

Single Plan for Student Achievement (SPSA) Template

SPSA Year 2017–18
 2018–19
 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Sun Valley Elementary

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[2017-2018 Single Plan for Student Achievement](#)

[THE STORY](#)

[SPSA HIGHLIGHTS](#)

[BUDGET OVERVIEW](#)

[STAKEHOLDER ENGAGEMENT](#)

[Involvement Process for SPSA and Annual Update](#)

[Impact on SPSA and Annual Update](#)

[GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS](#)

[Goal 1, Action 1](#)

[Goal 1, Action 2](#)

[Goal 1, Action 3](#)

[Goal 1, Action 4](#)

[Goal 1, Action 5](#)

[Goal 1, Action 6](#)

[Goal 1, Action 7](#)

[GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT](#)

[Goal 2, Action 1](#)

[Goal 2, Action 2](#)

[Goal 2, Action 3](#)

[GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE](#)

[Goal 3, Action 1](#)

[Goal 3, Action 2](#)

[Goal 3, Action 3](#)

[Goal 3, Action 4](#)

[School Site Council Membership](#)

[Recommendations and Assurances](#)

THE STORY

Briefly describe the students and community and how the school serves them.

Mission Statement

Sun Valley School believes in educating the whole child through upholding rigorous academic standards, fostering creative and critical thinking, cultivating emotional intelligence, and valuing each child's unique contribution to the learning process. Teachers, parents and staff work together to ensure that every child has the tools for success in a 21st Century world.

Motto: Every learner counts!

Mission: Our mission, as a community, is to inspire a passion for lifelong learning and to provide every child with the foundation necessary to become a responsible, productive, and engaged citizen within a global community.

Vision: Our vision is that Sun Valley School will be a thriving, dynamic and inspiring educational environment that produces self-directed learners. Each child is viewed as an individual with unique talents and strengths that fits into a diverse, multi-cultural community. They will be academically, socially, and emotionally encouraged and challenged to be the best version of themselves. Students are prepared with the highest academic and ethical standards in a enthusiastic, caring, collaborative learning community that incorporates 21st century technology and academic practices, the arts, physical education, and community awareness.

Sun Valley produces respectful, responsible, life-long learners by:

- Challenging students to achieve at their highest potential
- Recognizing students in their classrooms, school, and community for demonstrating academic achievement, cooperative behavior and self-regulation
- Providing a variety of instructional strategies including hands-on active learning experiences, whole group directed instruction, cooperative learning, individual and small group instruction
- Encouraging students to become both critical and creative thinkers and develop problem solving strategies
- Developing in students a respect for cultural and individual differences in our community
- Cultivating a pride in our community and encouraging parental and community involvement within our school
- Teaching students that while academic success is important, we value consideration of others, compassion, empathy, perseverance, grit, responsibility and self-discipline as even more important in life long success
- Emphasizing that learning experiences extend beyond the walls of a classroom and continues beyond the school years

School Description

Sun Valley is a K-5 elementary school located on a beautiful hillside in the west end of San Rafael with a current enrollment of five hundred students. We have a renovated and remodeled facility that includes twenty-two classrooms, a beautiful state-of-the-art multi-purpose room complete with a performance stage, an art room, and a science/music room. Our academically rigorous core subjects program is thematically integrated and differentiated to meet the needs of all of our learners. We are the proud recipients of the National Blue Ribbon Award, the State Golden Ribbon Award and the California Distinguished School Award. Our PTO sponsored Enrichment program includes P.E., music, art,

computers, dance, poetry, and Mindfulness training. We offer many after school programs through the City of San Rafael as well as childcare of site. This year we are adding on-site before school care through the City of San Rafael Community Services and a robust after school program through the YMCA. We work closely with our local neighborhood to maintain the rich natural environment that the Sun Valley area provides for our students and families.

The staff includes one Principal twenty-two credentialed teachers, one SEAL/Instructional Core Coach, one resource specialist, one part-time speech and language specialist, three part-time intervention teachers, one part-time psychologist, one part-time counselor, one full time library clerk, one part time instructional assistant, one administrative assistant, one part time bilingual Secretary, one custodian, and one part-time food service staff person. The parent volunteer program serves as a comprehensive model of support that includes parents, senior citizens, community members and businesses. Experience Corps volunteers provide over 100 hours of intervention per week. Professional development is ongoing with a focus on common core aligned thematic unit development, highly effective research based pedagogical practices (SEAL), and social emotional well-being (PBIS, Mindfulness).

