Sun Valley Elementary

2015 - 2016
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
Telephone Number: 415-485-2443
Address: 75 Happy Lane, San Rafael, CA 94901
E-mail Address: jharris@srcs.org
County-District School (CDS) Code: 21-65458-6024863
Date of this revision: January 2016

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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: January 11, 2016.

Attested:

Julie Harris_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

Leigh Ann Bostian_____   _____   _____
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.

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	☒	☐	☐	☐	☐
Marian Carter	☐	☒	☐	☐	☐
Mary Alice Arnold	☐	☒	☐	☐	☐
Aimee Disser	☐	☒	☐	☐	☐
Heather Barrons	☐	☐	☐	☒	☐
Chris O'Neil-Velez	☐	☐	☐	☒	☐
Jason Throckmorton	☐	☐	☐	☒	☐
Meghan Greenwood	☐	☐	☐	☒	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	3	1	4	

Governance and Funding

1. The School Site Council will hold 8 meetings in the 2015-2016 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)   ☐ PAFs (Personnel Action Forms)
    ☐ Field Trip Forms   ☒ Requisitions
    ☐ Capital Outlay   ☐ Conference Reports

Sun Valley Elementary

Mission Statement

The Sun Valley School parents and staff will work together to develop a nurturing learning environment promoting positive self-esteem, fostering intellectual curiosity, critical thinking, and motivating students to develop to their fullest potential intellectually, socially, and emotionally in order to become cooperative, productive citizens and lifelong learners.

Guiding Principles and Goals

1. Students will be guided to develop to their fullest academic potential.
2. Students will be recognized in their classrooms, school and community for demonstrating academic achievement, cooperative behavior and responsibility.
3. Students will be valued for individual contributions to the class, school and community.
4. Students will engage in active learning where new concepts are introduced and/or reinforced with hands-on experiences.
5. Students will experience a variety of instructional strategies including whole group directed instruction, cooperative learning, individual and small group instruction.
6. Students will be encouraged to develop divergent and critical thinking skills and problem solving strategies.
7. Students will be stimulated to develop a love of learning based on their home, school and community experiences.
8. Students will develop respect for cultural and individual differences in our community.
9. Staff and parents will strive to create an environment to maximize enthusiasm and commitment for a successful educational process.

Sun Valley School Vision

Sun Valley School recognizes the unique value of each individual and is dedicated to high academic standards for instruction in an active, safe, and supportive learning environment; developing an understanding of contemporary issues including technology; and promoting a partnership between home, school, and community.

- We strive to create and maintain an atmosphere that fosters the healthy emotional intellectual, social, and physical growth of each student.
- We recognize the mastery of academic skills as a primary goal.
- We value education as a process of opening students' minds to critical thought and creativity.
- We believe in the development of curriculum that encourages consideration of others, acceptance, tolerance, compassion, empathy, responsibility, and self-discipline.
- We emphasize that learning extends beyond the walls of a classroom and continues beyond the school years.

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 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

Single Grade Classrooms and Multi-age Strand
Sun Valley follows the state frameworks and district-adopted content standards delivered through a variety of instructional programs. 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, and other complementary subjects that are taught to enhance the total learning process. One unique feature of the multi-age program is that the students remain with the same teacher for two years, effectively becoming a mentor to the incoming younger students.

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 receive six weeks of dance instruction that culminates in a school-wide event integrates art, music and dance called Classroom Connections. The PTO also 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 the Garden Club.

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.

Volunteer Program
The Sun Valley Volunteer Program consists of over two hundred parent and community volunteers that support the work of the school in everything from classroom volunteers to fieldtrip drivers. Our Volunteer Coordinator facilitates recruitment, placement and works collaboratively with the Principal and PTO Executive Board to ensure that all needs are filled. This year we are pleased to be partnering with **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. We begin each year with a 21-day expectation plan that maps out everything from self-regulation to college and career pathways. 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.

