Valley View Community School
Model Programs and Practices

School Information

CDS (County District School) Code: 19650456071682

County: Los Angeles

District (Local Educational Agency): Sulphur Springs Union

School: Valley View Community School

Demographics

Enrollment: 600 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Valley View's staff and parents believe children are our most valued resource. At Valley View, we prepare our Transitional Kindergarten through 6th grade students to become lifelong learners and leaders. Our mission is to provide a coordinated educational program that allows all students an equal opportunity to achieve their full potential through a quality, balanced education with standards of excellence that are research based and applied with consistency and fairness. We are committed to providing our students with a secure climate and to preparing them to work and function in the 21st Century. Valley View is located in the Santa Clarita Valley, approximately 35 miles northeast of Los Angeles. Valley View exemplifies an environment with high expectations, a strong focus on character traits, and a sense of teamwork. Our outstanding staff implement best practices in all instructional areas. Valley View School recently completed an approximately $17.3 million school wide facilities improvement project which included new construction of a ~33,000 square foot building to house our Special Education student classrooms and facilities, a new library, General Education

3rd–6th grade student classrooms, and improvements to the Administration building. Valley View is a Title I school, educating 600 general education and 63 severely handicapped students. The support staff includes two Speech and Language Pathologists, a Resource Specialist, two School Psychologists, Adaptive P.E. Teachers, and Occupational Therapists. Valley View is an ethnically diverse school with 67.6% Hispanic students, 16.4% White students, 6.5% African American students, 3.1% Asian, and 6.4% of students from other ethnic backgrounds. The school is linguistically diverse with 35.6% of students identified as English Learners. Although Spanish is the dominant non-English home language, there are 13 different home languages represented. Currently 66.4% of students participate in the Free/Reduced Breakfast and Lunch Program. The Severely Handicapped Special Education classes are geared towards students with orthopedic/health impairments and multiple disabilities. Our program serves students from the four elementary school districts of the Santa Clarita Valley. Teachers team for the benefit of all students by maximizing inclusion of Special Education students daily. Also on campus is the California Children's Services - Medical Therapy Unit, which serves a large number of our special education students. Each year Valley View's staff, parents, and district support personnel, evaluate data related to student achievement and climate. Various data, survey results, and input provided by teachers, parents, and school committees are used to evaluate our Single Plan for Student Achievement and to identify program goals to ensure that every child will achieve to his/her full potential. The Valley View community makes educating the whole child our mission.

Model Program and Practices

Name of Model Program/Practice: Valley View's program is best described as a team-driven framework for improving outcomes of every student through multi-tiered system of supports (MTSS).

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): Hispanic, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Comparison results of 2015 SBA data by ethnicity showed 60% of other ethnicities scored in the "Standard Nearly Met" or "Standards Not Met" levels in ELA, while nearly

38% of white students scored in those levels. A similar pattern existed for socioeconomically disadvantaged (SED) students, in which the number of SED students in "Standards Not Met" was twice as many as non-SED in ELA and math. The English Learner (EL) data identified the most significant achievement gap. 19% of ELs met or exceeded standards in ELA and 29% of ELs met or exceeded standards in math; 56% of English Only (EO) students met or exceeded standards in ELA and 54% of EOs met or exceeded standards in math. Additional school data, including California English Language Development Test (CELDT) results and common assessments, mirrored those results, confirming the significant achievement gaps. The staff saw the need to reexamine their instructional practices to increase student achievement. In order to address the need of underperforming students, through Professional Learning Communities, staff developed the MTSS team-driven framework. The goal was to design a collaborative approach of schoolwide systems, aligned resources, and high expectations to close gaps. The staff prioritized best first instruction as the cornerstone and primary tier of the system; they developed unit plans for consistent implementation of CA State Standards across grade levels. Together staff planned and implemented strategies that supported sustainable student improvement. Teachers integrated technology to enhance student learning during best first instruction. A primary focus was implementing a positive school climate that attended to students' social-emotional and behavioral needs. Although this tier supported every student, the target population were the SED (67.1%), EL (35.6%), and Students with Disabilities (SWD) (9.8%). SBA 2015 to 2016 results showed an increase in student achievement, but significant gaps still existed. Staff focused on ensuring every student received equitable academic and behavioral support, matched to their needs in a second tier. Staff worked to analyze relevant information to plan and implement layers that increased in intensity, while they participated in site and district level Professional Development, for example ELD. Art enrichment consultants work with students weekly, which allowed for additional time for teachers to engage in collaborative teamwork around targeted and intensive data collection, learning outcomes, and fidelity of implementation. Teachers utilized small group instruction with support of a Teacher on Special Assignment. Staff used a team-driven model for improving the outcomes of every student. Through collaboration within and across grade levels, staff identified students who needed additional layers of support from tiers 1 through 3. With the layered continuum of best practices and a MTSS design, the staff is working to close the achievement gap.

