

The Single Plan for Student Achievement

School: Sierra View Elementary School
CDS Code: 04-61424-6003107
District: Chico Unified School District
Principal: Mele Benz
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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:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Sierra View Elementary School's Vision and Mission Statements

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
- Partner with families to develop lifelong learners and leaders at Sierra View

School Profile

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 one Special Education class.

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.

77% of our students are white (not Hispanic), 12% are Hispanic or Latino, 5% are Asian, 1% African American, 1% American Indian or Alaskan Native, 1% Filipino, and <1% Pacific Islander. 3% are English Learners. 19% of our students are on free or reduced-priced lunch. 11% of our students are students with disabilities.

We currently have 25 full time teaching positions in regular and special education classes in Kindergarten through fifth grade. The average class size is 30 students in 4rd-5th grades and 24 students in grade K-3. We also have a full time Resource Specialist Teacher and a Speech and Language Specialist who serve all students with an IEP. We have one Severely Handicapped Class that serves students with a variety of special needs. In addition to the full time teaching staff we have a Fine Arts Specialist who provide visual and performing arts lessons and two P.E./Health Specialists who provide physical activities and health lessons regularly to 1st through 5th grades. Additional District support is given with a 2 day a week school psychologist. 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., two paid parent classroom aides, one full time night custodian and a part time night custodian.

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, 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, science lab, etc.). The School Site Council (SSC) meets 5 to 8 times a year. This council helps make decisions on Safe Schools and Title II budgets and provides 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.

Chico Unified implemented Professional Learning Communities (PLCs) district wide in 2007-08. Sierra View has embraced this philosophy to guide student learning and focus our work around four central questions:

1. What do we want students to learn?
2. How will we know when they have learned it?
3. How will we respond if they don't learn it?

4. How will we further challenge students when they do learn it?

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Academic Program Surveys (APS) were administered to the staff in the spring of 2016. With the knowledge gained from the APS and Parent/Student surveys, teachers worked in PLCs to brainstorm ideas to help improve learning for 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. 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.

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

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All grade level classes have the District approved curriculum for all students in all core subjects. District provided Fine Arts and PE specialists are present in 1st-5th 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 every 2-5 years. Temporary and probationary teachers are evaluated annually.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sierra View uses CAASPP test results yearly to establish school-wide goals. Each grade level also uses the CAASPP results to develop grade level SMART 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 common assessments are used throughout the school year to modify instruction and provide enrichment to improve student achievement.

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, grade level common assessments, and teacher made assessments are used throughout the school year to analyze student performance and construct modifications and differentiated instruction in the classrooms. Teachers meet a minimum of once a month in PLC (Professional Learning Community) to compare student work and analyze assessment data. 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 (ESEA)

Sierra View teachers meet the requirements for the highly qualified teachers. There is instructional assistance and support for teachers from a variety of sources through the District.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

District-wide professional development and additional staff development is available. Grade level collaboration (PLC) occurs 1-2 times a month. During PLCs, teachers share best teaching practices and strategies. They also look at assessment data and design appropriate remedial and enrichment lessons for their students.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Sierra View teachers have access to staff development aligned with the Common Core State Standards, assessing student performance and other professional needs through Butte County Office of Education and other local agencies.

6. 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 receiving assistance from each other regarding instructional practices and strategies, classroom management and curriculum design and delivery. In addition to the staff development 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 intensive support. The evaluation of all teachers is based on the California Standards for the Teaching Profession.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (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 to meet district benchmark assessment requirements and design lessons to move student toward these goals.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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:

- *California Treasures Reading Series 2010
- *MacMillan/McGraw-Hill My Math 2013
- *McGraw-Hill Everyday Math 2014
- *Houghton Mifflin Harcourt Math in Focus 2014
- *Harcourt-Reflections Social Studies 2006
- *MacMillan California Science K-5 2007

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (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

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (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 while also providing enrichment for students that have reached each goal. With the pacing guides, grade levels can plan for the administration of curriculum unit assessments and then reviewing of the assessment results.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Sierra View adopts state approved curricular materials which are common core standards-based instructional materials. These curricular materials are purchased for all students attending Sierra View and are available to all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (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. Accelerated Reader is used at all grade levels to support reading comprehension.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided that enable under-performing students to meet standards are:

- Read Naturally
- Differentiated Instruction
- Levelized Math Intervention
- Levelized Reading
- Accelerated Reader
- SIPPS
- Handwriting without tears
- Classroom Parent Aides
- i-Ready
- Seeing Stars

14. Research-based educational practices to raise student achievement

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 throughout the school year to move students to meet grade level standards. The resource teacher works 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.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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 benefited by all students especially under-achieving students. Sierra View teachers, the parent newsletter (The Sierra Viewer), the marquee at the front of the school, Facebook, and the PTA Groupvine email 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.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 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 Title II and Safe Schools budget. 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

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funds provide a variety of services to help under-performing students to meet standards. Sierra View hires additional staff (parent aides and liaison) to provide small group instruction or one on one help to under-performing 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.

18. Fiscal support (EPC)

The services provided by categorical funds enable under-performing 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.