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

Demographic and Assessment Data

Demographic Characteristics 14-15	Sun Valley	District
Enrollment	514	4,756
English learners	12.3%	43%
Free / Reduced Lunch	17.3%	63%
Fluent English Proficient	2.5%	16.2%

Enrollment by Ethnicity
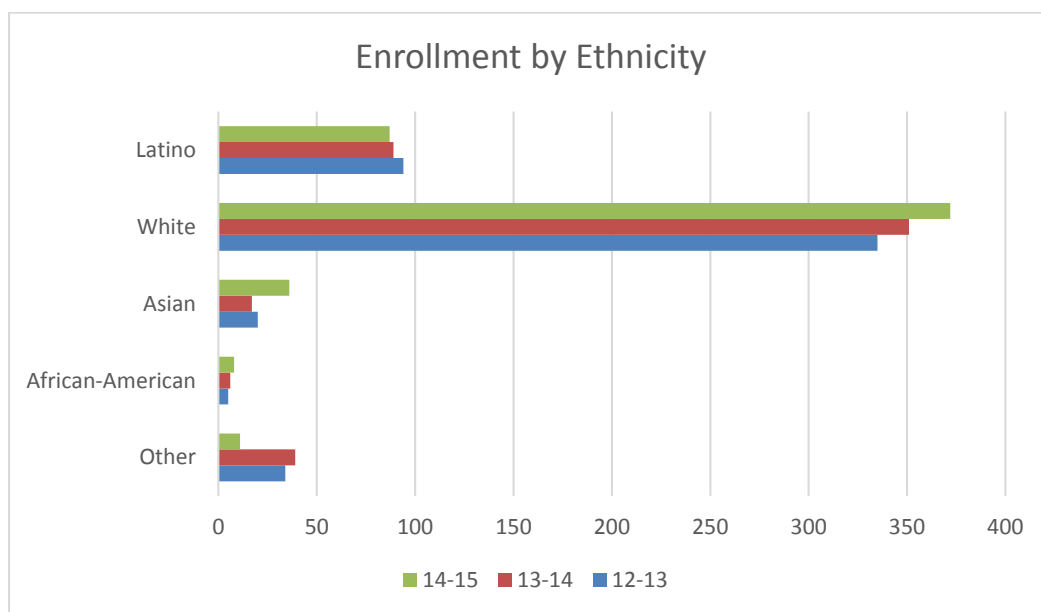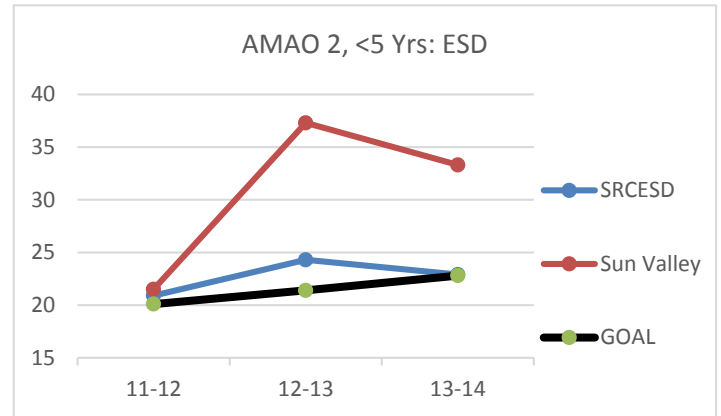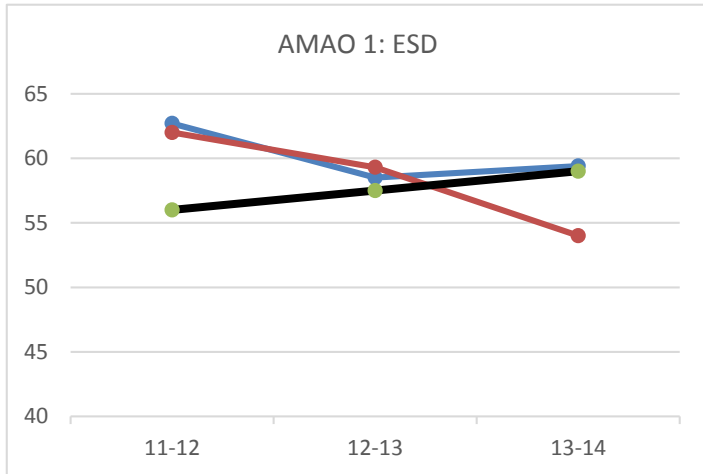
Free and Reduced Lunch Students
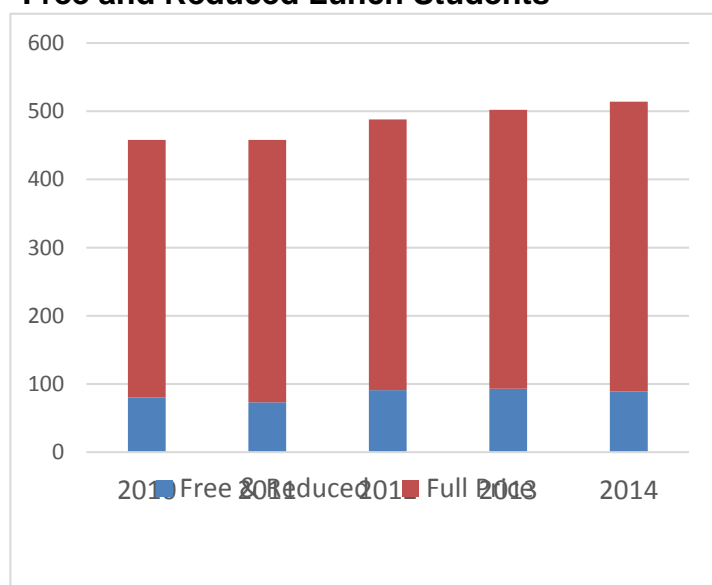
Language Fluency Trends
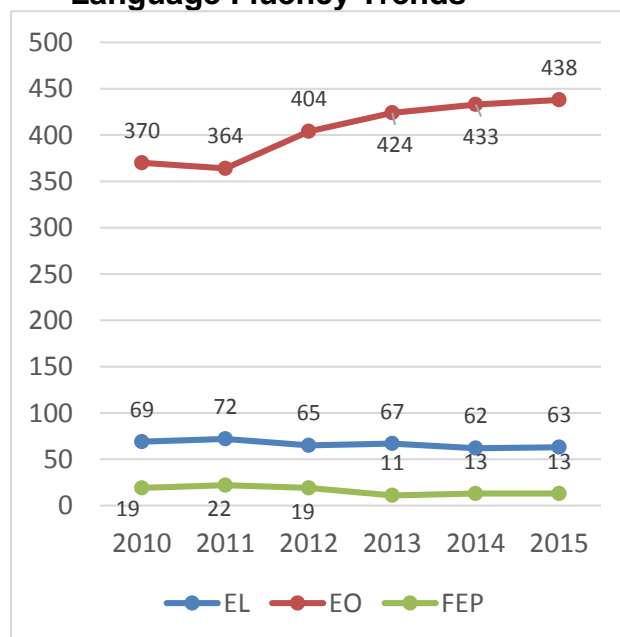
School and District CELDT Performance

