

Sun Valley Elementary

2016 - 2017

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

The San Rafael City Schools community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success.

Our welcoming school climate ensures our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Julie Harris, Principal

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County-District School (CDS) Code: 21-65458-6024863

Date of this revision February 14, 2017

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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:
 - English Learner Advisory Committee Ruth Galvin _____ Signature _____
 - Title I Advisory Committee _____ Signature _____
 - Other advisory committee _____ Signature _____
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 herein 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: February 27, 2017.

Attested:

Julie Harris
Typed name of School Principal

Signature of School Principal

Date

Meghan Greenwood
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

State guidance for school site council membership:

Middle grades SSC composition falls under the rules for secondary schools. For the first time students are included in the SSC. At the secondary level the council shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852). Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Julie Harris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marian Carter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Alice Arnold	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris O'Neil-Velez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jason Throckmorton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meghan Greenwood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	0	3	

Governance and Funding

1. The School Site Council will hold 8 meetings in the 2016-2017 school year.
2. At Sun Valley Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
 - Title III, Immigrant
 - Title III, LEP
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
 - Review by SSC members
 - Changes recommended as a result of ELAC
 - Meetings with stakeholders
 - Input/changes recommended by site staff
 - Input/changes recommended by Needs Assessment Survey data
 - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
 - School Site Council
 - Site Advisory Councils: (x) ELAC (x) PTO () Other: _____
 - District Advisory Committee: (x) LCAAP PAC (x) DELAC
5. At Sun Valley Elementary, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
 - Budgets (expenditures)
 - Field Trip Forms
 - Capital Outlay
 - PAFs (Personnel Action Forms)
 - Requisitions
 - Conference Reports

School/Community Description

Sun Valley Elementary

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.

Mission: Our mission, as a community, is to inspire a passion for life long 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 and fifteen 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. 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. 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 part time Principal, one part time Assistant 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, 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 music, art, and physical education on a weekly basis. Grades 2-5 also work with a poet in residence for six weeks co-sponsored with a grant from Poets in Schools. K-5 students participate in six weeks of dance instruction that culminates in a school-wide event integrates 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, the Fix-it 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 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 and 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 learner.

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:

- Increased focus and concentration (especially with increased use of technology)
- Increased self-awareness (recognize emotions, feelings, calm/grounding)
- Reduction of anxiety/stress
- Increased empathy and understanding of self and others
- Increased skillful response to difficult emotions Mindfulness is a valuable complement to a school's social/emotional learning program

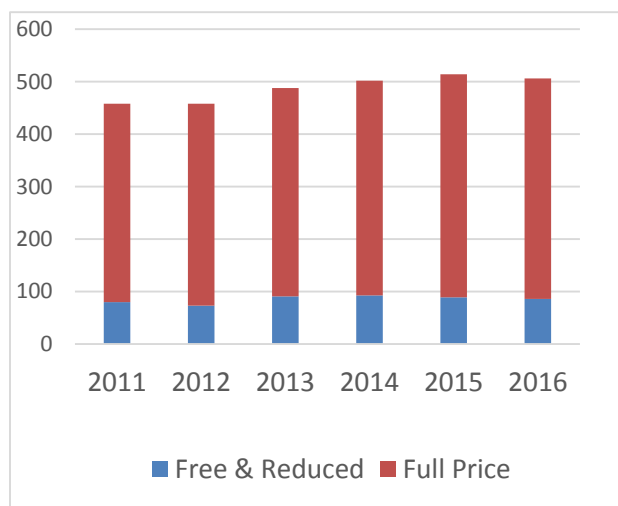
Academic Intervention

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 and twice a week for math. 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 in 1st – 3rd grade who are below grade level receive math intervention once a week.

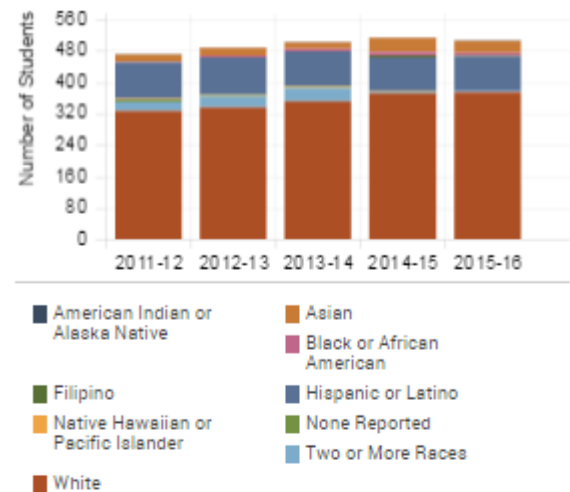
Demographic and Assessment Data

Demographic Characteristics	Sun Valley 14-15	District 14-15	Sun Valley 15-16	District 15-16
Enrollment	514	4,756	506	4,749
English learners	12.3%	43%	11.5%	45.8%
Free / Reduced Lunch	17.3%	63%	17%	63.3%
Fluent English Proficient	2.5%	16.2%	2%	11.3%

