School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Sierra View Elementary School	**District Name**	Chico Unified School District
Street	1598 Hooker Oak Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3117	**Superintendent**	Kelly Staley
Principal	Debbie Aldred	**E-mail Address**	kstaley@chicousd.org
E-mail Address	daldred@chicousd.org	**CDS Code**	04-61424-6003107

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Sierra View School is one of twelve 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 classrooms.

Our Mission is to spark a joy for learning, build a foundation of knowledge and skills, create a safe and respectful environment, and promote lifelong learners and productive contributors to society.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The parent community at Sierra View School is a key factor to student success. Support for our program is given by the PTA, Academics Plus Parent Advisory Committee (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, Battle of the Books, Red Ribbon Week, Bike Week, Fall Festival, Mathathon, campus beautification, and library decorations. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	88
Grade 1	89
Grade 2	122
Grade 3	70
Grade 4	72
Grade 5	77
Grade 6	78
Total Enrollment	596

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	82
American Indian or Alaska Native	0.8	Two or More Races	0.5
Asian	5.4	Socioeconomically Disadvantaged	23.5
Filipino	0.5	English Learners	4.4
Hispanic or Latino	7.6	Students with Disabilities	11.2
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	5	0	0	29.3		3		28.7	0	3	0
1	19.5	4	0	0	29.5		4		28.8	0	5	0
2	20	4	0	0	30		2		29.4	0	5	0
3	19.3	3	0	0	30.5		2		25.7	1	1	1
4	30	0	1	1	31		2		34	0	0	2
5	32	0	2	1	33.5			2	31.5	0	2	0
6	30.7	0	2	1	29.3		3		22.5	1	3	0

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

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The school has a disaster preparedness plan that includes emergency procedures in case of fire, earthquake, or other disasters. School safety is taught at all grade levels and children participate in safety awareness programs and activities.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	3.44	1.17	0.67	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

The district takes great efforts to ensure that all schools are clean, safe, and functional. Supervision is provided for students before school at 7:30 a.m. and after school until 2:45 p.m. The CARD after-school program is available on the Sierra View campus to parents through the Chico Area Recreation Department (CARD). Visitors are required to sign in at the office and obtain a visitor or volunteer badge to be worn while on campus. Staff has been trained to report any suspicious activity.

Sierra View was built in 1953, expanded in 1956, and again in 1989. We have 27 classrooms, 8 of which are portable. The nine-acre campus also includes a multipurpose room, kitchen, library, administrative offices, staff room, small meeting rooms, and adequate playground space for the students housed on this campus. In addition, two Special Education classrooms are located on our campus. During 1993, the original building underwent reconstruction funded by the state. This project included the removal of asbestos, the addition of a new air-conditioning/heating system, renovation of flooring, wall covering, lowered ceilings, and new cabinetry. The multipurpose room, offices, and 10 classrooms were included in the project. Currently all classrooms have adequate space and have air-conditioning.

Adequate playground space is available. A new play structure was installed on the playground in 2008 and a track in the mid-1990s. Restrooms are located at the end of each building and accessible from the playground.

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Minor repairs and general maintenance are taken care of by the onsite custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

PTA has funded the redesigned courtyard area to provide tables, benches, patio area and planters. The Primary Courtyard was completed in 2003. The Intermediate Courtyard was completed the fall of 2005.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Main Hallway: Emergency lights not working - WO#47208 Fix or replace fixture Room 10: Replace power strip - WO#47208 School to purchase new power strip
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Room 24: Small hole in approach ramp - WO#47187 Replace wood on approach ramp
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	24	25	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.4	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)		---
Other		---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The Academics Plus Program as an 'Alternative School of Choice' may adopt curriculum other than the curriculum adopted by Chico Unified School District. This adoption, Academics Plus selected the MacMillan/Mcgraw-Hill Math program.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McMillan/McGraw Hill / California - 2008	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,034	$2,828	$5,206	$70,921
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.11%	8.45%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-4.57%	4.81%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
   Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, Sierra View received supplemental funding for specific purposes. EIA (Economic Impact Aid/State Compensatory Education and Economic Impact Aid/English Learners) Funding budget of $26,100 supports our school improvement effort, and is budgeted by our elected School Site Council. Classroom aides are paid from these monies and provide services to students within the classrooms, Read Naturally Program, or Book Buddies. In addition to the Avenues English Language Development (ELD) program, limited funds are available to provide additional materials and resources to assist our limited English-speaking students.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

*   California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
*   California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
*   California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
English-Language Arts	66	71	69	54	56	58	49	52	54
Mathematics	63	75	76	46	47	51	46	48	50
Science	60	75	77	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	69	76	77	N/A
Male	66	77	86	N/A
Female	72	75	68	N/A
Black or African American	31	54	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	59	71	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	59	76	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	72	77	76	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	57	67	55	N/A
English Learners	31	46	0	N/A
Students with Disabilities	66	72	0	N/A
Students Receiving Migrant Education Services				N/A

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

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	27.3	41.6

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

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	4	5	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-2	21	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-1	23	-3
Two or More Races	N/D		
Socioeconomically Disadvantaged	-1	48	-14
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	408	872	8,725	803	4,683,676	778
Black or African American	12	779	324	696	317,856	696
American Indian or Alaska Native	4		164	743	33,774	733
Asian	15	840	612	775	398,869	898
Filipino	2		53	907	123,245	859
Hispanic or Latino	31	863	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	2		45	819	26,953	764
White	342	877	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	89	813	3,894	731	2,731,843	726
English Learners	11	749	1,321	681	1,521,844	707
Students with Disabilities	64	812	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Curricular improvement is an ongoing process at Sierra View School. A wide variety of needs have been indicated by staff for future staff development. These areas include Language Arts, Technology, Math, and Social Studies/Science. Title II/Teacher Quality Training Program funds are available for Staff Development.