AMAO 1: ESD

AMAO 2, <5 Yrs: ESD

Legend: SRCESD, Sun Valley, GOAL

Overall Scale Score by Grade 2015-2016						
Grade	**1**	**2**	**3**	**4**	**5**	**Grand Total**
0	1	3	4	2		10
1	1	1	2	1		5
2		2	5	8		15
3	1	2	2	6		11
4		1	3	5	2	11
5	1	1	3		3	8
Grand Total	**4**	**10**	**19**	**22**	**5**	**60**
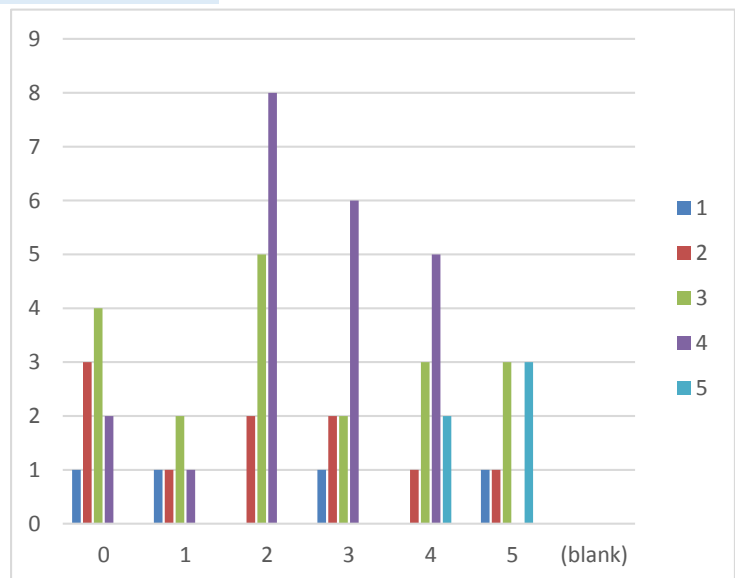
AMAO 1: **2014-2015 Overall CELDT Level by Time in US Schools**

