

The Single Plan for Student Achievement

Sierra View Elementary School

School Name

04-61424-6003107

CDS Code

Date of this revision: November 9, 2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Chico Unified School District

School District

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The District Governing Board approved this revision of the School Plan on 1/21/2010.

II. School Vision and Mission

Through a culture of collaboration, our mission is to:

- Spark a joy for learning
- Build a foundation for knowledge and skills
- Create a safe and respectful environment
- Promote lifelong learners and productive contributors to society in all students at Sierra View

Vision Statement:

Our vision is to provide a nurturing environment where students, staff, and parents work cohesively and effectively towards specific goals allowing all student to reach their fullest potential.

III. School Profile

Sierra View School is one of sixteen elementary schools in the Chico Unified School District. The nine-acre campus is located on tree-lined streets at the corner of Madrone and Hooker Oak Avenues in a quiet residential area on the east side of the city of Chico. Landscaped courtyards border a majority of the classrooms. Sierra View houses the Academics Plus 'Alternative Program of Choice' and two Special Education classes.

The Academics Plus Program is open to all students in the Chico Area. Students from the neighborhood have priority into the program and the rest are selected by a lottery system.

78% of our students are white (not Hispanic), 7% are Hispanic or Latino, 4% are Asian, 3% African American, 2% American Indian or Alaskan Native, 1% Filipino, and 1% Pacific Islander. 2% are English Learners. 24% of our students are on free or reduced-priced lunch. 13% of our students are students with disabilities.

We currently have 23 full time teachers teaching regular and special education classes in Kindergarten through sixth grade. The average class size is 29.25 with an average of 10 in the Special Education classes (Severely Handicapped Class). All teachers are No Child Left Behind "highly qualified". We also have a full time Resource Specialist Teacher and a Speech and Language Specialist who serve all students with an IEP. We have two Severely Handicapped Classes that serve students with a variety of special needs. In addition to the full time teaching staff we have a part time Fine Arts Specialist who provides visual and performing arts lessons and a P.E./Health Specialist who provides physical activities and health lessons regularly to 1st through 6th grades. Additional District support is given with a 2 day a week school psychologist and an EL clerk . Butte County Office of Education also provides support with Occupational Therapy, Visually Impaired, Adaptive P.E. , etc.

Sierra View has one site administrator who is AB75 certified, one day custodian, one office manager, one part time attendance clerk, one part time health aide, a nurse one day a week, several Instructional Aides- Special Ed., four paid parent classroom aides, and a crew of 3 night custodians.

The parent community at Sierra View School is a key factor to the student success. Support for our program is given by the PTA, Academics Plus Parent Advisory Council (PAC), and the School Site Council. Parents are involved with their children's education on a variety of levels and parent volunteers make up an important part of our daily school population. Parent volunteers are instrumental in our R.I.C.H. (Reading Is A Cool Habit) Reading Program, Book Buddies, Red Ribbon Week, campus beautification, and library. The PTA meets monthly and helps coordinates many school events as well as fundraising for specific projects (computer lab, playground equipment, etc.). The School Site Council (SSC) meets 5 to 8 times a year. This council helps make decisions on categorical budgets and provide input into decisions regarding school programs. The Academics Plus Parent Advisory (PAC) meets monthly to advise and assist in the overall dissemination of programmatic information, planning, development, implementation, and evaluation relative to the goals and philosophy of the Academics Plus Program.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Staff and School Site Council reviewed school and student performance information from 2008 STAR results to determine areas of academic improvement.

Sierra View's overall API is 848. Sierra View met all its targets in all areas except Socioeconomically Disadvantaged group.

We found that 64% of our total 2nd-6th grade population scored Proficient or above in English Language Arts (ELA). Within the total population, 45% of our Economically Disadvantaged students and 37% of our Students with Disabilities scored Proficient or above in ELA . This is down 3%-8% from last year.

We found that 60% of our total 2nd-6th grade population scored Proficient or above in Math. Within the total population, 49% of our Economically Disadvantaged students and 65% of our Students with Disabilities (SWD) scored at Proficient or above in Math. These scores are down 8% from last year with the exception of SWD. SWD increased 25% from last year.

B. Surveys

General information regarding the student learning environment, school safety, parent involvement, student needs, etc. was obtained from the staff, parents, and students in the form of a survey. 345 Surveys were returned (138 of these surveys with written responses). The overall results in all areas show that the respondents strongly agree or agree that Sierra View is providing a positive learning environment for their child. Despite this positive outcome, the staff was able to find areas that they would like to improve upon.