Description of Barriers and Related School Goals

Barrier #1:

In 2017, 77% of Sierra View's 3rd-5th graders met or exceeded the standard, according to CAASPP, in ELA. 69% of Sierra View's 3rd-6th graders met or exceeded the standard in math in the same year.

Socioeconomically disadvantaged students represent Sierra View's only significant subgroup. 59% of the students in this subgroup met or exceeded the standard in ELA and 52% in Math.

Goal: In 2018, 78% of Sierra View's 3rd-5th graders will meet or exceed the ELA standard on the CAASPP. 60% of students in the socioeconomically disadvantaged subgroup will meet or exceed the standard in ELA.

Goal: In 2018, 70% of Sierra View's 3rd-5th graders will meet or exceed the Math standard on the CAASPP. 53% of students in the socioeconomically disadvantaged subgroup will meet or exceed the standard in Math.

Barrier #2:

A positive school culture is an important part of a successful learning environment. The Parent/Staff/Student surveys showed that the school environment is improving. Students' responses to the statement, "Students at my school treat me with respect" has held steady at 3.8-3.9 in the last ten years.

Goal: By spring of 2017, students will respond to the statement, "Students at my school treat me with respect" with agree (4.0) on average.

Barrier #3:

Sierra View met annual yearly progress expectations (AYP) as set forth by the state in 2017. One of the expectations relates to 95% average SBAC participation rates. If parents opt out of testing, it is possible that we could fail to meet AYP.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	114	104	91	112	99	90	111	99	90	98.2	95.2	98.9
Grade 4	80	111	97	76	108	95	75	108	95	95.0	97.3	97.9
Grade 5	88	93	110	83	88	109	83	88	109	94.3	94.6	99.1
Grade 6	113	93		110	91		110	91		97.3	97.8	
All Grades	395	401	298	381	386	294	379	386	294	96.5	96.3	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2461.5	2487.5	2503.6	37	55	60.00	27	24	26.67	21	14	11.11	14	7	2.22
Grade 4	2532.4	2519.6	2525.6	59	47	46.32	16	27	32.63	12	12	10.53	12	14	10.53
Grade 5	2515.7	2555.5	2543.8	16	41	33.03	46	36	34.86	23	10	21.10	16	13	11.01
Grade 6	2553.9	2567.4		25	20		35	55		26	21		13	4	
All Grades	N/A	N/A	N/A	33	41	45.58	31	35	31.63	21	14	14.63	14	10	8.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	53	54.44	50	38	35.56	15	9	10.00
Grade 4	53	44	49.47	29	43	41.05	17	13	9.47
Grade 5	17	36	33.94	59	48	47.71	24	16	18.35
Grade 6	30	21		51	64		19	15	
All Grades	33	39	45.24	48	48	41.84	19	13	12.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	43	62.22	48	44	33.33	14	12	4.44
Grade 4	51	47	45.26	40	40	46.32	9	13	8.42
Grade 5	42	48	51.38	41	41	38.53	17	11	10.09
Grade 6	35	45		49	47		16	8	
All Grades	40	46	52.72	45	43	39.46	15	11	7.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	26	42.22	63	71	56.67	13	3	1.11
Grade 4	41	26	31.58	55	68	62.11	4	6	6.32
Grade 5	13	38	23.85	75	55	68.81	12	8	7.34
Grade 6	24	22		66	77		10	1	
All Grades	25	28	31.97	65	68	62.93	10	5	5.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	47	50.00	54	44	45.56	11	8	4.44
Grade 4	51	41	42.11	41	47	49.47	8	12	8.42
Grade 5	23	58	38.53	67	36	46.79	10	6	14.68
Grade 6	31	36		59	59		10	4	
All Grades	34	45	43.20	56	47	47.28	10	8	9.52

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	114	104	91	112	99	91	111	99	91	98.2	95.2	100
Grade 4	80	111	97	76	108	95	76	108	95	95.0	97.3	97.9
Grade 5	88	93	110	83	88	109	83	88	109	94.3	94.6	99.1
Grade 6	113	93		110	91		110	91		97.3	97.8	
All Grades	395	401	298	381	386	295	380	386	295	96.5	96.3	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2456.1	2481.6	2491.8	28	34	45.05	35	45	39.56	24	12	9.89	13	8	5.49
Grade 4	2512.2	2518.5	2529.3	32	37	41.05	38	29	30.53	22	29	24.21	8	6	4.21
Grade 5	2514.9	2539.4	2545.8	13	33	38.53	29	32	15.60	47	20	33.03	11	15	12.84
Grade 6	2569.4	2566.5		34	26		28	36		27	30		11	8	
All Grades	N/A	N/A	N/A	27	33	41.36	32	35	27.80	30	23	23.05	11	9	7.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	46	60	70.33	39	28	17.58	15	12	12.09
Grade 4	49	47	60.00	36	33	30.53	16	19	9.47
Grade 5	19	41	44.04	52	36	31.19	29	23	24.77
Grade 6	41	37		44	43		15	20	
All Grades	39	47	57.29	42	35	26.78	18	18	15.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	46	56.04	46	44	38.46	20	9	5.49
Grade 4	39	44	46.32	47	46	45.26	13	10	8.42
Grade 5	12	40	35.78	71	45	43.12	17	15	21.10
Grade 6	29	30		55	56		15	14	
All Grades	29	40	45.42	54	48	42.37	17	12	12.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	43	54.95	56	48	38.46	10	8	6.59
Grade 4	36	44	44.21	51	43	46.32	13	13	9.47
Grade 5	11	33	35.78	72	52	42.20	17	15	22.02
Grade 6	34	30		56	58		10	12	
All Grades	29	38	44.41	59	50	42.37	12	12	13.22