Years in US Schools	1	2	3	4	5	Sub Total
0	2	1	0	0	1	4
1	0	0	4	5	4	13
2	0	0	3	4	2	9
3	1	2	2	6	4	15
4	0	3	2	1	1	7
5	0	1	1	4	1	7
6	0	0	0	4	0	4
Sub Total	3	7	12	24	13	59

Academic Performance Index All Students

Academic Performance Index English Learners
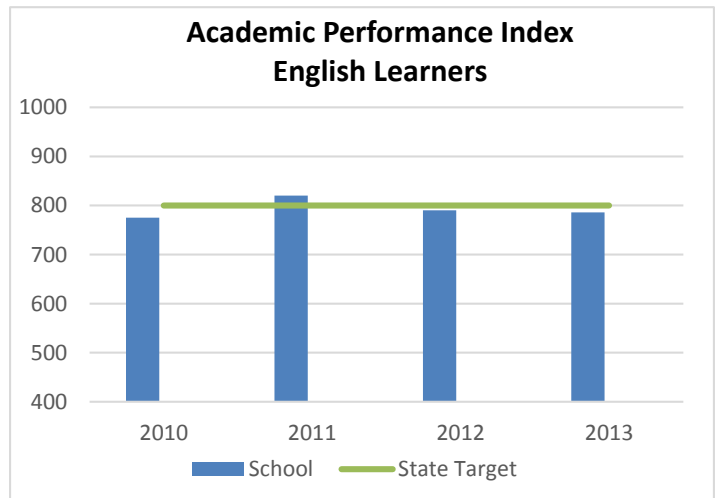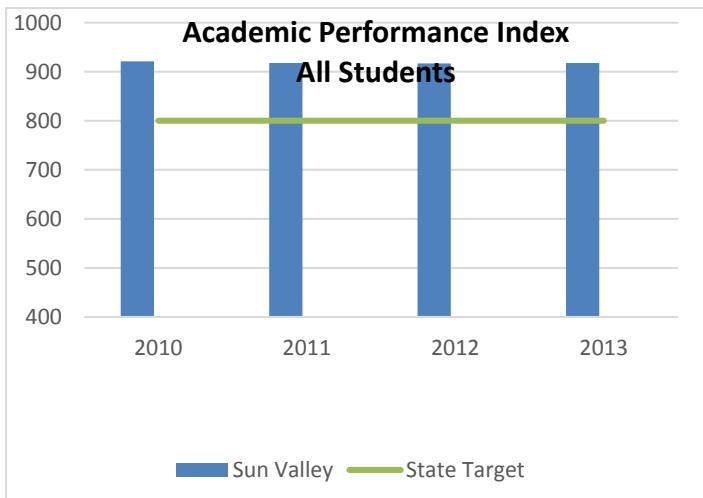
Sun Valley SRI 2014/2015

Grade	# of Students Tested	Advanced			Proficient			Basic			Below Basic		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2nd	F 87 (S 83)	19 (22%)	37 (43%)	52 (63%)	16 (18%)	28 (32%)	20 (24%)	37 (43%)	20 (23%)	8 (10%)	15 (17%)	2 (2%)	3 (3%)
3rd	F 83 (S 81)	22 (27%)	37 (45%)	42 (52%)	34 (41%)	31 (37%)	28 (35%)	20 (24%)	11 (13%)	8 (9%)	7 (8%)	4 (5%)	3 (3%)
4th **	F 83 (S 53)	29 (35%)	56 (67%)	32 (62%)	38 (46%)	15 (18%)	9 (11%)	67 (60%)	11 (13%)	10 (19%)	4 (5%)	1 (1%)	3 (3%)
5th	84 (S 80)	32 (38%)	40 (48%)	37 (45%)	18 (21%)	23 (27%)	27 (34%)	31 (37%)	21 (25%)	16 (20%)	3 (4%)	0 (0%)	0 (0%)

*percentages reflect # students tested if there is a variance.