The staff also worked in groups to brainstorm ideas to help improve learning in students in English Language Arts, Math, Writing, Science, Social Studies, and Physical Education. They also looked at ways to improve student behavior and teacher collaboration. Classroom observation and examination of student work was also performed.

All information was shared with the staff, SSC, PTA, and PAC. Their input was given and included in the final goals and objectives.

C. Classroom Observations

All grade level classes have the District approved curriculum for all their students in all core subjects. District provided Fine Arts and PE specialists are present in 1st-6th grade classes on a regular basis. All classrooms are connected to the internet and computers are available for all staff. Most classrooms have computers for student use in addition to the computer lab.

Classrooms are frequently visited by the administrator both formally and informally. During the informal observation, the teachers are provided a quick written analysis of curriculum content, context, and cognitive level feedback as observed by the administrator during the short visit. During the formal evaluation, the evaluation is based on the California Standards for the Teaching Profession. Tenured teachers are evaluated biannually. Temporary and probationary teachers are evaluated annually.

D. Student Work and School Documents

Student works, language arts theme test results, Math Benchmark Assessments were collected over the previous year to show progress toward mastery of grade level standards. This information was compared to the STAR test results to show either gains or losses in STAR results.

Teachers worked in grade level teams and vertical teams to disseminate and review student work and test results. School documents (report cards, behavior records, attendance records, grade level summary logs, etc.) were reviewed when necessary to clarify the direction of our goals. Then in a whole staff meeting, with information from all interested parties (SSC, PAC, PTA, Staff and Parent Surveys), goals were developed for Sierra View.

E. Analysis of Current Instructional Program (See Appendix B)

The current instructional program for Sierra View is based upon:

Standard, Assessment, and Accountability

- * Sierra View uses Chico Unified Benchmark Assessments to continually check progress in comparison to the rest of CUSD
- * Students are assessed using curriculum-embedded assessment or teacher made assessment to check for progress towards meeting grade level goals
- * Standards Based Report Cards are used to report students progress to parents

Staffing and Professional Development

- * All teachers meet the requirements for 'highly qualified' as set forth in No Child Left Behind legislation
- * The administrator has completed the requirements for AB75.
- * Teachers work monthly in Professional Learning Communities (PLC) to develop goals and objectives for their students based on curriculum standards

Teaching and Learning

- * All instructional materials used are SBE-adopted and standards-aligned
- * Teachers have developed an appropriate lesson pacing guide for language arts and math
- * Teachers follow the recommended instructional minutes for reading/language arts and math

Opportunity and Equal Educational Access

- * The regular education curriculum is available to students with special needs
- * Intervention programs are researched based and provided to those students who need additional support

Parent/Community Involvement

- * Several school/parent groups (PAC, PTA, SSC) provide parents the opportunity to be actively involved in various aspects of Sierra View.
- * Parents are encouraged to volunteer in the classrooms or drive on field trips
- * Paid parent aide positions are available

Funding

- * Services provided by categorical funds enable underperforming students opportunities to meet standards
- * Fiscal support exists from both the site and district

V. Description of Barriers and Related School Goals

Barrier #1:

Sierra View did not meet the target for the Economically Disadvantaged subgroup on the 2009 STAR Test. Chico Unified School District failed to meet the targets for the Students with Disabilities and English Language Learners. 63% of Students with Disabilities at Sierra View did not meet the state's goal of Proficient or Advanced on the STAR English Language Arts assessments and 44% did not meet the state's goal on the STAR in Math.

While we have a very small population of English Language Learners (9 students 2nd-6th in 2009), 77% were unable to obtain a score of Proficient or Advanced on the STAR English Language Arts assessment and 77% were not able to obtain a score of Proficient or Advanced on the STAR in Math.

Goal:

Sierra View will increase the percentage of Economically Disadvantaged students to Proficient or above the established proficiency standards on the state assessment in ELA and Math by 3%.

Barrier #2:

36% of 2nd-6th grade students at Sierra View were unable to obtain a score of Proficient or Advanced on the STAR in English Language Arts. 26% of the students received a 4 or below on the 4th grade writing test. Within the total group tested, 55% of the Economically Disadvantaged students tested were unable to obtain a score of Proficient or Advanced on the STAR in English Language Arts.

Goal:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (56.8%) on the state assessment in Language Arts from 64% to 70% concentrating on Writing Conventions/Strategies and Comprehension.

Barrier #3:

40% of 2nd-6th grade students at Sierra View were unable to obtain a score of Proficient or Advanced on the STAR in Math. Within the total group tested, 51% of the Economically Disadvantaged students tested were unable to obtain a score of Proficient or Advanced on the STAR in Math.