Enrollment by Ethnicity



Free and Reduced Lunch



View Table Data

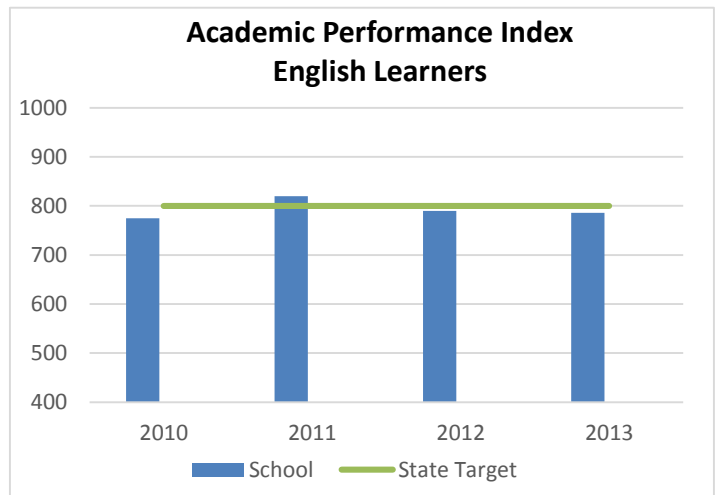
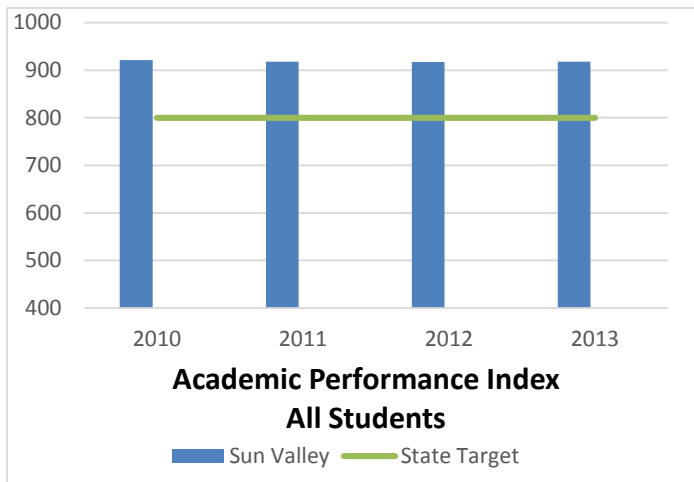
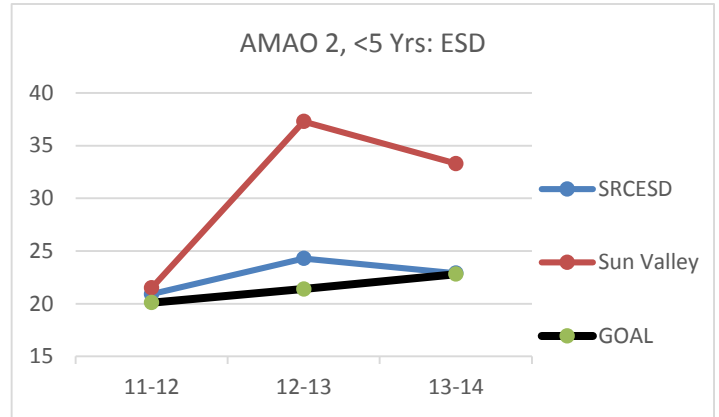
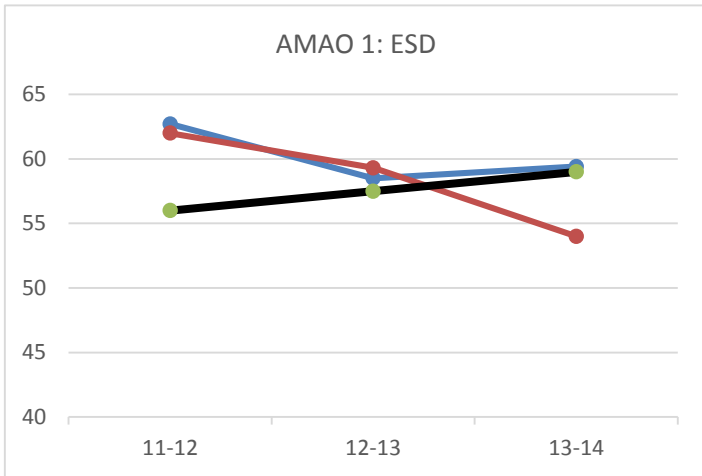
Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	1	1	1	2	1
Asian	18	20	17	36	31
Black or African American	3	5	6	8	6
Filipino	0	0	0	5	3
Hispanic or Latino	92	94	89	87	88
Native Hawaiian or Pacific Islander	2	2	2	1	0
None Reported	5	4	3	1	0
Two or More Races	24	27	33	2	3
White	326	335	351	372	374
Total	471	488	502	514	506

Chart Notes

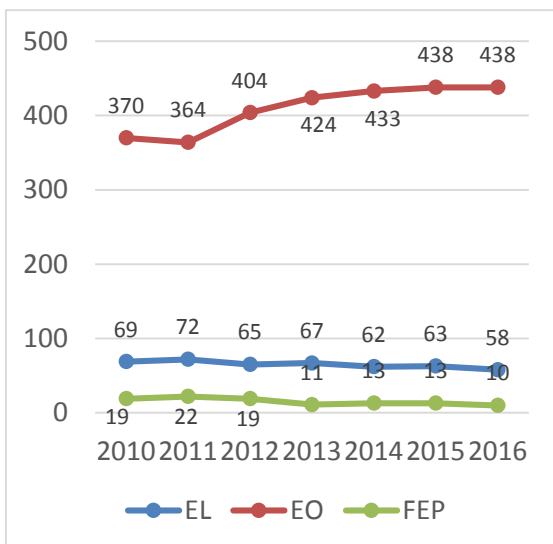
[Source](#)

This graph displays the number of enrolled students by the federal race/ethnicity categories. Note: These counts do not include short-term enrollments.