SV SRI 2015/2016

Grade	# of Students Tested	Advanced			Proficient			Basic			Below Basic		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2nd	F 84	41 (49%)	33 (39%)	tbd (n/a)	10 (12%)	21 (25%)	tbd (n/a)	12 (14%)	22 (26%)	tbd (n/a)	21 (25%)	8 (7%)	tbd (n/a)
3rd	F 87	27 (31%)	38 (44%)	tbd (n/a)	31 (36%)	29 (33%)	tbd (n/a)	13 (15%)	15 (17%)	tbd (n/a)	16 (18%)	5 (5%)	tbd (n/a)
4th	F 79	26 (33%)	31 (39%)	tbd (n/a)	22 (28%)	25 (32%)	tbd (n/a)	25 (32%)	19 (24%)	tbd (n/a)	6 (8%)	4 (5%)	tbd (n/a)
5th	F 77	43 (56%)	48 (57%)	tbd (n/a)	18 (23%)	16 (21%)	tbd (n/a)	10 (13%)	7 (9%)	tbd (n/a)	6 (8%)	6 (8%)	tbd (n/a)

*percentages reflect # students tested if there is a variance.

SV Dibels 14/15 – words per minute

Grade Level	Number of Students Tested	No risk benchmark		Some Risk Benchmark		At Risk Benchmark	
		Fall 2014	Winter	Fall 2014	Winter	Fall 2014	Winter
1st	85	N/A		N/A		N/A	
2nd	83/87	62 (77%)	72(83%)	12 (14%)	3 (4%)	7(3.5%)	3 (3.5%)
3rd	83/82	77 (93%)	76(92%)	3 (3.5%)	4 (4%)	3(3.5%)	4(4%)
4th	80	68(85%)	n/a*	3 (4%)	4(5%)	8(10%)	3 (4%)
5th	85	66 (78%)	n/a*	8 (10%)	11(13%)	10 (12%)	9 (10%)

*4th & 5th do not dibel "no risk" students in winter if SRI is proficient or advanced. *Spring scores will be gathered in last week of May

SV Dibels 14/15 – words per minute

Grade Level	# of Students Tested	No Risk Benchmark		Some Risk Benchmark		At Risk Benchmark	
		Fall 2015	Winter	Fall 2015	Winter	Fall 2015	Winter
2	86	67	tbd	4	tbd	15	tbd
3	90	81	tbd	2	tbd	7	tbd
4	81	67	tbd	7	tbd	7	tbd
5	79	69	tbd	3	tbd	7	tbd

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**

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/DISCOURTEOU	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 Data Collection 15/16

DATES: 10/26-10/30/16	RESPECTFUL	INAPPROPRIATE LANGUAGE	PHYSICAL CONTACT	ARGUING	MINOR DISRUPTION	OTHER	RESPONSIBLE	LACK COOPERATION/	INAPPROPRIATE USE OF	OUT OF ASSIGNED	OTHER	LEARNER	NOT FOLLOWING	RUDE/DISCOURTEOU	DISTRACTING SELF OR	OTHER
K/1		0	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

SBAC ELA/Literacy Scale Score					
Grade	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	9	12	25	36	82
4	9	8	22	45	84
5	7	14	26	33	80
Grand Total	**25**	**34**	**73**	**114**	**246**

SBAC of Mathematics Scale Score					
Grade	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	5	11	31	35	82
4	5	17	27	35	84
5	8	20	23	30	81
Grand Total	**18**	**48**	**81**	**100**	**247**

Data Analysis

Data	Key Findings
Demographics	• Overall enrollment is 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	• SBAC results: 3rd grade 61/82 students met and exceeded standards, 4th grade 67/84 students met and exceeded standards, 59/80 students met and exceeded standards. • API & SRI Lexile growth indicates that most students are proficient readers at the end of each grade level from 2nd through 5th grade after final administration. • Students who are below Proficient in ELA receive targeting intervention within the classroom, one-on-one tutoring from parent volunteers or Experience Corps members, small group pull out instruction with our Instructional Core Coach and intervention teachers and are reviewed with the Student Study Team if necessary (pyramid of interventions). • SRI results indicate the Lexile gap between EL learners and White students is decreasing with Intervention support services, but still remains significant.
Math	• SBAC results: 3rd grade 66/82 students met and exceeded standards, 4th grade 62/84 students scored proficient or advanced, 52/81 students met and exceeded standards. • Students' work is analyzed in PLCs (lead by Instructional Core Coach) and instruction is modified to support skill trends and gaps. • K-5th grade is implementing CCSS aligned Everyday Mathematics.
EL Data	• According to 2014/2015 CELDT scores, 40 of 59 students (68%) students are making one CELDT level or more of growth per year. • 7 of the 59 ELs are relatively new to Sun Valley and have not made one CELDT level or more of growth per year. • The ILT and the PLCs continue to support school-wide ELD instruction by grade level and CELDT level. ELLs participate in ELD instruction for 30 minutes a day taught by a credentialed teacher at the grade level or by the Instructional Core Coach as well as integrated ELD in every classroom through SEAL, Glad, SDAIE and ELD strategies.
Climate/Culture	• SIP survey results indicate high approval rating of 95% or better on almost all school related activities. • 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 • 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, Fix-it club, 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. Looking at the data it appears that it helped in the areas of minor disruption and distracting self.

