks. We have carefully chosen computer-based programs that provide our students with unique learning opportunities and increase their ability to collaborate with others as part of their learning experience.

Our community of students, parents, and staff equally support arts and academics as integral components of our educational program. Our Valentine PTA is a critical partner in supporting many of these successful programs on our campus. PTA annually allocates funds for our Art Specialist, Science Lab Coordinator & Instructor, Music Specialist, Computer Lab Coordinator & Technology Instructor and Library Media Specialist. All of these positions provide our students with regular enrichment opportunities that are aligned

with our classroom instruction. Every grade level has multiple opportunities for field trips and assemblies to extend their learning into the community. Our students also have the opportunity to participate in choir, band, recorder & ORF instrument instruction, cultural arts assemblies, community service activities, campus gardening projects, music performances, and our bike & walk to school programs.

Staff at Valentine strive to have children in our school sitting on the edge of their seat engaged in learning whether it be during a discussion with a peer about a new science idea, editing an opinion paper, sharing ideas on how to solve a playground dispute, analyzing a work of art, or learning to play the marimbas.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Valentine provides a balanced, comprehensive, common core standards-aligned curriculum in mathematics, reading/English language arts, science and social studies. Rigorous and integrated, our curriculum is designed to provide a balance of content knowledge, creativity, collaboration, critical thinking and communication.

Our reading/English language arts curriculum has changed significantly in the past five years, as we have transitioned from using a state and district-adopted basal program taught whole group to using research-based curriculum materials designed to address specific components of reading instruction: phonemic awareness, phonics, vocabulary, fluency and comprehension. Prior to these curriculum changes, 88-90% of our students were consistently scoring as proficient or advanced in ELA in the intermediate grades on our state STAR exams. However, our teachers were reporting continued concern with our students' spelling and word attack skills and our struggling students were not making the progress we expected to catch up with their peers once they fell behind in the primary grades. We were also concerned that the emphasis on fiction, whole group instruction and workbooks was not adequately preparing our students for career and college readiness standards.

The first year we assessed the phonics and phonemic awareness skills of all of our entering kindergarten and first grade students, our data clearly supported our concerns. Our data lead us to two conclusions: (1) we needed to provide targeted phonics instruction for those students who had not acquired basic phonics skills and (2) changes in our current reading program needed to include research-based systematic phonics instruction for our students. Our kindergarten and first grade reading curriculum now includes a research-based phonics and phonemic awareness program designed to teach decoding skills for our beginning readers in small groups based on skill level. A kindergarten-third grade phonics based spelling program reinforces phonics skills and teaches our students how to apply beginning skills to polysyllabic words.

Reading Comprehension is taught at all grades using two programs designed to explicitly teach comprehension strategies utilizing read-aloud non-fiction and fiction materials, authentic high-quality children's literature and challenging, well-written nonfiction texts. Informational literacy is crucial to success in college and work in this 'information age" and to be a well-informed citizen. Our reading program also includes an on-line reading program, Achieve3000, that provides informational text articles in science, social studies and current events to students by grade level written at each student's individual Lexile level. This allows all of the students in a classroom to read the same information at their own individual reading level, respond to written tasks and engage in classroom discussions about the same material. The program uses MetaMetrix to determine each student's individual Lexile level at the beginning of the year and provides us with the opportunity to monitor monthly every student's Lexile level progress, comprehension skills and writing skills in response to Thought Questions.

Our comprehensive math curriculum includes Everyday Mathematics, our newly adopted district instructional materials, Context for Learning units, and Dreambox, an online mathematics program. Our goal in mathematics is to build powerful mathematical thinkers using a comprehensive curriculum designed to build and expand each student's mathematical proficiency and understanding. Context for Learning units provide students with the opportunity to explore in depth for several weeks in cooperative groups, key mathematical concepts using a real-life, meaningful and memorable problem. Dreambox is an on-line program that provides individualized instruction from intervention through enrichment. This program assesses student's conceptual understanding of math concepts and provides highly engaging math games and tools for students to deepen their conceptual understanding of skills at their own level. Our ELL students have shown great improvement using this on-line program that provides rich visuals and math models. Our district-adopted curriculum provides frequent practice of basic computation skills, recall of facts through games and verbal exercises and teaches our students a variety of different algorithms.