Description of school programs

INTEGRATED LEARNING

Sun Valley Schools has developed thematic curriculum units that integrate the Common Core State Standards through the themes of the Social Studies and NGSS Science Standards. The curriculum at Sun Valley is delivered through developmentally appropriate single-grade and multi-age instructional practices that meet the needs of individual children. Both multi-age and single-grade classrooms provide quality standards-based programs in literacy, mathematics, science, social science, ELD, and other complementary subjects that are taught to enhance the total learning process. Our motto at Sun Valley is to “teach to the high and provide scaffolding and supports so that every child can reach their potential.” Sun Valley has been honored for several awards including: CA Distinguished Schools, California Gold Ribbon award 2015, and in 2016 for the National Blue Ribbon Awards for Academic Excellence.

SEAL (Sobrato Early Academic Language) Model for K-3rd grade

The SEAL program is a professional development model for teachers to implement the Common Core Standards and provide all students:

1. Complex oral and academic language skills.
2. Engagement with complex texts
3. Development of language through enriched curriculum
4. Positive, joyful learning environment
5. 21st Century learner skills of collaborative practices and teamwork

SEAL also provides a Summer Bridge program for students and teachers to hone their skills.

Enrichment

The PTO sponsors Kindergarten music, art, and physical education on a weekly basis. HeadsUp provides music 1st-5th grade. Mindfulness instruction takes place for 10 weeks for all students. K-5 students participate in six weeks of dance instruction that culminates in a school-wide event integrating art, music and dance called Classroom Connections. The PTO supports noon-time community building programs including: Sun Valley Singers, Mr. Land's Green Team, Community Heroes, Game Club, Art Club, Book Clubs and a Garden Club.

Volunteer Program

The Sun Valley Volunteer Program consists of over two hundred parent and community volunteers that support the work of the school in everything from classroom volunteers to fieldtrip drivers. Our Volunteer Coordinator facilitates recruitment, placement and works collaboratively with staff and PTO to ensure that all needs are filled. This year we are pleased to be partnering with **AARP Experience Corps**. They are providing over 18 volunteers (100 hours a week) working with targeted students on increasing fluency and comprehension. Additionally, the Sun Valley Dad's Club is solidifying into a great group of dads working together on fundraising, projects around school and strengthening the connection between families within the school community.

PBIS

To build a sense of responsibility, confidence, pride in accomplishment, and a positive self-image within each child, Sun Valley's PBIS (Positive Behavior Intervention and Supports) program is designed to develop and articulate school-wide behavioral expectations. These expectations are clearly articulated to students through school-wide assemblies and classroom lessons. They are posted throughout the school and clearly articulated to families. Students enjoy receiving Good Choice Tickets and parents appreciate the clear expectations and use them at home as well. We fully embrace our three school-wide rules to be respectful, be responsible and be a learner.

EVERY LEARNER COUNTS

We begin each year with a Social/Emotional/Student Skills curriculum called "Every Learner Counts". This curriculum was developed at Sun Valley and integrates the best practices, lesson, and current research to teach students social skills, emotional awareness and how to be a successful independent learner who is prepared for the 21st Century.

MINDFULNESS

Mindfulness is a form of attention or awareness training that can be applied in any activity throughout the day (seeing, walking, playing, homework, etc). The evidence of student success in introducing and practicing mindfulness in education is promising. Each 16 session's curriculum builds on the next, from practicing mindful bodies and mindful listening, to ultimately providing a tool for creating 'space' for a child between their big feelings and reactions, thus resisting impulsive actions. This mindful space allows a child to respond thoughtfully as opposed to an impulsive instant reaction. Additional benefits of mindfulness in education include:

- o Increased focus and concentration (especially with increased use of technology)
- o Increased self-awareness (recognize emotions, feelings, calm/grounding)

- o Reduction of anxiety/stress
 - o Increased empathy and understanding of self and others
 - o Increased skillful response to difficult emotions
- Mindfulness is a valuable complement to a school's social/emotional learning program

Academic Intervention

Every grade level team meets regularly in Professional Learning Communities to look at data about student progress. If students are not meeting grade level standards based on assessments, they receive in-class interventions in the form of small group instruction, one-on-one tutoring, Experience Corps partnerships, peer tutoring, and specifically designed support. Some students require an additional layer of support and can be referred to our Academic Intervention Program if they meet specific criteria. Students receiving academic intervention attend sessions daily for reading daily. Additionally, a before school Reading Club provides students additional time with leveled text. All students in academic intervention are monitored for progress every 8-10 weeks. Lastly, students with significant skill gaps in mathematics, receive targeted support in the classroom up to four times a week. Parent are notified of academic intervention needs and provided a detailed report and/or meeting to explain how they can best support their child specifically along with lists of appropriate reading or math materials.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