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, 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 FOCUS POINTS

- Common Core aligned units of instruction will include all components as identified by the district and undergo a review process prior to placement in the district, online repository.
- Full implementation of Common Core math standards:
  - · K-5 *Every Day Math* CCSS
  - · K-12 Implementation of Math Practices
- Gain a deeper understanding of new ELD 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); course descriptions will be developed based upon this pacing guide.
- Maximize bell-to-bell instructional time

COMMON CORE STATE STANDARDS *Essential Shifts in instruction*

	Shifts in English Language Arts/Literacy	
1	**Balancing Informational 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.
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 sources to inform or make an argument
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.

	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 with simple calculations. Teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
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 the math.
5	**Application**	Students are expected to use math and choose the appropriate concept 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, 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	$4,000	$34K Intervention $20K PTO
Ongoing	Principal/Instructional Coach Teachers	Salary Additional sub release days	-- $2640	-- Lottery
Ongoing	Principal	Materials & supplies	$13,000	Lottery

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Triannual	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 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	Included in 1.1.1	
Ongoing	Classroom teachers	Materials F& P, on-line reading	$4,500	Title III

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 2 part time Instructional Aides	Included in 1.1.1 $20,000	$20K PTO

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 develop a school-wide goal focused on mathematical reasoning based on school-wide assessment.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly ILT	Principal	Substitutes for all day summit	$700	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
Weekly Grade Level mtgs.	Principal/Instructional Core Coach	Salaries	$ See above	See above

Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Principal/Instructional Core Coach	Salaries	Included in 1.1.1	LCFF

Action Step 1.2.5: 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
Monthly ILT meetings	Principal	0	0	n/a

Action Step 1.2.5: I-teams & SEAL teachers will implement Next Generation Science Standards 3rd – 5th 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
April-June 2016	Principal & teachers	0	0	General Fund

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 $360	General Fund Lottery

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	General Fund

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	LCFF
8 K/1 teachers	SEAL coach	Materials	$8,000	LCFF

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	District Personnel	Sub release	$200	LCFF

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	LCFF

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

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	General Fund

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 $550	LCFF Title III
September – December	Principal	Mindfulness training	$4,280	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	General Fund

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	General Fund

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	General Fund

Action Step 2.3.2: Site will hold quarterly ELAC meetings.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing	Principal	Babysitting, food	$200	PTO

Categorical Allocations

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

Federal Programs		Allocation
☐	**Title I, Part A: Allocation (Resource 3010)** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
☐	**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).	$
☐	**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)	$
☒	**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	$
☒	**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	$5,489
☐	**Other federal funds**	$
	Total amount of federal categorical funds allocated to this school	$5,489

2015 – 2016 Categorical Budget

Date of this Revision	November 13, 2015

Funding Resource	14-15 Carryover	15-16 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title III, Immigrant	$30					$30
Title III, LEP	$1,029	$5,489				$6,518
Total	$1,059	$5,489				$6,548

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

*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 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.

2015-2016 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

Model Program/Practice Name: Integrated Intervention Program

"Dynamic" is the best way to describe the Integrated Intervention Program (IIP) at Sun Valley Elementary School. The Integrated Intervention Program is characterized by an ability to flex and meet the varying literacy needs of students; to move beyond a set of walls and utilize the expertise of many teaching professionals; and to continually incorporate student data to improve practices.

At Sun Valley Elementary, at-risk students spend 30 minutes each day in the Integrated Intervention Program (IIP) learning academic skills through small group instruction. The program is integrated in three different ways:

- It incorporates curriculum from every grade level.
- Intervention and classroom teachers hold weekly meetings to discuss student progress.
- There are seamless exchanges of materials, information, and resources between the intervention and the special education teachers.

This holistic, integrated approach provides multiple layers of supports for each at-risk student.

Description of Program
Each fall, winter, and spring students are assessed using three standards-based assessments: Dibels (Dynamic Indicators of Basic Early Literacy Skills) SRI (Scholastic Reading Inventory), and Fountas & Pinnell (Benchmark Leveling Assessment). These scores are used to identify the students with the lowest reading abilities and selection for the program. Throughout the year these assessments are used to continually monitor students' reading progress. The measurement and updating of standards-based data creates a permeable entrance and exit for students in the intervention program.