Social Studies and science are taught using our district adopted curriculum materials for grades kindergarten through fifth. Science and social studies is also integrated in our English Language Arts and reading instruction. Our Science Lab coordinator facilitates a hands-on science lesson for every class twice a month. Our grade level teams plan the science lab lessons with the coordinator to align with the science curriculum map for each grade level. All of our students participate in at least one science related field trip each year. Our social studies curriculum also includes multiple field trip opportunities, historical plays, musical performances, and celebrations including American Heritage Day, California Gold Rush Celebration, Pioneer Days & our annual Valentine May Day Celebration.

2. Other Curriculum Areas:

Valentine Elementary School has a long-standing commitment to educating the whole child. Our curriculum is designed to help students develop intellectually, emotionally, aesthetically, and socially.

The arts are a critical and integrated part of our Valentine curriculum. Students learn the arts as discrete subjects, each with its own unique content, and, where appropriate, connect the arts to concepts and themes from the academic curriculum. We believe through the arts, children have a unique means of expression that allows them to explore ideas, subject matter, and culture in different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, and effective communication.

For each of the four arts disciplines- dance, music, theatre and visual arts- our state content standards have identified five strands which guide our instruction: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. At each grade level content standards are specified for each strand. Our instruction and the experiences we plan for our students are guided by our goal to provide our students with the opportunity to gain competence in all five strands. Many of our students participate in the national PTA Reflections Contest entering visual arts, dance, music and photography categories.

Visual arts instruction at Valentine is provided in a well planned, meaningful and focused way. Standards-based visual art lessons are provided by our classroom teachers using Adventures in Art, our adopted art curriculum and by our Art Specialist. Our classroom teachers at each grade level use our art curriculum to teach visual arts vocabulary, the elements of art (line, color, shape, form, texture, space & value), principles of design, historical and cultural dimensions, and to help our students develop perceptual skills and the ability to identify aesthetic qualities in works of art. Our students then have the opportunity in the Art Room to apply the artistic processes and skills learned in their classrooms. In the Art Room students are able to create their own original works of art. Our PTA generously supports the purchase of high quality art materials. Our students are able to use a variety of media including pencils, paints, crayons, clay, watercolor, and tempera. Our Spring Art Festival is an opportunity for every student in our school to have their artwork beautifully displayed.

Our Valentine students in grades kindergarten through fifth grade participate weekly in music instruction taught by our Music Specialist using the Spotlight on Music instructional materials for K-5. All of our third and fourth grade students learn to play the recorder, fifth grade students have the opportunity to participate in band instruction, and third-fifth grade students are invited to join our choir. All of our students participate in performances each year to showcase the music skills they have learned.

Valentine's May Day Celebration is a long-standing tradition in our community. Every student participates in a grade level dance performance learned in their PE class. Our PE program is based on our state PE Model Content Standards. All students in kindergarten through fifth grade participate daily in 30 minutes of PE instruction and 50 minutes of recess on our playground. Our students are in excellent physical shape. They run daily in PE. Our PE program is designed to include activities that develop fundamental and advanced motor skills and increase levels of physical fitness. Students learn about anatomy, physiology, character education, nutrition, and sun safety while playing cooperative and fitness games. Skills and strategies for good sportsmanship and team work are explicitly taught in PE. Our students strive during their elementary years to earn the President's Physical Fitness Award in fifth grade.