Goal:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (58%) on the state assessment in Math from 60% to 70% concentrating on Measurement/Geometry and Operations.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Sierra View will increase the percentage of Economically Disadvantaged students to Proficient or above the established proficiency standards on the state assessment in ELA and Math by 3%.	
Student groups and grade levels to participate in this goal: Economically Disadvantaged students subgroups	Anticipated annual performance growth for each group: Increase 2010 API score 3% for Language Arts and Math.
Means of evaluating progress toward this goal: 2010 API scores	Group data to be collected to measure academic gains: Economically Disadvantaged students subgroups

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Purchase intervention materials as needed:	August 2009/May 2010	Research based intervention materials: HELP Math Rosetta Stone SIPPS Accelerated Reader Site computer licenses	\$5000	SBCP
Provide Instructional Aides to assist teacher to meet the needs of struggling students	August 2009/May 2010	Classroom Aides	\$50,000	SBCP EIA Payback
Provide Tech Support to support remedial computer programs	August 2009/May 2010	Computer Tech	\$8000	SBCP
Staff Development to support the Language Arts and Math curriculum	August 2009/May 2010	Staff Development Release Time	\$2000	SBCP
Maintain communication between school and home	August 2009/May 2010	Parent Newsletter Direct communication through mail, email or phone	\$1000	SBCP

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Sierra View will increase the percentage of students scoring at or above the established proficiency standards (56.8%) on the state assessment in Language Arts from 64% to 70% concentrating on Writing Conventions/Strategies and Comprehension.	
Student groups and grade levels to participate in this goal: All Students	Anticipated annual performance growth for each group: Improvement on writing convention strategies and reading comprehension
Means of evaluating progress toward this goal: Benchmark Assessment in writing On-going and frequent common assessments STAR Language Arts test scores	Group data to be collected to measure academic gains: All students

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Provide Staff Development Opportunities	August 2009/May 2010	Staff Development: Step-up-to-Writing, Response to Literature workshop Other writing staff development	See Goal # 1	SBCP
Provide Teacher Collaboration Time	August 2009/May 2010	Release time to collaborate	\$1000	SBCP
Provide Intervention materials to enhance the writing instruction and comprehension	August 2009/May 2010	Materials to enhance writing instruction and reading comprehension	See Goal #1	SBCP

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Sierra View will increase the percentage of students scoring at or above the established proficiency standards (58%) on the state assessment in Math from 60% to 70% concentrating on Measurement/Geometry and Operations.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Increase proficiency standards from 60%-70% concentration on Measurement/Geometry and Operations
Means of evaluating progress toward this goal: STAR Math Test On-going and frequent teacher assessments Benchmark assessments, unit tests, intervention Teacher Collaboration Student Work	Group data to be collected to measure academic gains: All Students

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Provide small group interventions Provide Computer Programs	August 2009/May 2010	Researched Based Intervention materials Computer programs	See Goal #1	SBCP
Provide Instructional/classroom Aides	August 2009/May 2010	Personnel	See Goal #1	SBCP
Provide Tech Support	August 2009/May 2010	Personnel	See Goal #1	SBCP
Provide Staff Development Opportunities	August 2009/May 2010	Math staff development MacMillian/ McGraw/Hill	See Goal #1	SBCP

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	425	404	407	353	330	317	11	11	15	15	15	14
Growth API	824	850	848	832	860	857						
Base API	845	819	850	858	828	858						
Target	A	A	A	A	A	A						
Growth	-21	31	-2	-26	32	-1						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	24	23	28	8	10	13	84	82	97	60	51	49
Growth API							742	780	780			
Base API							783	734	781			
Target							5	5	5			
Growth							-41	46	-1			
Met Target							No	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	1,254	1,244	1,264			
Percent with Prior Year Data	100%	100%	97%			
Number in Cohort	1,254	1,244	1,226	659	650	633
Number Met	606	595	724	197	175	257
Percent Met	48.3%	47.8%	59.1%	29.9%	26.9%	40.6%
NCLB Target	48.7%	50.1%	51.6%	27.2%	28.9%	30.6%
Met Target	No	No	Yes	Yes	No	Yes