Curriculum
The IIP curriculum is created using 4 criteria. First, the curriculum is based on research-evidenced programs[1] as indicated by the Institute of Education Sciences. Second, the curriculum is determined by the needs of each child: the intervention teacher consults regularly with classroom teachers to examine and discuss student data and areas of need. Third, the curriculum is developed to include academic content from each child's classroom. Fourth, metacognitive strategies are integrated into the curriculum to help students access rigorous academic content demanded by the California Common Core Standards. These four criteria create a curriculum that is responsive to individual differences, and at the same time teaches broader needed academic skills.

Nuts and Bolts
Four teachers conduct the 30-minute intervention lessons: the credentialed intervention teacher and 3 instructional aides. Each day, the intervention team works with two groups of students from each grade level (K-5) for a total of 12 sessions per day. The small groups (3-5 students in each group) meet with one of the aides or the credentialed teacher. The format of the 30-minute lesson varies depending on the grade level. The kindergarten groups often use more total physical response (TPR) strategies while the fifth grade groups focus longer on complex texts. However, a typical lesson includes the gradual release model: 'I do, we do, you do'. All grade levels focus on reading skills and metacognitive strategies to help access and comprehend texts. Lessons include choral responses, partner talk, and individual attention. Anchor charts that diagram metacognitive strategies are utilized to help visual learners and those students keep reading notebooks of the strategies. Games promote the joy of reading and are a significant aspect of the program. However meeting the needs of the whole child is

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[1] PALS (Vanderbilt University), Read Naturally, Signs For Sounds, Fountas and Pinnell, Reading A-Z, Rewards (Voyager)

one of the most important parts of the program. The small size of the groups insures the teachers can address students' emotional and behavioral needs.

Adoption
The Sun Valley community initiated the Integrated Intervention Program 3 years ago after observing that a significant number of students who were consistently underachieving in the classroom. For several years approximately 17% of the student population consistently scored below grade level reading proficiency as indicated on the Scholastic Reading Inventory (SRI). The data showed that second language learners and students with low socio-economic status were not achieving at the same rate as their white, middle-class peers. The principal brought these concerns to the School Site Counsel, the staff, and the Parent Teacher Organization (PTO). Led by the principal, the Integrated Intervention Program was co-created by a team of teachers and staff, to address the needs of Sun Valley's at-risk students. The goal was to hire an highly qualified intervention teacher who would collect and aggregate student data, consult regularly with classroom teachers, and implement an intervention curriculum that met student needs. The objective was to raise achievement of second language and low-income students. The success of the program would be determined by future SRI scores of this targeted group of students.

Needed Resources
The essential components needed to create the program were 2-fold: funding and teacher expertise. The PTO provided funding for instructional aides and partial funding for a certified teacher. The PTO also continued to fund enrichment activities that enabled teachers' to meet regularly to discuss student data. The principal was able to cobble together financing from other school resources. She then hired an intervention teacher who had the expertise to implement the various components of the IIP.

Social Capital
One of the job descriptors of the intervention teacher is to work with grade level teachers to implement classroom practices that address the academic needs of at-risk students. Each week, the classroom teachers and the intervention teacher meet to examine student data and determine how to improve the instructional core. In simplest terms the instructional core is the interaction between student, teacher, and curriculum [2]. Classroom teachers and the intervention teacher work together to align practices to improve the instructional core and support at-risk students. These best practices, however, not only support the at-risk population, but all students at Sun Valley. For example, during one meeting the intervention teacher may provide resources that help children develop inference skills. These resources (anchor charts, realia, texts, metacognitive strategies) may help the at-risk students in the classroom, but they also provide scaffolding for all students.

Common Core Standards
The Integrated Intervention Program integrates curriculum aligned with the California Common Core Standards (CCCS) and the California ELD standards. The CCCS anchor standards focus on the need for students to comprehend a variety of texts (informational, opinion, narrative) and to do so with deep understanding. In the Integrated Intervention Program we use various anchor texts to teach foundational skills as well as skills that are applied to literature and informational texts. At the same time, the ELD standards describe the knowledge, skills, and abilities required of ELL students to access grade level texts. The Integrated Intervention Program uses many of the strategies developed by Laurie

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[2] Elmore, R., (2004). *School Reform From the Inside Out: Policy, Practice, and Performance.* Harvard Education

Press, 2004.