Technology has become such an integral part of every student's learning at Valentine that it is challenging to think of it as a separate curriculum. We have a 1:1 ratio for student devices at Valentine: iPads for kindergarten and first grade and Chromebooks for second-fifth grade. Keyboarding skills are practiced daily. High quality, research-based on-line programs in reading and mathematics engage students in opportunities for individualized learning; students create slideshows, movies, keynote presentations, brochures, posters to demonstrate their learning in all subject areas; teachers, students and parents use gmail accounts, googledocs, and blogs to communicate, collaborate on assignments and projects, and to share their learning.

3. Instructional Methods and Interventions:

Differentiation and small group instruction in our beginning reading program is a key component of our success in reading instruction. Thirty minutes of our two hour reading/language arts block is dedicated to phonics instruction in the primary grades and for ELL students. Our students shuffle for this block of time to a classroom to work in a small group with other students at their skill level. Teachers utilize direct instruction practices in small groups using our systematic phonics program. We also provide before and after school small group instruction using this program for students who need additional intervention to achieve grade level standards.

Mathematics is taught using a variety of instructional strategies. Students are provided with the opportunity to explore in depth for several weeks in cooperative groups a new key mathematical concept using a real-life, meaningful and memorable problem. Students create mathematical models to demonstrate their thinking and solutions. Teachers facilitate student thinking during this cooperative group exploration process using a problem-solving framework for questioning. Direct instruction methods are used to teach students a variety of algorithms. Students use cooperative structures to explore the efficiency of each algorithm as applied to different problems. Practice of basic computation skills and recall of facts are taught through games, verbal exercises, and individualized on-line computer programs. Another on-line program provides highly engaging math games and tools for students to deepen their conceptual understanding of math concepts at their own independent level.

Across all curriculum areas, instructional strategies are used to engage students in meaningful discussions about literature and informational text. Our students at all grade levels are taught explicit skills in cooperative structures to increase our students' ability to engage in meaningful discussions with peers and participate effectively in cooperative learning projects. Reading comprehension instruction is designed so all students in a classroom can engage in meaningful discussions about literature and informational texts in science and social studies with their peers regardless of their reading levels. One example is an on-line program that provides three informational text articles each week aligned with grade level topics in social studies, science, and current events. Each child in a grade level receives the same article but written at their own Lexile level. Because every child is able to read the article at their own level, our teachers are able to use the articles in science and social studies instruction integrated with the teaching of reading comprehension and writing strategies. Rich whole group, small group and student partner discussions occur in our classrooms because all students can access the material at their own level.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Mathematics is an area of strength for our students. Over the past five years, in 3rd grade the average percentage for the year of students who have scored Proficient or Advanced has ranged from 89-95%; in 4th grade 91-95%; in 5th 83-91%. Ninety percent of our 5th grade students scored Proficient or Advance in Science.

Our students also perform extremely well in Reading/ELA. Over the past five years, in 3rd grade the average percentage for the year of students who have scored Proficient or Advanced has ranged from 79-88%; in 4th grade 79-92%; and 5th grade 84-94%.

The achievement gap for our Latino and Hispanic students evidenced by STAR scores for the 2009-2010 school year, was consistent across all grades levels in both mathematics and ELA. At every grade our Hispanic and Latino students had the lowest percentage of students in both subject areas with achievement gaps as high as 28% in third grade math and ELA. We were very concerned and determined to close the gap. Building data demonstrated areas of weakness in phonics, spelling, and decoding.

We implemented that year our research based phonics program in primary grades during reading instruction and a before and after school program taught by our teachers for our intermediate students. We also started a Math and ELA Summer Institute for students not meeting standards. We have seen a consistent trend of improvement for our Latino and Hispanic students in 3rd grade over the last 5 years from 67% to 94% in math and 59% to 81% in ELA performing Proficient or Advanced.

Although our ELL students have consistently performed well in ELA and mathematics, we did have an achievement gap last year for our ELL students in 5th grade math and ELA. We have provided additional training for our staff in GLAD instructional strategies and increased to full time our ELA teacher and added an instructional aide. Our building assessment data this year does not demonstrate an achievement gap for our ELL students.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

Valentine staff use a variety of summative and formative assessment tools to measure student performance, guide instruction, identify students in need of additional support, and to differentiate for all learners. Technology has changed significantly our access to and the type of tools available to our staff for both summative and formative assessment.