AMAO and API: Please note, the most recent update provided by the CDE is 2013



Language Fluency Trends



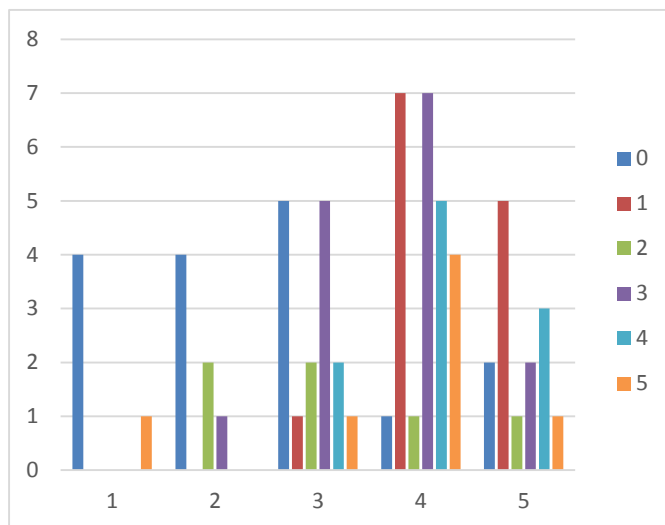
Average SRI: March 2015

Average of SRI March 2015				
Grades	EO	LEP	R	Grand Total
3	761.3	416.7	726.0	713.8
4	951.8	458.4	920.8	904.3
5	1053.0	587.3	757.9	966.7
Grand Total	916.6	473.9	786.2	858.1

Overall CELDT Level by Grade: 16-17

CELDT Overall Count by Grade Level

	0	1	2	3	4	5	Total
1	4					1	5
2	4		2	1			7
3	5	1	2	5	2	1	16
4	1	7	1	7	5	4	25
5	2	5	1	2	3	1	14
Total	16	13	6	15	10	7	67



X= celdt level, y = # of kids, color grade

Count of pl Overall	Column Labels						Grand Total
Row Labels	0	1	2	3	4	5	Grand Total
1	1	1		1		1	4
2	3	1	2	2	1	1	10
3	4	2	5	2	3	3	19
4	2	1	8	6	5		22
5					2	3	5
Grand Total	10	5	15	11	11	8	60

Grade Levels	2015	2016 *	Beginning Level -1		Early Intermediate Level - 2		Inter-mediate Level - 3		Early Advanced Level - 4		Advanced Level - 5		RFEP (Reclassified as Fully English Proficient)	
			1	4	3	4	4	5	2	1	0	2		
K	10	16 (18)	1	4	3	4	4	5	2	1	0	2		
1st	5	13 (14)	1	0	1	0	2	1	1	7	0	5		1
2nd	15	6(7)	0	0	2	2	5	2	8	1	0	1		1
3rd	11	15 (15)	1	0	2	1	2	5	6	7	0	2		1
4th	11	10 (13)	0	0	1	0	3	2	5	5	2	3	6	1
5th	8	7(15)	1	1	1	0	3	1	3	1	3	1	2	4
Totals	60	67 (82)	4	5	10	7	19	16	22	25	5	14	8	8

SBAC ELA/Literacy Scale Score

<u>Grade</u>	<u>Not Met</u>	<u>Nearly Met</u>	<u>Met</u>	<u>Exceeds</u>	<u>Total</u>
3	7%	16%	27%	51%	101%
4	8%	13%	24%	56%	101%
5	5%	8%	23%	64%	100%

SBAC of Mathematics Scale Score

<u>Grade</u>	<u>Not Met</u>	<u>Nearly Met</u>	<u>Met</u>	<u>Exceeds</u>	<u>Total</u>
3	6%	19%	26%	50%	101%
4	8%	6%	36%	50%	100%
5	4%	17%	25%	55%	101%

Sun Valley CAASP Scores by cohort

	ELA 2014-2015	ELA 2015-2016	Math 2014-2015	Math 2015-2016
Grade 3 82/80	31/43 (75%)	27/51 (78%)	41/41 (82%)	26/50 (76%)
Grade 4 84/	54/27 (81%)	24/56 (80%)	26/46 (72%)	37/49 (84%)
Grade 5 80/75	33/41 (80%)	23/65 (88%)	27/37 (75%)	25/55(80%)

Sun Valley SRI 2015/2016

Sun Valley Elementary (301 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	81	27%	175	58%
Proficient	81	27%	72	24%
Basic	112	37%	52	17%
Below Basic	27	9%	2	1%

Sun Valley SRI 2016/2017

Time Period: 08/18/16 – 06/08/17

Total SRI Students: 325

Sun Valley Elementary (325 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	130	40%	180	55%
Proficient	93	29%	93	29%
Basic	75	23%	46	14%
Below Basic	27	8%	6	2%