Implementation and Monitoring

Staff has aligned all initiatives, supports, schedules, and resources to meet the changing needs of students. Implementation of the program requires best first instruction. During staff and grade level meetings, grade level teams begin with the focus on key CA state standards to backwards map. Teachers utilize pacing guides and district common assessments to plan instruction to best prepare students for mastery learning. Plans for the delivery of core (ELA, ELD, math) curriculum incorporate best practices with integrated technology and arts. Teachers, administrators, and instructional support staff participate in ongoing professional development, such as Designated and Integrated ELD, English Learner Institute for Teaching Excellence (ELITE), Growth Mindset, technology, mathematical practices, ELA state adopted

curriculum implementation, Character Counts, and classroom and positive behavior management. Certificated Special Education staff are provided professional development in ELA, ELD, math and technology, as well as trainings on how to further engage families as equal partners when discussing their child's academic goals. The second tier moves from universal (every student) to targeted (some students). During staff and team meetings, teachers collaborate to analyze data and results of first instruction to plan for small group instruction. Multiple assessment tools are used to continually evaluate the effectiveness of instructional learning activities. Teachers utilize weekly and unit Language Arts and Math test data to design and implement differentiated instruction. Specific student short and long term goals are set using formative and summative assessment data, including SBA results, IEPs, Accelerated Reader, CELDT scores, and ESGI scores. Grade level teams schedule targeted small group instruction, group students according to need, and create extension and remediation activities around key standards. The Single Plan for Student Achievement describes how fiscal resources support second tier activities. Families and community partners are included. Staff also utilize community partners to better meet needs of students whose academic performance is affected by social and emotional needs. Stakeholders, particularly parents, are engaged in the school's program. The Principal collaborates with PTA, School Site Council, and ELAC members to review data, discuss program implementation, and share the needed steps to further their model program. The third tier is a more intensive individualized support level for students who need substantial support that is focused on specific area of need. At this tier, instruction, remediation, and support is amplified with additional time, smaller group or individualized attention, and consultation of experts from the school. Supporting student's social and emotional health is a top priority. Students have access to school counseling, and referrals to a community-based Child and Family Center are also available.

Results and Outcomes

Evaluating and analyzing results are part of the team-driven framework for improving the outcomes of every student through a layered continuum of best practices and multi-tiered systems of support (MTSS). Multiple measures and assessment results, such as SBA, Renaissance Place (STAR and AR), ELPAC, ESGI, district common assessments, IEP Data, Benchmark Advance and Math Expression unit assessments, and Imagine Math, are monitored in order to make the best decisions about instruction. During staff and grade level meetings, teachers evaluate multiple measures to determine students at risk and identify appropriate strategies for improvement. Formative assessment cycle data results are used for determining the effectiveness of the program This process is continually reviewed and modified depending on the needs of the students.

Examining the Fall 2017 California Accountability Model & School Dashboard, it is evident that Valley View's program has resulted in improvement for all students, with significant gains in closing the achievement gap for the subgroups.

All significant subgroups have "High" status and "Blue" color in the area of mathematics: Socioeconomically Disadvantaged increased significantly 20.6 points, Hispanic increased significantly 23.1 points, and white increased 7.7 points. It is important to note that Students with Disabilities increased significantly 61.2 points. Most impressive is the English Learners data in comparison to the English only students: "EL-Reclassified Only" increased 14.8 points, "EL-EL Only" increased significantly 22.8 points, and "English Only" maintained +2.8 points.

In English Language Arts most significant subgroups have "High" status and "Green" color: Socioeconomically Disadvantaged increased 5.4 points, Hispanic increased 5.4 points, and white declined 10 points (but remained "Very High" status). Students with Disabilities increased significantly 26.5 points.

A focus on the English Language Learners sub-group resulted in increases both on the "English Learner Progress Indicator" (6.7% increase) and in the number of students reaching the two top CELDT proficiency levels over the last three years. Valley View led the district in the number of RFEP students: 27 students or 15.4% of EL population met RFEP criteria.

Valley View's team-driven framework for improving the outcomes of every student through a layered continuum of best practices and multi-tiered systems of support (MTSS) applied at the classroom, school, and district levels is closing the achievement gap for all subgroups. Staff has organized resources, aligned academic standards and behavioral expectations, within a continuous improvement framework, in order to accelerate the performance of every student to achieve. The focus on improving learning for all students, while using data and best practices to provide instruction and involving everyone in the process, will continue to positively serve the students at Valley View Community School.