All kindergarten and first grade students are assessed using DIBELS and SIPPS assessments at the beginning of the year to measure phonics and phonemic awareness skills and to determine small groups for instruction. Student progress is monitored throughout the school year using SIPPS progress monitoring assessments to determine if students are making satisfactory progress, to identify students in need of additional support, and to regroup students for targeted instruction. We upload our assessments to ESGI, an online program, designed for one-on-one testing with iPads. Staff record student responses electronically as students answer each item. Student performance data is automatically generated in multiple report formats and customized letters to parents with detailed information on each child's individual skill mastery are created together with personalized flash cards and suggestions for parents on how to support their child's learning at home. Students are also able to instantly see their data in a pie chart or graph so they can celebrate their mastery of skills and set new goals for learning. Grades second through fifth use the Achieve3000 online program, to assess Lexile levels and monitor student Lexile level growth during the year. Our staff use analysis of student written responses to Thought Questions for informational text articles in the Achieve3000 program to monitor writing skills of individual students and to guide writing instruction. Parents have access at any time to their child's Lexile level data in the online Achieve3000 program and to their child's written short answer responses.

Summative assessment occurs daily in our classrooms. Web-based software in our math program provides teachers with the opportunity to access on their iPads EM Daily Checklists of student mathematical understandings. Teachers record this data as they are observing and interacting with students solving problems. Teachers use the data they collect to effectively adapt their instruction for upcoming lessons and to monitor the development of students' mathematical understandings overtime.

Part VI School Support

1. School Climate/Culture

We believe that social-emotional skills are fundamental to a well-educated 21st-century child's well-being. Our students' social-emotional skills, attitudes, and behavior all contribute significantly to our school culture. Our school-wide counseling program includes weekly lessons in all classrooms by our school counselor using Second Step, a research-based social-emotional skills program designed to improve students' executive function skills, skills for learning, empathy, emotion management, taking responsibility for one's actions and problem solving. These lessons use puppets, interactive songs and games, posters, lesson cards, and most important many opportunities for students to practice newly learned skills. In our first year of implementation our staff has been thrilled with the skills their students are demonstrating to manage frustration, disappointment and anger, fair ways to play, calming strong feelings, listening to learn, positive self-talk for learning- just to name a few. The Bullying Prevention Unit is fully integrated and taught with the Second Step program. All of our staff including our playground supervisors, teachers and instructional aides have received training in both programs to ensure that we are all using the same strategies and language with our students as they encounter challenges in the classroom, on the playground and at home. Our counselor sends an email to parents after every lesson describing the skills and strategies learned by their child in class that day. Parents are actively involved in workshops and presentations to learn about our program. Pre and post on-line behavior rating assessments allow us to track changes in our students' social-emotional competencies at the individual, class, and school level.

Classroom instructional strategies designed to prepare our students to be creative problem-solvers with strong communication and collaboration skills also contributes to a positive school culture. One of our K-5 reading programs explicitly teaches students how to engage in meaningful discussions with their peers. Students have multiple opportunities in their classrooms to discuss ideas with others, problem solve together, create visual representations of group thinking and solutions, learn to appreciate differences in each other's thinking, and recognize our similarities.

Collaboration is our key to a positive staff culture. Implementation of common core standards has required all of us to implement changes daily, try new strategies, and take risks. We recognize that we can not do this alone. "We are all in this together" is our staff theme. Our staff collaborate daily as grade level teams, we dedicate time at staff meetings to share our successes and challenges, and to discuss how the social-emotional strategies we are teaching students apply to our own work with each other.