This year's SPSA highlights three main goals:

- #1 Continued small group reading instruction focusing on individualized learning goals to target skill gaps and increase reading skills to grade level and beyond.
- #2 Continue MTSS (Multi-Tiered Systems of Support) to close the achievement gap including reading and math interventions.
- #3 Continued implementation of our Social/Emotional Curriculum paired with our PBIS & Mindfulness program.
- #4 Continue implementation of our Parent Engagement plan including weekly communication and well rounded parent education opportunities

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

According to LCFF Evaluation Rubrics:

1. ELA improved overall by 15% within the “Very High” range.
2. In ELA, ELL and Socially Disadvantaged student groups increased significantly (26.8 points) in the “Medium” range.
3. In ELA, the White student group increased by 12.1 points in the “Very High” range.
4. Math improved overall by 17.2 points within the “Very High” range.
5. In Math, ELL and Socially Disadvantaged student groups increased significantly (24-30 point) in the “High” range.
6. In Math, the White student group increased by 15.6 points in the “Very High” range.

According to the SPSA Parent Survey

1. Over 90% of parents feel we have a welcoming and inviting campus.
2. Over 95% of parents feel that students have respect for teachers and vice versa.
3. Over 99% of parents feel that their students are motivated to learn.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Within the classroom, our greatest focus is on small group instruction supporting all of our students and specifically our lowest achieving student groups: Socio/Economically Disadvantaged and English Language Learners. Using assessments we need to refine our Tier 1 classroom instruction to better differentiate core instruction and small group support. Refining our Tier 2 pull out and push in interventions is our second greatest area of need to continue to match skill gap areas with interventions. Our overall fine-tuning is across the board in ELA as there are no significant trend gaps according to CAASP.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Despite having increased significantly, according to CA School Dashboard in ELA, SpEd student group is in the “Low” category.

Despite having increased significantly, ELLs in ELA and Socially Disadvantaged, are in the Medium category according to CA School Dashboard.

BUDGET OVERVIEW

Budget Summary:

	One-time adjustment (0910)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	PTO	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	16,699	48,165.00	20,000.00	\$43,000	5,269.00	0.00
Budgeted*						
Spent YTD						
Encumbered						
Available						
	One-time adjustment (0910)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	12,000.00	14,754.00	0.00	***Overage in 0910 Budget due to carryover		
2XXX		14,111.00	0.00			
3XXX	4,699.00	5,256.00	0.00			
4XXX-5XXX		14,044.00	20,000.00			

STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

Involvement Process for SPSA and Annual Update

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

The Principal met with the ILT (Instructional Leadership Team) on September 20th to review and analyze the data from the California School Data Dashboard, the CAASPP data by cohort & year-to-year and finally down to individual grade level target trends in both math and ELA for all student groups. This data was used to develop the school-wide goals. This information was also shared with the SLT (Site Leadership Team) on September 25th and then the final was reviewed on October 9, 2017.

Impact on SPSA and Annual Update

How did these consultations impact the SPSA for the upcoming year?

Based on feedback from both the ILT and the SLT, the goals were collaboratively agreed upon. The ILT took the data and the analysis to their grade level team for feedback and then reported a congruence with the goals that were developed with the ILT. The SLT was given a week to review the school plan and provide notes. The substance of the school plan met with everyone's approval and slight editing took place from the SLT.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Goal 1	College and Career Readiness: Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

Identified Need

As indicated by the California Dashboard ELA scores, continue to improve ELA for all learners. Specifically, ELLs and Socio/Economically Disadvantaged student groups need to continue to increase significantly in ELA. Therefore, we will continue to provide differentiated small group reading instruction and appropriate tier 1 and tier 2 interventions, increasing the number ELL and SED students meeting or exceeding the ELA standards by 10% or more each year.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC 3rd ELA ELL	20/13% meets/exceeds			
SBAC 4th ELA ELL	45/18% meets/exceeds			
CA Dashboard, Socio/economically, Disadvantaged (SED) in ELA	Status: Medium 7.4 points above level 3, increased significantly by 33.6 points			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
SBAC ELA scores will increase by 10% for ELL & SED student group each year, thus closing the achievement gap.	