TIER 1 & 2 INTERVENTIONS AT SUN VALLEY

Types of Interventions	K	1 st	2 nd	3 rd	4 th	5 th
	# students	# students	# students	# students	# students	# students
Experience Corps – 1:1 (each tutor works with 2-5 students)	20	16	12	9	4	4
BEFORE SCHOOL – Reading Eggs program	2	2	10	14	7	1
READING CLUB- during intervention block	7	15	12	7	8	9
Both Reading Clubs	1	2	7	5	6	1
Math Club – during math block	0	4	9	13	0	0
RTI	3	3	2	7	2	2

PBIS Data Collection 14/15

DATES: 3/9-13, 2015	RESPECTFUL	INAPPROPRIATE LANGUAGE	PHYSICAL CONTACT	ARGUING	MINOR DISRUPTION	OTHER	RESPONSIBLE	LACK COOPERATION	INAPPROPRIATE USE OF	OUT OF ASSIGNED	OTHER	LEARNER	NOT FOLLOWING	RUDE/DISCOURTEOUS	DISTRACTING SELF OR	OTHER
K/1		0	9	2	9	1		5	1	5	9		26	5	2	0
K		7	39	9	143	7		8	1	23	1		263	48	318	6
1		1	14	6	22	0		4	2	0	8		53	16	79	74
2		3	18	18	45	21		6	3	15	5		49	28	86	20

3		1	22	9	374	86		19	3	45	3		105	27	313	52
4		1	0	6	31	1		1	0	4	0		42	3	56	0
5		0	0	3	72	1		6	0	59	3		94	20	91	0
Totals:		13	103	53	691	117		48	9	152	40		635	151	837	151

PBIS SV DATA 15/16																
DATES: 10/26- 10/30/16	RESPECTFUL	INAPPROPRIATE LANGUAGE	PHYSICAL CONTACT	ARGUING	MINOR DISRUPTION	OTHER	RESPONSIBLE	LACK COOPERATION/WORK REFUSAL	INAPPROPRIATE USE OF TECHNOLOGY	OUT OF ASSIGNED AREA	OTHER	LEARNER	NOT FOLLOWING DIRECTIONS	RUDE/DISCOURTEOUS	DISTRACTING SELF OR OTHERS	OTHER
	K/1		0	0	0	0	0		0	0	0	0		0	0	0
K		1	3	0	3	1		2	0	0	0		29	0	0	0
1		2	7	5	29	18		1	0	0	4		20	3	47	14
2		2	11	9	97	27		15	0	28	39		62	13	73	20
3		1	1	1	24	7		3	0	0	21		42	14	175	11
4		0	3	14	16	98		2	5	25	0		42	9	122	115
5		0	0	0	35	5		0	5	4	0		32	7	38	5
Totals:		6	25	29	204	156		23	10	57	64		227	46	455	165

PBIS SV DATA 16/17																
DATES: 10/26- 10/30/16	RESPECTFUL	INAPPROPRIATE LANGUAGE	PHYSICAL CONTACT	ARGUING	MINOR DISRUPTION	OTHER	RESPONSIBLE	LACK COOPERATION/WORK REFUSAL	INAPPROPRIATE USE OF TECHNOLOGY	OUT OF ASSIGNED AREA	OTHER	LEARNER	NOT FOLLOWING DIRECTIONS	RUDE/DISCOURTEOUS	DISTRACTING SELF OR OTHERS	OTHER
	K/1		0	0	4	0	12		0	0	36	12		56	0	108
K		1	30	1	25	1		3	0	15	0		40	6	54	0
1		3	12	2	7	0		1	0	7	0		21	1	38	9
2		9	2	6	16	48		2	0	9	30		47	10	51	57
3		1	0	2	174	4		4	0	9	22		20	6	98	0
4		0	3	1	79	0		0	1	86	0		154	3	380	29
5		0	1	2	41	4		0	0	13	31		11	2	61	28
Totals:		14	48	19	342	68		10	1	175	95		349	28	790	126