2. Engaging Families and Community

Our parents and community members volunteer over 42,000 hours each year. Volunteers in our classroom allow teachers to work with small groups of students needing targeted academic instruction, while volunteers are working with students in centers. Parents volunteer each class period in the Science Lab, Art Room, Computer Lab and library. Their support in these programs increases our students' opportunities for hands-on learning experiences in science, art, and social studies. Volunteers accompany our children on over 40 field trips, providing students with real life connections between their learning and our community. Our parents help us maintain our beautiful flower and learning garden, helping us to keep our campus looking loved, cared for, and a place that students are proud to call their school.

Our PTA leadership is broad-based with a leadership board composed of 18 members, 45 committees and 80 committee chairs. PTA plans both fund-raising and fun programs that bring together our families to support learning, create a strong sense of community, and to help us keep our parents informed about learning initiatives at our school. PTA's financial support has been instrumental in the implementation of our technology plan purchasing for our classrooms laptops, iPads, Chromebooks, interactive projectors, document cameras and sound systems. PTA funds technology programs, including SIPPS, Achieve3000 and Dreambox, designed for students to be actively engaged at their assessed level. Students are able in these programs to progress and learn foundational skills required to move forward either to grade level

standards or to progress beyond. Parents can view student progress and their level of participation in the program on line.

Our police and fire department are active on our campus visiting the playground at recess, organizing our Bike Rodeo and joining students as they walk and ride their bikes to school. San Marino Chinese Club provides an after school program on our campus for students to learn Chinese and complete homework. Our City Rotary supported 25 teachers with classroom enrichment grants last year. Our City Parks department offers after school programs including chess club, art classes, & guitar.

Our teachers design homework assignments that require students to engage in meaningful conversations with their parents and community members with follow-up writing assignments and discussions in class. Research indicates that student achievement is positively affected by parents who discuss books, movies and current events with their children- engaging their child in conversations about things larger than themselves. Our Achieve3000 program also provides every student weekly with a current event article and an engaging thought question. Students can access this program at home and engage in lively family discussions.

3. Professional Development

Our Comprehensive Master Professional Development Plan is designed each year as part of our School Improvement Plan. We believe that for professional development to successfully impact student learning it must focus on the content that our teachers teach, the methods that are used to teach that content, be sufficiently sustained and linked to daily classroom practice. Embedded in our professional development plan are norms that foster experimentation, collaboration, and continuous improvement. Teacher learning experiences at Valentine include workshops, trainings, and conferences along side what we consider to be most important-teacher collaboration- including the joint planning of lessons, the critiquing of student work, the study of and researching for curriculum materials, opportunities to observe peers teaching, book studies, and time each day for teachers to discuss and evaluate a new lesson or strategy taught that day. We believe that for professional development to change instruction and improve student learning, time must be available for teachers to have opportunities to practice, discuss, problem solve in small groups, conduct peer observations, and have clear expectations for implementation established.

The implementation of our new mathematics instructional materials and instructional practices aligned with common core standards has been one of our key areas of focus for professional development. All staff have participated in book studies and workshops to deepen our knowledge of the new math standards. Teachers and our principal have participated in our summer math institute designed for teachers to learn to teach mathematical concepts in depth using real-life, meaningful problems. During two hours of the institute each day teachers worked with expert math coaches who modeled inquiry-based lessons with the teachers doing the math problems as students themselves. Teachers planned lessons together and watched videos of a prior day's lesson. Students participated two hours a day in math lessons taught both by the math coaches and teachers. Teachers observed the math coaches teaching lessons and facilitating math discussions with the students by modeling effective questioning strategies. Math coaches provided teachers with feedback from lesson observations and video reviews. During the school year, our teachers jointly plan units and lessons using our new instructional materials. Staff meeting time is dedicated to math lesson studies across grade levels, sharing students' problem-solving work samples, and staff modeling lessons. Teachers are provided with release time to observe lessons and collaborate using observation guides focusing on the students' understanding of math concepts. We continuously monitor the effectiveness of our professional development by studying our assessment data on student achievement.