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	98	100	100	100	100	100	100
Number At or Above Proficient	260	271	271	223	227	217	5	4	6	8	11	9
Percent At or Above Proficient	61.2	65.6	66.6	63.2	67.6	68.5	45.5	36.4	40.0	53.3	73.3	64.3
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	99	100	99	99	100	95
Number At or Above Proficient	10	12	18	--	--	4	32	39	47	21	28	24
Percent At or Above Proficient	41.7	48.0	64.3	--	--	30.8	38.1	44.8	48.5	33.9	45.9	49.0
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	98	100	100	100	100	100	100
Number At or Above Proficient	247	279	261	213	231	213	2	2	5	10	13	8
Percent At or Above Proficient	58.1	67.7	64.3	60.3	69.0	67.4	18.2	18.2	33.3	66.7	86.7	57.1
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	99	100	99	99	100	95
Number At or Above Proficient	8	14	15	--	--	5	28	49	48	20	32	26
Percent At or Above Proficient	33.3	56.0	53.6	--	--	38.5	33.3	56.3	50.0	32.3	52.5	54.2
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	*****	***							*****	***		2
2	*****	***					*****	***	*****	***		3
3			3	75	1	25						4
4			*****	***	*****	***						2
5			*****	***								1
6			*****	***								1
Total	2	15	6	46	2	15	1	8	2	15		13

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
Sierra View uses STAR test results yearly to establish school-wide goals. Each grade level also uses the STAR results to develop grade level goals and a plan to modify instruction for the school year to better meet the needs of the students. District Benchmark Assessments, District adopted curriculum assessments, and teacher made assessments are used on an ongoing basis to modify instruction and improve student achievement throughout the school year.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Sierra View students are routinely assessed to collect data to check progress and determine placement in intervention and instructional groups. District Benchmark Assessments and teacher made assessments are used on an on-going basis to analyze student performance and construct modifications and differentiated instruction in the classrooms. Teachers meet a minimum of monthly to compare student work and analyze assessment data at their Professional Learning Community (PLC) meetings. This data is also used to report to parents on the standards based report card.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
Sierra View teachers meet the requirements for the highly qualified teacher as set forth in NCLB legislature. There is ongoing instructional assistance and support for teachers from a variety of sources through the district.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The administrator has completed the requirements of Assembly Bill (AB) 75.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All teachers have had access to AB 466. Over 50% have completed AB 466 training. Additional staff development is available to all staff. Grade level collaboration (PLC) occurs at staff meetings 1-2 times a month. During PLC teachers share best teaching practices and strategies. They also look at assessment data and design appropriate remedial and enrichment lessons for their students.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Sierra View teachers have access to staff development aligned with the content standards, assessing student performance and other professional needs (NCLB) through Butte County Office of Education and other local agencies.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
All teachers work in grade level teams (PLC) where teachers are constantly getting assistance from each other regarding instructional practices and strategies, classroom management and curriculum design and delivery. In addition to the ongoing support, all teachers are evaluated every two years by the administrator. Non tenured teachers are evaluated yearly. Beginning Teacher Support and Assessment (BTSA) is provided to any new teacher where the new teacher is matched with a mentor for more intense support. The evaluation of all teachers is based on the California Standards for the Teaching Profession. Teachers that receive an unsatisfactory evaluation are referred to PAR (Peer Assistance Review) where they are able to get on-going help to improve performance from exemplary experienced teachers.
8. Teacher collaboration by grade level (EPC)
Sierra View continues to work towards this performance goal making great progress using the PLC model. Each grade level team (PLC) meets a minimum of monthly to review assessment data, design remedial and enrichment lessons for students based on this data, and discuss best practices and strategies. They set SMART goals a minimum of twice a trimester to meet district benchmark assessment requirements and design lessons to move student toward these goals.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
All instructional materials are SBE-adopted and standards aligned. Sierra View follows the recommended instructional minutes in language arts and math.

All students are exposed to the grade level curriculum and held to high standards of achievement. We currently use the following core curriculum:

- * Houghton-Mifflin Reading 2002
- * MacMillan/McGraw-Hill Math 2009
- * Harcourt-Reflections Social Studies 2006
- * MacMillan California Science K-5 2007
- * Prentice Hall Focus on California Science 6-8 2007
- * Hampton-Brown Avenues 2004

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
Sierra View follows the recommended instructional minutes in language arts and math.