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> • Overall enrollment is almost the same as the previous year. • Sun Valley demographics have remained fairly consistent, with a slight increase in Caucasian students & slight decrease in Latino students. • There is a slight increase in Free/Reduced count. • All communication is provided in English and Spanish
ELA	<ul style="list-style-type: none"> • SBAC results indicate 15/16 scores represent 78-88% of all 3rd through 5th graders are meeting or exceeding expectations. • SBAC cohorts made significant (5% to 8%) growth from 14/15 to 15/16. • Students who have “not met” ELA proficiency receive targeting tier 2 interventions within the classroom, one-on-one tutoring from parent volunteers or Experience Corps members, and tier 2 small group instruction with our Instructional Core Coach and intervention staff. • Students not making progress in Tier 1 or 2 participate in RTI process (new this year). • SRI results indicate the Lexile gap between EL learners and White students is decreasing with Intervention support services, but still remains significant.
Math	<ul style="list-style-type: none"> • SBAC results indicate 15/16 scores represent 76-84% of all 3rd through 5th graders are meeting or exceeding expectations. • SBAC cohorts made significant (2% to 8%) growth from 14/15 to 15/16. • Credentialed hourly teacher facilitates small group Tier 2 math intervention groups twice a week for grades 1st-3rd. • K-5th grade is implementing CCSS aligned Everyday Mathematics.
EL Data	<ul style="list-style-type: none"> • According to Aeries we 82 students who took the CELDT test but only 67 are listed on the data tables above for 2016/2017. This might be do to the students who were reclassified. • Significantly more students are in CELDT Level 5 and 4 in 2016/2017 than in the prior year. • COHORT INFO: 1st through 5th grade: 9/10 1st graders that attended SV in Kindergarten went up 1 to 3 CELDT levels in one year, 2/5 2nd graders made 1 CELDT level of growth from last year, 2/5 stayed the same, 1/5 went down. 4/14 3RD graders made 1 CELDT level of growth from last year, 9/14 stayed within the same CELDT level but made from 30 to 50 points gain and 7/14 or CELDT level EA. 4/8 4th graders that were at SV last year made one CELDT level growth, 4/8 4th graders made approx. 25 points within EA category and 1 4th grader made 80 points within the I category. 3/6 5th graders that were at SV last year made 1 to 2 CELDT levels of growth and the other 3 made 20-40 point gain within the EA category and one within the I category. Bottom line: Students who remained at SV for at least 2 years made at least 1 CELDT level of growth, Of all 65 students that have been enrolled for this year and last year, 63/65 made progress within their CELDT level band. Overall listening increased significantly within the categories and writing is still the lowest.
Climate/Culture	<ul style="list-style-type: none"> • SIP survey results indicate 95% of items meets or exceeds expectations for students and families. • SIP survey results returned for 90 families, which is somewhat decreased from last year. • Families highly rated SVS as encouraging students to apply what they learn, promote critical thinking, & global awareness. The two growth areas are integrating technology into curriculum and encourage creative thinking. • 80 of the 90 respondents ranked social skills, Mindfulness and behavioral expectations as being most recognized efforts. The two major categories to continue PTO funding are enrichment and academic intervention. • PBIS program is fully implemented Tier 1 & Tier 2 (behavioral expectations, good choice tickets, awards ceremonies, CICO (check-in-check-out), ongoing PBIS team meetings

	<ul style="list-style-type: none"> • All Classroom teachers collected school-wide observational data on Tier 1 Behaviors and determined specific areas to target (distracting self & others, minor disruptions, and not following directions) as well as used this information to inform parents during conferences. • Principal has outlined school-wide expectations, Tier 1 & Tier 2 offenses and a clear behavioral referral pathway to all parents in newsletters and through PTO. • Weekly assemblies provide reinforcement with behavioral expectations, awards for each student and increased school-wide spirit. • Increased Noon-time programs include Community Heroes, Green Team, Sun Valley Singers, Art Club, Book Club, Game Club and the Garden Club. • Mindfulness Program included 8 weeks of Mindfulness training in every classroom twice a week for 15 minutes each to support reduction of minor disruption and distracting self.
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Evaluation of the 2015-2016 Single Plan for Student Achievement

The SPSA evaluation will indicate completion or progress towards implementation of goals and objectives in the *Single Plan for Student Achievement*. It will also help the School Site Council in the development of SPSA goals, objectives and activities for the upcoming school year. When possible, please include data related to the progress toward goals (i.e. number/percent of participants, changes in benchmark assessment results, reports generated, number of professional development activities provided, amount of funds spent on staff, materials, etc. and other data related to the implementation of the SPSA goals/objectives).

<p>2016-2017 Desired Outcomes</p>	<p><u>Instruction</u> * All students will develop mastery of the English language arts Common Core State Standards.</p> <ul style="list-style-type: none"> • By 5th grade at SV, 88% have mastered ELA according to CAASP and 80% in Math. <p>To achieve this, Sun Valley staff has and will continue to do the following:</p> <p><u>Assessment</u> *All teachers will assess students in ELA using Fountas & Pinnell Reading (F & P) 3 times a year., SRI (Scholastic Reading Instruction) 3 times a year, Acuity Benchmarks and ESGI. *All teachers will assess students using Every Math (EM) benchmark assessments. *Assessment data will be placed on shared drives and used to determine school-wide, grade level and individual trends.</p> <p><u>Curriculum</u> *All teachers will create a year-long map and pacing guide for CCSS aligned units. *All teachers will implement collaborative thematic CCSS units and utilize leveled reading material from Houghton Mifflin and supplemental leveled text in order to deliver a comprehensive articulated standards based balanced literacy program. *All teachers will implement the EM program as a grade level team. *All Sun Valley School teachers will implement the social/emotional/student skills curriculum we developed called Every Learner Counts.</p> <p><u>MTSS (Multi-tiered Systems of Support)</u> *All teachers will import data into grade level spreadsheets, review the data every 8 weeks, and assign students to appropriate Tier 1 and Tier 2 interventions. *Teachers will look at data and request RTI meetings to specifically target behavioral or academic concerns based on data. RTI team will evaluate data and make recommendations for SMARTE goal(s) for 8 week cycle. Progress monitored and reviewed and new goals will be established if needed. *Students meeting criteria for the Tier 2 reading intervention program will receive 30 minutes a day of intervention services utilizing the Leveled Literacy Intervention kits from Fountas & Pinnell.</p>
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*Students meeting criteria for Tier 2 math intervention will receive 30 minutes once a week of support services from credentialed teacher.

On-going Professional Development

*On-going Professional Development will be based on a teacher survey, observed needs, ILTS and PLC (professional learning community) outcomes.