Goal 1, Action 1

Multi-Tiered System of Supports Description: A balanced Literacy model in Tier 1, including small leveled groups for guided reading, will be refined with intentionality to the standards in all grade levels using targeted balanced literacy strategies and integrating history/social science/CA CCSS and Next Generation Science Standards to build theme based units.

<input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here):	
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):	

Actions/Services	PLANNED Grade level PLCS meet every week for 45 minutes with .5 Instructional Core Coach to analyze data (F & P) to determine strategy and skill groups for every student in order to provide research based targeted small group reading instruction and conferring.	ACTUAL
	BUDGETED AMOUNT / SOURCE \$58,000 total (\$35,000, 23,000), Resource 0910/PTO	ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 2

Multi-Tiered System of Supports Description: .5 SEAL Coach will provide support for the development and implementation of high leverage SEAL strategies as part of the Balanced Literacy Model. These strategies support all learners including ELL (English Language Learners) and Economically Disadvantaged students to access rigorous curriculum with a focus on academic language.

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services	<p>PLANNED</p> <p>.5 SEAL Coach models lessons, monitors implementation with classroom visits, procures materials and ensures alignment across grade levels.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$58,000 total (\$35,000, 23,000) / Resource 0910/PTO</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 3

Multi-Tiered System of Supports Description: Teachers will provide designated ELD lessons for 30 minutes a day for five days a week. The Instructional Core Coach will work with PLCs to design ELD lessons that both frontload and support so they can access rigorous academics. Students who have not been re-designated by 5th grade have Tier 2 intervention five days a week for 30 minutes with lessons designed by the Instructional Core Coach and instruction provided by the coach and/or instructional aide.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	PLANNED During site PLCs, grade level teachers and the Instructional Core Coach will continue facilitate PLCs to align ELD standards to ELA standards and developed designated ELD lesson plans.	ACTUAL
Expenditures	BUDGETED / SOURCE \$58,000 total (\$35,000, 23,000)One time adjustments 0910, PTO \$4,000 Title 3	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 4

Multi-Tiered System of Supports Descriptions: Sun Valley’s comprehensive MTSS begins with the Meeting of the Minds (Universal Screening) three times a year, followed by Tier 1 & Tier 2 interventions and progress monitoring. Students with academic, social/emotional concerns are noted and interventions are planned accordingly. One of the interventions is a 32 week 30 minutes, 5 day a week intervention program designed to fill skill gap areas with small group targeted instruction in ELA.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	PLANNED Under the guidance and direction of the Instructional Core Coach, lowest performing non-special education students, receive targeted reading instruction (push in or pull out) for 30 minutes a day five days a week for 32 weeks based on ESGI, F & P, and Students are progress monitored every 8-10 weeks.	ACTUAL
	BUDGETED / SOURCE Lottery subs \$1920 Lottery/PTO \$10,000 Lottery, \$20,000 PTO	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 5

Multi-Tiered System of Supports Description: Sun Valley’s comprehensive MTSS begins with the Meeting of the Minds (Universal Screening) three times a year, followed by Tier 1 & Tier 2 interventions and progress monitoring. Students with academic, social/emotional concerns are notes and interventions are planned accordingly. One of the interventions is a before school technology based reading intervention program.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	PLANNED During the universal screening meeting, students who are determined below grade level in reading comprehension are referred to our Before School Reading Club based on F & P Data & SRI with a focus on ELLs. Students are progress monitored every 8-10 weeks.	ACTUAL
	BUDGETED / SOURCE \$2,000 / Title 3	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 6

Multi-Tiered System of Supports Description: Sun Valley's comprehensive MTSS begins with the Meeting of the Minds (Universal Screening) three times a year, followed by Tier 1 & Tier 2 interventions and progress monitoring. Students with academic, social/emotional concerns are noted and interventions are planned accordingly. One of the interventions is a 25 week instructional aide support for mathematical strategy groups.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):(2nd - 5th grade)

<u>Actions/Services</u>	PLANNED Based on teacher observation and EM end of unit assessments, the students struggling with fundamental mathematical concepts will participate in a small group for math in the classroom with an Instructional Aide or teacher a minimum of two days a week.	ACTUAL
	BUDGETED / SOURCE \$12,000 / Lottery	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 7

Multi-Tiered System of Supports Description: RTI (Response to Intervention) meetings are held for students with significant academic, behavioral and/or social emotional concerns. Preliminary referrals are made through our universal screening and then throughout the year from classroom teachers based on data analysis (SRI, F & P, ESGI) and/or behavioral concerns (Tier 1 PBIS checklists). RTI Plans are created during the meeting and SMART goals are created with a progress monitoring timeline. RTI coordinators schedule meetings and facilitate progress monitoring.