Grade Level/Instructional Minutes:

K / 36,000
1 / 50,400
2 / 50,400
3 / 50,400
4 / 54,000
5 / 54,000
6 / 54,000

11. Lesson pacing schedule (EPC)
Sierra View uses the District or grade level pacing guides. Grade levels actively use the pacing guides to ensure that grade levels can work together and design intervention groups to accommodate struggling students. With the pacing guides, grade levels can plan for the administration of curriculum unit assessments and then reviewing of the assessment results.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Sierra View adopts state approved curricular materials which are standards-based instructional materials. These curricular materials are purchased for all students attending Sierra View and are available to all student groups.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Along with SBE-adopted and standards-aligned core instructional materials, Sierra View provides SBE-adopted and standards-aligned intervention materials for students with learning difficulties. Currently, we have HELP Math that is a computer based individualized math program to help students that are struggling. We use Read Naturally to help increase reading fluency. SIPPS is used to support the phonemic awareness of beginning and struggling readers. Avenues is used with our English language learners.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
Services provided that enable underperforming students to meet standards are:
- Read Naturally
 - Differentiated Instruction
 - Book Buddies (one on one reading coaches)
 - Levelized Math Intervention
 - Accelerated Math
 - Levelized Reading
 - Accelerated Reading
 - SRA Reading Mastery
 - SIPPS
 - Handwriting without tears
 - Avenues
 - Classroom Parent Aides
15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers meet once or twice monthly for collaboration (PLC). During the PLC, teachers review assessment data, discuss instructional strategies, curriculum planning, etc. Work in this area continues to ensure Sierra View is using up-to-date materials and providing appropriate instruction for increasing student achievement. Grade levels establish levelized groups and reassess students on an ongoing basis to move students to meet grade level standards. The resource teacher work closely with all grade levels to help teachers with students who are at risk and provides extra support materials that supplement the core instructional program.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
All students are considered for special programs at Sierra View based on district guidelines, through the SBIT/Student Study Team process of referral, and by individual teacher and/or parent recommendation.
- Currently we offer:**
- * Read Naturally
 - * Book Buddies
 - * Resource Program-collaboration
 - * HELP Math
 - * Accelerated Math
 - * Accelerated Reading
17. Transition from preschool to kindergarten (Title I SWP)
This program is not available at Sierra View at this time.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
Sierra View has an abundance of resources available to them through parent volunteers. PTA is a strong organization which provides the families, students, and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc. which is benefitted by all students especially under-achieving students. Sierra View teachers and the parent newsletter (The Sierra Viewer) provide parents with information to assist their student at home. Sierra View continues to work on a variety of ways to increase parent involvement in the educational process.
19. Strategies to increase parental involvement (Title I SWP)
Sierra View continues to work on increasing parent involvement through PTA and PAC activities, parent newsletter, teacher newsletter and weekly reports, school marquee, Sierra View web site, etc. Sierra View encourages parents to volunteer to work in the classrooms, drive on field trips, assist at classroom parties and 6th grade environmental camp, School Site Council, Red Ribbon Week, PTA Book Fair, the Bike Rodeo, the PTA Fall Festival, school wide science fair, assemblies, Back to School Night spaghetti feed, Open House Night, etc.
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
Sierra View School Site Council, PTA, and PAC (Parent Advisory Committee), along with staff members guide the planning, implementation and evaluation of consolidated application programs.

The Sierra View School Site Council (SSC) meets 5-8 times a year to develop the SBCP, Title II, block grants, and Safe Schools budgets. Information regarding school safety, strategies for parents to help their student at home, ideas for development of new intervention programs, etc. are also discussed at SSC meetings.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
Categorical funds provide a variety of services to help underperforming students to meet standards. Sierra View hires additional staff (parent aides, liaison, computer tech) to provide small group instruction or one on one help to underperforming students. Intervention, remedial, and computer software materials are purchased. Staff development opportunities are offered to the teachers to help develop skills to deal with at risk students.
22. Fiscal support (EPC)
The services provided by categorical funds enable underperforming students to meet standards.

In addition to categorical funds, Sierra View's PTA and Parent Advisory Committee (PAC) provide valuable support to Sierra View through the purchase of instructional materials, technology, volunteer support, parent enrichment, RICH Reading, book fair, Family Fall Festival, etc.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$62,560
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$25,032 ARRA SFSF (Safe Schools) \$3,000	\$28,032
Total amount of state categorical funds allocated to this school	\$90,592

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$0

Total amount of state and federal categorical funds allocated to this school	\$90,592
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2008-09 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2008-09 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Sierra View Elementary School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

PTA

Parent Advisory Committee

Sierra View staff

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: 1/21/10

Attested:

Debbie Aldred

Typed name of school principal

Signature of school principal

Date

Andrea Moseley

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Sierra View Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debbie Aldred	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrea Moseley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Heffren	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vicky Howell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Krause	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Ferris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natalie Arington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Trevor Stewart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sean Isom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bill Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.