Olsen[3] to limit the numbers of long-term English learners. These strategies focus on oral language responses, inquiry charts, vocabulary in context, and academic language. These strategies are demonstrated to be effective with ELL students.

Distinguished Implementation of LCAP
The San Rafael City School's LCAP stipulates, "Each student will receive rigorous instruction and support". The district has identified a need that attention will be given to students with "specific learning needs". The LCAP designates 2015-2016 as a year to "establish a plan for students to be grade level proficient in literacy". The Integrated Intervention Program distinguishes itself by not only having established a plan but by having implemented it.

The first goal for the LCAP in 2016-2017 states "students use Common Core aligned materials and resources. The Integrated Intervention Program distinguishes itself again by aligning and implementing CCSS curriculum from the 2013-2014 through the 2015-2016 school year. In addition, the IIP is distinguished from the LCAP by currently employing other best practices to narrow the achievement gap. We have developed a highly organized system that includes all school players, establishes overall goals, measures student performance and is "crafted to meet local needs". These examples have been determined to be the best methods for supporting at-risk students and narrowing the achievement gap[4].

Implementation and Community Stakeholders
The annual School Implementation Survey has consistently ranked the IIP as a high priority, so the principal has included information about the program a topic in weekly newsletters. PTO (Parent Teacher Organization) leaders also communicate the importance of the IIP in newsletters, the PTO website and at the annual auction. The PTO not only shows its support with words but has also invested over $40,000 annually to support direct expenses of the program. The intervention teacher has spoken at the executive and the general PTO meetings to thank the community and acknowledge the importance of their support.

Capacity Building
In addition to weekly teacher meetings, the intervention teacher also conducts staff meetings on ways to meet the literacy needs of at-risk students. This school year the intervention teacher has already led two staff meetings designed to improve teacher practices related to literacy instruction. One staff meeting was devoted to conducting running-record reading assessments to better understand students' lapses in reading comprehension. Another staff meeting was centered on guided reading and ways teachers could individualize their instruction to meet student needs. The content presented in the meetings was shared with the instructional aides that cascaded to students.

Monitoring of Student Progress
Monitoring student progress is conducted on a regular basis. This year we have 3 reading assessments that we use every 8-10 weeks to determine student progress. Dibels (Dynamic Indicators of Basic Early Literacy Skills) is a standards-based assessment that has been normed nationally. We use it to determine student's reading fluency. The SRI (Scholastic Reading Inventory) is a computer-based program that gives Lexile scores based on student comprehension. This is the best objective data we have to determine student progress but the data are not helpful to inform teaching practices. To add data that can be used to inform practices, we also began using the Fountas & Pinnell running record

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[3] Olsen, L. & Romero, A. (2006).Knowing Our English Learners. Oakland, CA
[4] Grissmer, D.W. (2000) Improving Student Achievement: Rand, NY.

benchmark assessments.   These data provide formative assessment for reading comprehension instruction.

Results
The first year of the Integrated Intervention Program (2013-2014 school year) we collected Dibels (Dynamic Indicators of Basic Early Literacy Skills) and SRI (Scholastic Reading Inventory) scores. These data showed 84% of students were reading at proficient or advanced. This was a one-point percentage gain from the previous year. 65% of ELLs scored proficient or advanced, 35 % scored basic or below basic.

In the second year of the program, the 2014-2015 data showed 87% of students were reading at proficient or advanced. This was a 3% increase from the previous year. The data also revealed 73% of ELL's scored proficient or advanced and 27% scored basic or below basic. This was an increase from the previous year.

The consistently in data collection and the reliability of the metrics are accurate measures of the effectiveness of the program. These scores indicate the Integrated Intervention Program is improving the learning of our at-risk students and moving their reading to greater levels to proficiency.

These data clearly demonstrate the relationship between the efforts of the IIP and the growth of student learning. However, we continue to improve the program. This past year the intervention program implemented new F&P assessments that are aligned with the common core standards. These assessments allow the analysis of student data related to higher levels of learning such as understanding text features, author's craft, and author's purpose. The addition of the F&P system will accelerate the learning of students by more accurately assessing individual student abilities and targeting the needed skills for improvement.

Closing the achievement gap is arguable the most important issue facing public education today. Through the Integrated Intervention Program, we at Sun Valley, have found a successful formula to narrow the gap.