4. School Leadership

Our philosophy of leadership at Valentine is one of shared-leadership. Our principal is the instructional leader of our school. All of our staff are actively involved in instructional decisions and share accountability for the implementation of our initiatives.

One hour every Tuesday afternoon after school is dedicated to formal staff meetings (twice a month), grade level team meetings (once a month) and Leadership Team meetings (once a month). Every grade level and our specialists have a representative on our Leadership Team. Our Leadership Team sets our staff meeting agendas, shares strategies and concerns on implementation of our building initiatives, plans our professional development, and brainstorms new ideas. The Leadership Team is our building think-tank- the place that staff can bring ideas, strategies and concerns. As our Leadership Team plans staff meetings, our goal is to design meaningful activities that engage teachers in fun but efficient opportunities to discuss important issues, study data, and make decisions in a manner that allow all voices to be heard. A teacher's time is precious and a well-planned staff meeting maintains our positive school culture, keeps us smiling, and allows everyone to have input in decision-making.

Our School Site Council is composed of staff members, parents, and community and PTA leadership members. Our Leadership Team works closely with our Site Council. Our Site Council is responsible for developing our School Improvement Plan and Budget and approving the Building Safety Plan. These plans are developed in consultation with our staff teams and committees. Our Site Council is responsible for monitoring the implementation of our School Improvement Plan, including formal reviews of data, staff summaries of implementation and improvement, and completion of action step checklists. Including PTA leadership members on our Site Council provides us with the opportunity to align PTA expenditures and activities with our school improvement goals.

Every teacher in our school serves on one of our building committees as a grade level representative: Leadership Team, Safety Committee, Student Discipline Committee or Field Trips and Assemblies Committee.

We believe that every staff member is responsible for the learning of all of our students. Our decision-making model provides multiple layers for staff input, participation and accountability. The success of our model however depends upon our unwavering focus on student learning at Valentine Elementary School. We strive to always challenge ourselves to ask at every level of decision-making how does this decision impact our students? How will we hold ourselves and our students accountable? How will we know if this decision has a positive impact for our students?

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math		**Test:** STAR	
All Students Tested/Grade: 3		**Edition/Publication Year:** N/A	
Publisher: ETS			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	89	94	88	91	95
Advanced	79	82	76	76	82
Number of students tested	111	129	103	104	115
Percent of total students tested	99	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	79	100	80	100	88
Advanced	71	82	73	67	88
Number of students tested	14	11	15	12	8
4. Hispanic or Latino Students					
Proficient and above	94	78	80	83	67
Advanced	75	78	60	50	50
Number of students tested	16	9	15	6	12
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	89	100	90	96	100
Advanced	83	87	85	80	95
Number of students tested	47	55	46	45	55

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	84	90	93	88	96
Advanced	70	75	77	74	73
Number of students tested	37	52	30	43	44
10. Two or More Races identified Students					
Proficient and above	100	91	100	100	
Advanced	100	91	70	89	
Number of students tested	10	11	10	9	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** STAR
All Students Tested/Grade: 4	**Edition/Publication Year:** N/A
Publisher: ETS	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	91	91	95	94
Advanced	82	62	79	82	75
Number of students tested	131	106	112	115	118
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	100	85	93	100	100
Advanced	86	46	67	100	86
Number of students tested	14	13	15	9	7
4. Hispanic or Latino Students					
Proficient and above	64	86	60	82	78
Advanced	27	43	20	45	44
Number of students tested	11	14	5	11	9
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	98	96	94	100	100
Advanced	93	65	87	92	86
Number of students tested	54	49	52	52	49
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	90	88	91	91
Advanced	79	68	79	79	71
Number of students tested	52	31	42	42	58
10. Two or More Races identified Students					
Proficient and above	100	80	100	100	
Advanced	92	60	75	100	
Number of students tested	12	10	12	6	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Two or more races was not a subgroup for data collection in the 2008-2009 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: STAR
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: ETS	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	84	87	91	86	83
Advanced	46	51	61	46	40
Number of students tested	108	117	123	117	143
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	1	3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	67	83	60	80	91
Advanced	44	61	40	70	55
Number of students tested	9	18	5	10	11
4. Hispanic or Latino Students					
Proficient and above	73	50	50	67	67
Advanced	40	17	20	17	25
Number of students tested	15	6	10	12	12
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	84	91	95	98	93
Advanced	51	63	80	74	55
Number of students tested	51	57	61	50	60
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	88	93	78	76
Advanced	45	41	45	28	30
Number of students tested	31	42	42	51	70
10. Two or More Races identified Students					
Proficient and above	80	83	100	50	
Advanced	40	50	50	0	
Number of students tested	10	12	6	2	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Two or More Races was not a subgroup for data collection in the 2008-2009 school year. During the 2008-2009 & 2009-2010 school years, Valentine had a special education classroom with all of the students from both elementary schools who participated in the alternative assessment. This resulted in more than 2% of our student population in the 5th grade participating in the alternative assessment.

