

Sun Valley Elementary School

75 Happy Lane • San Rafael, CA 94901 • 415-485-2440 • Grades
Julie Harris, Principal

2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
<http://www.srcs.org>

District Governing Board

Greg Knell, President
Maika Llorens Gulati, Vice President
Linda Jackson, Board Member
Rachel Kertz, Board Member
Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent
Dr. Mayra Perez
Deputy Superintendent

School Description

Sun Valley Elementary is a reflection of the diversity of the greater City of San Rafael, the beauty of Marin County, and the heart of a community that treasures education and its learners. Founded in 1951, Sun Valley sits nestled against the rolling hills of Marin's 16,000 acres of protected open space. Sun Valley was modernized and expanded in 2002-2003, and has an open, welcoming campus to create a nurturing environment for our students and their families.

At Sun Valley Elementary, you will find a diverse community of learners. Currently, Sun Valley is 72.4% Caucasian; 16.9% Latino; 7% Asian; and 3.7% two or more races. With 515 students coming from a variety of socioeconomic and ethnic backgrounds, Sun Valley has worked tirelessly to create an inclusive community that addresses all of our learners' needs.

Sun Valley Elementary School is a high achieving school because we believe every student should be provided the tools to reach his or her potential, and we back that up with the support necessary to achieve this. We have a collaborative, motivated, and dedicated staff; committed, enthusiastic parent and community volunteers; and inquisitive and happy students who feel supported and encouraged to be their best selves. We are very proud to be a National Blue Ribbon School (2016-2017), a California Gold Ribbon School (2015-2016), and a California Distinguished award winner. These awards are a reflection of the united community that works tirelessly to support all of our learners!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 88 |
| Grade 1 | 96 |
| Grade 2 | 77 |
| Grade 3 | 80 |
| Grade 4 | 83 |
| Grade 5 | 77 |
| Total Enrollment | 501 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 5.8 |
| Filipino | 0.6 |
| Hispanic or Latino | 18.4 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 70.5 |
| Two or More Races | 3 |
| Socioeconomically Disadvantaged | 18 |
| English Learners | 14.4 |
| Students with Disabilities | 5.6 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Sun Valley Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 25 | 25 | 21 |
| Without Full Credential | 0 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 1 | 0 |
| San Rafael City Schools | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 194 |
| Without Full Credential | ♦ | ♦ | 10 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Sun Valley Elementary School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 2 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

| Textbooks and Instructional Materials Year and month in which data were collected: 2017, August | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Houghton Mifflin Harcourt– California Journeys Hampton Brow- Into English Pearson- Language Central The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Wright Group/McGraw Hill- Everyday Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Harcourt School Publishers-California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Scott Foresman- History-Social Science Program for California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

At Sun Valley School, our campus reflects the community we serve. We implement the PBIS (Positive Behavior Intervention and Supports) model to ensure that all students, parents, and staff adhere to three school-wide expectations (Be Respectful, Be Responsible and Be a Learner). The expectations are posted all over the school and students are rewarded for demonstrating these behaviors.

The school ensures that on-site supervision is provided 15 minutes before and after school. Before school, the City of San Rafael Community Services provides on-site Spanish Immersion every morning for an additional fee. The City of San Rafael also provides a large variety of afterschool classes (i.e. art, science, sports camp, music, theater, etc). Childcare is located off site at Parkside Childcare Center in downtown San Rafael. Transportation to childcare is provided by San Rafael City Schools for a fee.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a “visitor pass” to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty enjoy bright classrooms, many with views of the open space.

Sun Valley Elementary School was established in 1951 and is one of the oldest schools in the district. The school has a total of 22 classrooms, a multipurpose building with a performance stage, art room, and science/music room and a student services (administration) building. The school underwent modernization in 2003-2004 with total modernization of existing classrooms, the addition of a new two-story classroom building, expanded student services area, and construction of the new multipurpose building. The Sun Valley School has a new field and extensive landscaping around the multipurpose building, by the parking area, and between the student services office and classroom wing.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