*PD topics include: Every Learner Counts curriculum, guided reading, SEAL strategies, reciprocal reading, ELD lessons, Collaborative Conversations, Math, Science and Social/emotional topics from PBIS survey.

*PD will be provided in the classrooms (modeled lessons), during Faculty Meetings, after school and on the weekends as requested.

Plan • *Identify strategies in the SPSA that were fully implemented.*

Implementation • *Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.*

- *What specific actions related to those strategies were eliminated or modified during the year?*
- *Identify barriers to full or timely implementation of strategies.*
- *What actions were taken to mitigate or overcome those barriers?*
- *What impact did the lack of implementation of these strategies have on student outcome?*

The strategies and actions were all fully implemented. Our largest barrier was hiring and maintaining hourly instructional support staff. We engaged in hiring and supporting our new staff all year long to provide a welcoming and warm environment.

Strategies & Activities • *Identify strategies or activities that were particularly effective in improving student achievement.*

- *Identify strategies or activities that were ineffective or minimally effective in improving student achievement.*
 - *Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?*
 - *Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?*

We believe that all of the above listed strategies are highly effective and should be continued. The greatest challenges for Sun Valley are the same that all teachers are facing in the nation.

*writing and implementing new CCSS thematic units

*articulating and understanding the depth of the NGSS and mathematical standards

*ensuring designated ELD is meaningful and also purposefully targeting ELD standards

*data systems that would easily drive instruction

*on-going turn over of instructional support staff such as bilingual community liaisons or special education instructional aides

Involvement & Governance

- *How was the SSC involved in the development of the plan?*
- *How were advisory committees involved in providing advice to the SSC?*
- *How was the plan monitored during the school year?*

In the fall of 2015-16, the Sun Valley Site Council and English Learner Advisory Committee received information on school goals to position them to advise staff in the development of the 2015-16 Single Plan for Student Achievement. The ILT (Instructional Leadership Team) developed, articulated and implemented action steps and a process to ensure that SPSA goals were met. Throughout the school year, at regularly scheduled joint School Site Council, the SSC and SELAC were apprised of student progress toward the achievement goals set in the 2015-2016 SPSA.

- Outcomes**
- Identify any Desired Outcomes that were met.
 - Identify any Desired Outcomes that were not met or partially met.
 - Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?

Recommended next steps:

- *Continue to implement and improve our core education for all students by fully implementing SEAL & grade level units
- *Develop a plan to strengthen designated ELD with the Instructional Leadership Team.
- *Differentiate our Social/Emotional Curriculum to highlight the achievements of our Second Language Learners and increase Mindfulness instruction for all learners from 8 to 16 weeks.
- *Increase after school instructional support opportunities for all students.
- *Increase mathematical professional development from two to three times a year.

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

- GOALS**
- College, career, and community readiness upon graduation from high school for all students
 - School system (not a system of schools)

2016-2018 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Implement and improve district wide professional growth system for teachers, support staff, and administrators at all levels.
- **Align All District Resources & Activities** Purposeful identification and selection of personnel, instructional materials, equipment & supplies to support College and Career Readiness.

2016-2018 CCSS INSTRUCTIONAL FOCAL POINTS

- Common Core aligned ELA/ELD units of instruction will include all components as identified by the district and undergo a review process.
- Full implementation of Common Core math standards:
 - K-5 *Every Day Math* CCSS
 - K-12 Implementation of Math Practices
- Gain a deeper understanding of ELA/ELD framework, standards and continue to provide specific ELD instruction, with emphasis on speaking and listening. Pacing of standards and skills have been vertically aligned (6-12).

COMMON CORE STATE STANDARDS *Essential Shifts in Instruction*

Shifts in English Language Arts/Literacy	
1 Balancing and Literary Text	Students read a true balance of informational and literary texts.
2 Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
3 Staircase of Complexity	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.

Shifts in Mathematics	
1 Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
2 Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
3 Fluency	Students are expected to have speed and accuracy through repetition, core functions.

4 Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
5 Writing from Sources	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.
6 Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]

4 Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn how to think mathematically.
5 Application	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
6 Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Shifts in English Language Development	
1	From lock-step linear → spiraling, dynamic and complex social processes
2	From focus on accuracy → collaboration, comprehension, communication
3	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
4	From English as a set of rules → meaning-making and language choices
5	From central focus on grammar and syntax → grammar and structure within meaningful context
6	From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources
7	From grade span → grade level

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

A technical assistance provider conducted a district needs assessment of both San Rafael City school districts in early 2012, including review of district and site documents, four District Liaison Team meetings, and classroom walkthroughs of four Title I sites, including three Program Improvement sites. Based on the needs assessment, the technical assistance provider made recommendations which were incorporated into Specific Actions for the five Performance Goals adopted by California’s State Board of Education.

Performance Goals:

6. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2017-18.
7. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
8. All students are taught by highly qualified teachers.
9. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
10. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

PreK-3 SEAL: Common Core for English Language Learners: Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

Guided Language Acquisition Design: Jabbar Biegs and Naurin Kahn, of Be GLAD provide training in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

School Improvement Goals

Goal 1.0: Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.

Strategy 1.1: All students will develop mastery of the English language arts Common Core State Standards.