Students to be Served	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	PLANNED K-2 and 3-5 RTI Coordinators are lead teachers who facilitate meetings with classroom teachers and parents when they have significant concerns and need support and a specific plan of action. The Coordinators invite participants, keep notes and track progress and case manage. The Coordinators are paid on an hourly basis and the Principal oversees the coordinators.	ACTUAL
	BUDGETED / SOURCE \$3,000 One Time Adjustments 0910	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
New having K-2 and 3-5 coordinators.		

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

Professional Development: Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

As indicated by our PBIS data/PLC agendas, we will continue to align instructional systems (including SEAL implementation), behavioral systems and implement a high level common school-wide PBIS model through our self-designed Every Learner Counts Curriculum which also includes Mindfulness.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PLC agendas demonstrating PD	Topics focus on refining Balanced Literacy 70%			
Principal walk-throughs and written feedback	2-3 classrooms visits per day with written feedback			
Monday Memos documenting evidence of alignment and use of Every Learner Counts Curriculum	100% of MM include evidence of academic and behavioral expectations.			
PBIS school-wide behavioral checklist	786 occurrences of distracting self/others			
SRI	60% proficient			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Rigor of small group instruction and conferring will improve to better match the needs of the students leading to 10% more students reaching the proficient range per grade level in SRI. Rigor of SEAL implementation will increase student discourse by 20% as observed in principal walk-throughs.

Rigor of implementation of Every Learner Counts Curriculum will result in fewer occurrences of behaviors such as “Distracting self/others”.

Goal 2, Action 1

Multi-Tiered System of Supports Description: All staff will implement the year long Every Learner Counts Curriculum.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	PLANNED Initial staff training and on-going staff development throughout the year provides comprehensive training in how to develop classroom culture that is aligned school-wide, universal language that is used school-wide for social/emotional and PBIS, how to set up systems for small group work, how to increase student engagement, and how to develop student independence. Mindfulness is integrated throughout all these lessons.	ACTUAL
	BUDGETED / SOURCE \$6150/ PTO \$4650, MTSS grant \$1500	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 2, Action 2

Multi-Tiered System of Supports Description: Principal will facilitate Lesson Study Model observations for all tenured staff to improve alignment and rigor within and across teaching teams.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	PLANNED Administrator will invite all tenured staff up for evaluation to participate in traditional or Lesson Study Model. Teachers will select an area of focus as teams based on data sources (observation, end of unit tests, F & P scores or writing assessments) to determine an area of focus for Lesson Study. Teaching teams will develop lessons, observe each other and collect data, interview students and refine lessons accordingly. We will schedule substitutes to cover classes as needed.	ACTUAL
	BUDGETED / SOURCE \$700 Lottery	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 2, Action 3

Multi-Tiered System of Supports Description: K-3 will have three days of Common Core Unit Planning with SEAL coach to refine Common Core Units of Study and SEAL implementation. This will include reviewing the new CA Social Sciences Framework and CA NGSS guidelines.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	PLANNED All K-3 staff will meet with SEAL coach and teams from VV and CO to re-tool Common Core Thematic Units three days.	ACTUAL
	BUDGETED / SOURCE District Funded	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Recommended Indicators: <ul style="list-style-type: none"> ● Chronic Absenteeism ● Suspension Rate ● PBIS classroom surveys implemented three times a year
<h3>Goal 3</h3>	Student Engagement & School Climate: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.	

Identified Need

In 14/15 we had 1.5 suspensions, however in the last two years we have maintained 0 suspensions. The area of need is distracting self and other under PBIS school-wide expectations (Be Respectful, Be Responsible, and Be a Learner). The other area of need is re-defining and aligning the school-wide safety plan and training. Additionally, we continue to strengthen our welcoming environment that nurtures a strong home/school connection focusing on parent education.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	0			
PBIS classroom survey	786 occurrences of distracting self/others			
SIP Survey	over 90% feel welcoming environment			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<ul style="list-style-type: none"> ● Reduce occurrences of distracting self and others according to PBIS Survey. ● Sustain 0 suspensions ● Align Safety Plan to PBIS model. 	