Over the next several years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 10/20/2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Bldg 10-12 Boys Restroom: bathroom stall door missing lock W,O#9599 Kindergarten Room 1: Cabinet door missing handle iand some loose, toilet seat loose W,O#9597 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | Bldg 6-9 Girls Restroom: light out W,O#9825 M/P Bldg Music Room: light out W,O#9601 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Bldg 10-12 Girls Restroom: toilet leaking 3rd one from the right side of the wall W,O#9598 Kindergarten Room 1: Cabinet door missing handle iand some loose, toilet seat loose W,O#9597 Room 15: Drinking fountain not turning off W,O#9600 |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 81 | 79 | 45 | 43 | 48 | 48 |
| Math | 80 | 76 | 40 | 39 | 36 | 37 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 93 | 91 | 59 | 49 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 9.1 | 28.6 | 48.1 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 240 | 240 | 100 | 79.17 |
| Male | 136 | 136 | 100 | 75.74 |
| Female | 104 | 104 | 100 | 83.65 |
| Black or African American | -- | -- | -- | -- |
| Asian | 20 | 20 | 100 | 85 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 52 | 52 | 100 | 55.77 |
| White | 160 | 160 | 100 | 86.25 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 50 | 100 | 58 |
| English Learners | 45 | 45 | 100 | 55.56 |
| Students with Disabilities | 17 | 17 | 100 | 35.29 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 240 | 240 | 100 | 75.83 |
| Male | 136 | 136 | 100 | 77.94 |
| Female | 104 | 104 | 100 | 73.08 |
| Black or African American | -- | -- | -- | -- |
| Asian | 20 | 20 | 100 | 80 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 52 | 52 | 100 | 50 |
| White | 160 | 160 | 100 | 85 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 50 | 100 | 54 |
| English Learners | 45 | 45 | 100 | 48.89 |
| Students with Disabilities | 17 | 17 | 100 | 47.06 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Kathy Sweet To Reach Contact Person: katsweet715@gmail.com

Parent involvement is a vital component of the educational program at Sun Valley Elementary School. San Rafael City Schools would not be what it is today without the contributions of countless parents and family members who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

The parent volunteer program serves as a comprehensive model of support that includes parents, senior citizens, community members, and businesses in volunteering in the classroom with children. We appreciate the over 250 volunteers that serve our students and our community! Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, thematic unit gallery walks, grade level gatherings, whole school events, parent conferences, parent education nights, and student performances.

At Sun Valley School, specific opportunities for parent participation include the site leadership team, parent-teacher organization, school English language advisory council, and committees that address specific program needs.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Date Reviewed and Updated: September 13, 2017. Date Discussed with School Faculty: November 15, 2017

Sun Valley Elementary School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year. The school also participates in a county-wide disaster preparedness drill annually.

Key elements included in the school safety plan include basic emergency action for the following: explosion, fire, earthquake, and specifics on student release.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.9 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 2.1 | 0.8 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2017-18 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 6 |
| Percent of Schools Currently in Program Improvement | | 85.7 |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | 0.4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 0.5 |
| Social Worker | .02 |
| Nurse | 0.6 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist | 0.5 |
| Other | 0.5 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | | | 22 | | | | | | 5 | | | |
| 1 | | | 20 | | | 2 | | | 1 | | | |
| 2 | | | 22 | | | | | | 4 | | | |
| 3 | | | 18 | | | 1 | | | 4 | | | |
| 4 | | | 27 | | | | | | 3 | | | |
| 5 | | | 26 | | | | | | 3 | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2015-2016 – 3

2016-2017 – 3

2017-2018 – 3

District professional development during the 2017-2018 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years' professional learning. Teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fourth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

In 2015-2016, teachers participated in ongoing professional development through their weekly PLC (Professional Learning Community) meetings, Everyday Math in district grade level meetings, and during our District professional development days. This year five teachers finished their 3 year iTEAMS math/science professional development.

Teachers and other key school staff members have additional opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | | \$47,034 |
| Mid-Range Teacher Salary | | \$73,126 |
| Highest Teacher Salary | | \$91,838 |
| Average Principal Salary (ES) | | \$116,119 |
| Average Principal Salary (MS) | | \$119,610 |
| Average Principal Salary (HS) | | \$115,194 |
| Superintendent Salary | | \$178,388 |
| Percent of District Budget | | |
| Teacher Salaries | 35% | 37% |
| Administrative Salaries | 7% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 6373 | 1263 | 5110 | 89482 |
| District | ♦ | ♦ | 6147 | |
| State | ♦ | ♦ | \$6,574 | \$74,194 |
| Percent Difference: School Site/District | | | -16.9 | |
| Percent Difference: School Site/ State | | | -22.3 | 20.6 |

* Cells with ♦ do not require data.

Types of Services Funded

Sun Valley School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2016-17 school year, these programs and services included:

- SEAL (Sobrato Early Academic Literacy) model provided pre-K/1 professional development and on-site coaching support
- Materials and supplies support for grade-level Common Core thematic units
- Parent education nights on Mindfulness, Positive Parenting, and Reading Strategies
- Thirty minutes of daily intervention pull out for targeted skill gap instruction – daily for students who need extra targeted reading instruction
- Thirty minutes of daily ELD pull out for targeted ELD (English Language Development) by grade levels and CELDT level
- Supplementary Educational Programs weekly (art, music, physical education twice per week, dance, poetry, and mindfulness)
- On-site staff development for ELD, technology, and GLAD (Guided Language Acquisition & Design)

Sun Valley is well known for its comprehensive enrichment block, which is funded through the PTO. The 45 minute daily block includes: physical education, art, and music. Other PTO enrichment programs include: Mindfulness, poetry, assemblies, artist-in-residence, and dance instruction for eight weeks, and noon time programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.