Action Step 1.1.1: Instructional Core Coach/SEAL Coach will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 to 6/16 weekly meetings by grade levels	Instructional Core Coach	Salary	\$58,000	\$30K Intervention \$20K PTO \$8K Title III
Ongoing	Principal/Instructional Coach Teachers	Salary Additional sub release days	-- \$2640	-- Lottery
Ongoing	Principal	Materials & supplies	\$13,000	Lottery
Ongoing	Principal	Materials for SEAL classrooms	\$8,000	LCAP

Action Step 1.1.2: Implementation of SRI, and/or Fountas & Pinnell.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Tri-annual	Instructional Core Coach	Materials & copying	\$500.00	Lottery

Action Step 1.1.3: Classroom teachers & Instructional Core Coach will integrate the Common Core ELD standards into instructional units in English language arts and history/social science, supported by designated ELD and monitor ELs for timely acquisition of English proficiency in PLCs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Weekly team meetings	Grade Level Teacher & Instructional Core Coach	Salary	\$58,000	\$30K Intervention \$20K PTO \$8K Title III
Ongoing	Principal	Instructional Aide	\$7500	Title III
Ongoing	Principal	Materials	\$9240	LCAP

Action Step 1.1.4: Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program 30 min. a day 5 days a week during non-core instructional period per day.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
30 min. per day per grade level	Principal/Instructional Core Coach	Salary Instructional Core Coach 4 part time Instructional Aides	Included in 1.1.1 \$20,000	

				\$20K PTO & 10K Lottery
Strategy 1.2: All students will develop mastery of the math Common Core State Standards & Science Next Generation Standards through implementation of Board Adopted Instructional Materials.				
Action Step 1.2.1: ILT look at SBAC data to determine school-wide goals for NGSS science integration.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly ILT	Principal	Substitutes for all day summit	\$840	Lottery
Action Step 1.2.2 Site will provide support for the implementation of high rigor/relevant lesson plans in math and science.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
3 times a year	Principal	Professional development with consultants	\$ 568	Lottery
Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in science.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Principal/Instructional Core Coach	Salaries	Included in 1.1.1	LCAP
Action Step 1.2.4: Teachers implement unit assessments in EM and develop classroom interventions as needed.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly meetings	District Personnel			CAMS grant
Ongoing	Principal	Math intervention teacher	\$9500	Lottery
Action Step 1.2.5: I-teams & SEAL teachers will implement Next Generation Science Standards 3 rd – 5 th with support from grants.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly meetings	District Personnel	0	0	CAMS grant
Strategy 1.3: District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.				
Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
3 x a year	Principal & teachers	0	0	LCAP
Action Step 1.3.2: Teachers will administer F & P and Acuity assessments use information for leveled reading groups, and monitor progress through SRI, dibels and F& P.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

Ongoing	Principals, Instructional Coach & Teachers	Substitutes	0	LCAP
Triannual	Principal	Substitutes	\$9,240	LCAP
Action Step 1.3.3: Site administrators and ILT review assessments and or identify professional development needs.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly ILT meetings	Principal	0	0	LCAP
Goal 2.0: Staff Support – Provide the professional development necessary to support our goals.				
Strategy 2.1: Teachers will participate in district-provided professional development.				
Action Step 2.1.1: All K-3 teachers will participate in SEAL Professional Development modules with the SEAL architect to develop CCSS aligned units of study, implement high leverage ELA strategies differentiated for all learners.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	SEAL coach		\$54,000	District
8 K/1 teachers	Principal	Substitutes	\$8,800	LCAP
8 K/1 teachers	SEAL coach	Materials	\$8,000	LCAP
Action Step 2.1.2: Literature Leads will have meeting and support provided by the school district . With this support the teachers are guiding District Grade Level Teams through the implementation of CCSS.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Principals	Sub release	\$800	Lottery
Action Step 2.1.3: All teachers who are participants in CAMSP Grant (iTeams) will continue ongoing PD to integrate Next Generation Science Standards and Math into their CCSS units.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	District Personnel	Sub release	\$2,100	CAMS
Strategy 2.2: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).				
Action Step 2.2.1: Teachers will collaborate in PLCs on the development of instructional units and assessments, timely academic and linguistic interventions.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
ongoing	Principal/ Instructional Coach	0	Included in 1.1.1	LCAP
Action Step 2.2.2: On-site Instructional Core Coach will present on-site ongoing PD on Guided Reading.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

Ongoing	Instructional Core Coach	0	Included in 1.1.1	PTO & Lottery
Strategy 2.3: Classified staff will participate in site-provided professional development.				
Action Step 2.3.1: Instructional Aides receive on-going professional development				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Principal/Instructional Coach	0	Included in 1.1.1	PTO
Goal 3.0: Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district’s goals.				
Strategy 3.1: Staff will participate in professional development to ensure the use of welcoming, efficient, and effective practices.				
Action Step 3.1.1: Administrative Assistants will attend Aeries training on effectively implement communication tools.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	District Personnel	0	0	LCAP
Action Step 3.1.2: Community liaison will communicate to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives through a variety of strategies.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Bilingual Administrative Assistant	Conference Week translations Interpretation	\$10,000	LCAP
September – December	Principal	Mindfulness training	\$5,280	PTO
Strategy 3.2: Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.				
Action Step 3.2.1: PBIS Team Leader will guide staff in Tier 1 implementation and Tier 2 Data Analysis				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	PBIS Team Leader	0	0	LCAP
Action Step 3.2.2: PBIS Team implements Tier 1 action steps (i.e. School-wide expectations, positive reinforcement system, behavioral data analysis)				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	PBIS Team Leader	0	0	LCAP
Strategy 3.3: Staff will increase family engagement in decision-making.				
Action Step 2.3.1: Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families & reported to SLT, ILT, and Staff. Information will be reported out to parents in weekly Parent Newsletters.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