- Continue Mindfulness Program and Parent Education.

Goal 3, Action 1

Multi-Tiered System of Supports Description: To progress monitor social/emotional needs of school, we use our PBIS Tier 1 checklist Universal Screener, PBIS Team Meets monthly to review school-climate as a whole, PBIS Team meets monthly to review Social/Emotional Referrals and chronic absenteeism.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>Staff will continue to implement PBIS school-wide with a high level of fidelity.</p> <p>The Sun Valley PBIS Tier 1 team will meet monthly to discuss progress towards implementation of PBIS school-wide with a focus to create a culture of positive reinforcement, focused on learning, respect and responsibility among students, staff and community.</p> <p>Tier 1 PBIS team will review referrals monthly and school-wide classroom behavior checklists twice a year. Using this data, this team will develop actions steps to improve areas such as distracting self and others with specific assemblies, and Every Learner Counts monthly campaigns.</p> <p>Tier 2 PBIS team will meet monthly to utilize data from Meeting of the Minds, review RTI referrals, and determine students eligible for Tier 2 interventions such as social skill groups, Check-in-Check-out, and classroom behavior supports. This team will also review chronic absenteeism and make a specific plan for each case.</p> <p>Tier 3 team meets as needed.</p>	

Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
\$0	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
no		

Goal 3, Action 2

Multi-Tiered System of Supports Description: All students and families will continue to use Mindfulness tools to be present to make good choices, feel safe and share a common school/home language.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	<p>PLANNED</p> <p>All K-5 classrooms will participate in 8 weeks of Mindfulness sessions (15 minutes each). 3-5th grade will get an additional two weeks of Mindfulness before state-wide testing. Two parent education nights will be provided on Mindfulness and positive parenting. Mindfulness lessons and areas of focused will be posted in weekly Principal Newsletters.</p>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$6150/ PTO 4650/1500</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 3

Multi-Tiered System of Supports Description: Sun Valley will work with the District Safety Consultant to develop a comprehensive safety plan, staff and student trainings and appropriate family communication.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Meet with Safety Consultant to re-vamp safety plan, coordinate staff training on key areas of safety procedures, intruder training and a full emergency drill.</p> <p>Safety Committee will determine staff for each of the key teams and procure disaster preparedness items.</p> <p>All drills will be scheduled and consultant will attend at least two and provide feedback.</p> <p>Families will be provided an overview of School-wide safety plan and their roles in communication and student release.</p>	<p>ACTUAL</p>
	<p><u>Expenditures</u></p> <p>BUDGETED / \$500 PTO</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 4

Multi-Tiered System of Supports Description: As part of Sun Valley’s Parent Engagement Plan, there will be on-going parent education through Gallery Walk Throughs K-3, Parent education nights, Weekly Principal and Teacher Newsletters, Community Building PTO/SELAC events fostering a high level of community engagement and involvement.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	PLANNED	ACTUAL
	<p>Gallery Walks are planned three times a year for students to walk their families through their academic units of study. 4th and 5th grade provide various culminating projects with parent involvement such as Colonial Day and Nano Rhymo Novel readings.</p> <p>On-going Parent Education opportunities will take place in SELAC meetings, attached to PTO meetings and during the morning to provide various opportunities for families to learn about how to help their students with their academic progress, understand their role in digital citizenship and postive parenting.</p> <p>PTO sponsors grade level gathering and various community events throughout the year.</p> <p>PTO and Principal write weekly parent newsletters to keep parents informed and involved in school community.</p>	
<u>Expenditures</u>	BUDGETED / SOURCE	ESTIMATED ACTUAL
	\$0	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Julie Harris	Principal	jharris@srcs.org	
2. Marian Carter	Teacher	mcarter@srcs.org	
3. Frances Dahlstrom	Teacher	fdalhstrom@srcs.org	
4. Gayle Hartsook	Classified	ghartsook@srcs.org	
5. Meghan Greenwood	Parent	meghan.greenwood@gmail.com	
6. NJ Han	Parent	enjaehan@gmail.com	
7. Michelle Van Nuys	Parent	wiggynardone@yahoo.com	
8. Ania Smith	Parent	ania.m.smith@gmail.com	
9.			
10.			
11.			

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	4	0

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
Parent Stakeholder Groups: SLT, ILT, SELAC

Student Stakeholder Groups

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Typed name of School Principal Signature of School Principal _____ Date

Typed name of SSC Official Signature of SSC Official _____ Date