Subject: Reading/ELA		Test: STAR		
All Students Tested/Grade: 3		Edition/Publication Year: N/A		
Publisher: ETS				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	85	89	79	83	88
Advanced	55	60	42	58	57
Number of students tested	111	130	103	103	115
Percent of total students tested	99	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	79	91	67	92	63
Advanced	21	36	33	25	25
Number of students tested	14	11	15	12	8
4. Hispanic or Latino Students					
Proficient and above	81	78	67	67	59
Advanced	38	56	40	33	17
Number of students tested	16	9	15	6	12
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	85	91	80	89	93
Advanced	57	62	41	58	62
Number of students tested	47	55	46	45	55
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	84	87	83	79	91
Advanced	49	55	50	57	59
Number of students tested	37	53	30	42	44
10. Two or More Races identified Students					
Proficient and above	90	100	90	89	
Advanced	90	82	30	89	
Number of students tested	10	11	10	9	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Two or more races was not a reported category in 2008-2009.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: STAR
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: ETS	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	89	89	90	92	91
Advanced	78	65	81	70	71
Number of students tested	131	106	111	115	118
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	93	62	93	78	86
Advanced	71	39	73	78	58
Number of students tested	14	13	15	9	7
4. Hispanic or Latino Students					
Proficient and above	46	79	60	46	78
Advanced	36	64	20	18	78
Number of students tested	11	14	5	11	9
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	91	88	94	98	92
Advanced	80	63	86	81	71
Number of students tested	54	49	52	52	49
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	90	88	95	91
Advanced	81	74	85	69	71
Number of students tested	52	31	41	42	58
10. Two or More Races identified Students					
Proficient and above	100	100	92	100	
Advanced	100	50	75	83	
Number of students tested	12	10	12	6	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: STAR
All Students Tested/Grade: 5		Edition/Publication Year: N/A
Publisher: ETS		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	86	93	94	86	84
Advanced	63	72	74	55	60
Number of students tested	108	117	123	117	143
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	1	3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	67	78	80	70	64
Advanced	45	56	40	50	46
Number of students tested	9	18	5	10	11
4. Hispanic or Latino Students					
Proficient and above	80	67	50	75	75
Advanced	60	50	20	58	50
Number of students tested	15	6	10	12	12
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	82	95	97	92	83
Advanced	65	70	80	68	70
Number of students tested	51	57	61	50	60
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	93	98	82	86
Advanced	65	76	74	41	53
Number of students tested	31	42	42	51	70
10. Two or More Races identified Students					
Proficient and above	100	100	100	100	
Advanced	60	75	100	50	
Number of students tested	10	12	6	2	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Two or More Races was not a subgroup for data collection in the 2008-2009 school year. During the 2008-2009 & 2009-2010 school years, Valentine had a special education classroom with all of the students from both elementary schools who participated in the alternative assessment. This resulted in more than 2% of our student population in the 5th grade participating in the alternative assessment.