Ongoing	Principal	0	0	LCAP
Action Step 2.3.2: SELAC meetings will be engaging and increase parental involvement.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Principal	Babysitting, food	\$200	PTO

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Categorical Allocations

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	
<input type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	
<input type="checkbox"/> Title I, Part A: Alternative Supports Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$30
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$5,806
<input type="checkbox"/> Other federal funds	\$
Total amount of federal categorical funds allocated to this school	\$5,836

2016 – 2017 Categorical Budget Summary

Date of this Revision	November 15, 2017
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A (+)	-	-	-	-	-	-
Title I, Parent Involvement	-	-	-	-	-	-
Title I, Part A Alternative Supports	-	-	-	-	-	-
Title I, Professional Development	-	-	-	-	-	-
Title III, Immigrant (-)	\$30	-	-	-	-	\$30
Title III, LEP (-)	\$3,361	\$5,806		\$1,198	\$7,969	\$0

Summary of Centralized Services

Program Common to Most Schools

Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs
- Implementing District Board *Roadmap to the Future* goals

Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi-funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CPM and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy

Summary of Centralized Services

Title I Centralized Services

Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by the ***Elementary and Secondary Education Act***.

Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are compliant with the ***Elementary and Secondary Education Act***.

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EL Centralized Services

Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective English learner programs
- Coordinate administration of California English Language Development Test

Planning/Evaluation

- Provide support for program compliance and quality
- Supervise development and revision of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to monitor implementation of programs and instructional initiatives

Implementation

- Coordinate the delivery of support services for English learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor successful access to content standards and course pathways for English learners

Staff Development

- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

SUN VALLEY SCHOOL

FAMILY ENGAGEMENT POLICY

Sun Valley values the Home-School-Community Connection and takes pride in an open and welcoming environment for all students and families. The goals of family engagement include:

- *Increased academic achievement & social/emotional growth for every child
- *Common language and expectations at home & school including Mindfulness
- *Transparency of school-wide & individual student goals
- *A global view that our community extends beyond our walls to our world

To achieve these goals we have committed to embracing our school-wide expectations for children, parents, staff and everyone who comes into contact with Sun Valley. We agree to be respectful, responsible and learners. From those tenants we mindfully build our pathways for communication, collaboration and involvement.

Communication is the cornerstone to family engagement and is considered a vital part of ensuring each child's success at Sun Valley. Therefore, we communicate early and often in many different forms in both English and Spanish. Families receive daily, weekly and monthly information from the Principal, Administration, Teachers, Intervention staff, and PTO. The school and PTO websites house all electronic information as well as our PTO Facebook page. Additionally, we have many informational and social events to promote face-to-face connections. Families are encouraged to email, call or visit the school if they have comments, questions or concerns. We use annual SIP survey information for future planning purposes for school-wide goals and fiscal allocations.

Collaboration between home and school happens daily at Sun Valley. Families work with the school by using common language (i.e. be respectful, be responsible, and be a learner), providing homework support or oversight when possible, and sharing their questions & comments with staff directly. Additionally, we share a unique alignment as a community because every member of the staff and all families are automatically members of the PTO. As such, we work collaboratively to align resources both human and fiscal to ensure that all students have a guaranteed core curriculum, daily enrichment and ELD or intervention during non-new instructional times as needed.

All families are encouraged to be involved in their child's education at whatever level they can participate. At the most essential level, families are encouraged to attend regularly scheduled informational meetings such as Back-to-School Night, PTO & SELAC meetings, conferences, and Open House. Families are given the opportunities to develop shared student goals, understand and interpret data and provided resources & strategies to support homework. Additionally, parent education workshops provide hands-on training in literacy, math, and technology. The PTO & Principal write weekly newsletters highlighting school-wide events and volunteer opportunities. All families are encouraged to volunteer at any level. Volunteer opportunities range from at home projects to weekly classroom volunteers to planning school-wide events. Finally, Parents are highly encouraged to be decision makers at the school by joining or collaborating with: the School Site Council, SELAC, the extended executive PTO (grade level reps), and other committees. Family involvement is the cornerstone to our wonderful educational environment.

2016-2017 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	60 Daily	Houghton Mifflin
Math	30 Daily	Everyday Math
ELD & Interventions	30 + 30 Daily	SEAL materials/supplemental programs
PE	100 Weekly	n/a
Science	Embedded in ELA	Harcourt Science
Social Science	Embedded in ELA	Scott-Foresman

Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	150 Daily	Houghton Mifflin
Math	60 Daily	Everyday Math
ELD & Interventions	30 + 30 Daily	SEAL/ F & P & supplemental programs
PE	100 Weekly	n/a
Science	Embedded in ELA	Harcourt Science
Social Science	Embedded in ELA	Scott-Foresman

Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	60 Daily	Everyday Math
ELD & Interventions	30 Daily	GLAD/F & P & supplemental programs
PE	100 Weekly	n/a
Science	Embedded in ELA	Harcourt Science
Social Science	Embedded in ELA	Scott-Foresman