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1				***	***	***		***	***						
2		25		***	75				***	***		***			
3	50						50								
4					40			40		***			***	20	
5			20	100				***	60		***			***	20
6					***										
Total	19	7	11	44	47	11	19	27	56	13	7	11	6	13	11

Conclusions based on this data:

1. Sierra View's EL population is extremely low, but it appears that students are making progress until they reach the Intermediate grades. At this point students appear to plateau.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***				***		***	***				***
1				75	***	***	25	***	***						
2		40		***	60				***	***		***	***		
3	44						44						11		***
4					40			40		***			***	20	
5			20	100				***	60		***			***	20
6					***										
Total	16	11	9	36	39	9	20	28	45	12	11	9	16	11	27

Conclusions based on this data:

1. More support for EL students should be provided to help push more students towards Advanced.

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal 1: Quality Teachers, Materials, and Facilities
All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair. <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount

Planned Improvements in Student Performance

LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards
<ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.						
Provide professional development in: <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).						
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).						
Release time for peer rounds observations and debrief.						

Planned Improvements in Student Performance

LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.
<ul style="list-style-type: none"> • 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. • 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. • 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. • 3.4: Increase student achievement for English learners. • 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.						
Provide the following services to improve instruction: <ul style="list-style-type: none"> • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.6 FTE) • Guidance Aides • Bilingual Aides • TK Instructional Aides 						
Research options for providing an all-day or extended day Kindergarten at all elementary sites.						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide after school homework support at Elementary and Secondary as per site's needs.						

Planned Improvements in Student Performance

LCAP Goal 4: Provide opportunities for meaningful parent involvement and input
<ul style="list-style-type: none"> • 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. • 4.2: At all levels, increase parent input and involvement in school activities. • 4.3 Increase consistency of timely response from school staff to parent inquiries regarding their student
SPSA Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> • using Parent Portal in Illuminate for 4th-6th grade teachers • expectations for timely response (3 day maximum) to parent inquiries 						
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> • Parent Portal feature in Aeries and Illuminate • Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc. 						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> • increasing parent participation • District English Learner Advisory Committee (DELAC) 						
Establish baseline for parent involvement in: <ul style="list-style-type: none"> • Parent Information/BTSN • SSC • Site ELAC/DELAC 						

Planned Improvements in Student Performance

LCAP Goal 5: Improve School Climate:
<ul style="list-style-type: none"> 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 						
<ul style="list-style-type: none"> Provide parent, education/training classes to improve student attendance. 						
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) Alternative Ed. Supplemental staffing 						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> • EMHI/PIP • Guidance Aides • Nurses • Health Aides • Medically Necessary/Off Campus Instruction. 						
Increase campus supervision as per site needs.						
Support student engagement in Art, Music, and PE activities at the elementary schools.						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mele Benz	X				
Christi Bangsund				X	
Debi Herrick			X		
Erica Borello		X			
Cathy Frost			X		
Leanna Glander				X	
Jarrah Myles				X	
LaRain Maderos				X	
Numbers of members of each category:	1	1	2	4	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

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 10/23/17.

Attested:

Mele Benz

Typed Name of School Principal

Signature of School Principal

Date

LaRain Maderos

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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Attested:

Mele Benz

Typed Name of School Principal

Mele Benz

Signature of School Principal

10/23/17

Date

LaRain Maderos

Typed Name of SSC Chairperson

LaRain Maderos

Signature of SSC Chairperson

10/23/17

Date

LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair. <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 						
Site Goals: <ul style="list-style-type: none"> Sierra View will adhere to Williams Act requirements. Sierra View will work towards a device ratio of 1:1. 						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments Support Induction Professional Development 	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area (See Induction Goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: <ul style="list-style-type: none"> Renaissance i-Ready Illuminate 	<ul style="list-style-type: none"> Ensure site has proper instructional materials, as per the Williams Act requirements 	Williams Act Report	All	Instructional Materials Renaissance Place i-Ready i-Ready math intervention Illuminate	LCAP - District Supplemental Lottery Funds LCAP - District Supplemental (Total District cost) LCAP - District Supplemental (Total District cost) LCAP - Site Supplemental LCAP - District Supplemental (Total District cost)	\$400,000 \$350,000 \$84,000 \$60,500 \$7,122 \$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000

Purchase technology for students and teachers per district technology needs .	<ul style="list-style-type: none"> Site will ensure that Chromebook carts and iPad minis are maintained in good working order. 	Ratio of students to devices in grades 1-5 K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab	All	IT Dept iPad Minis-MS Voucher Program	LCAP - District Supplemental	\$250,000 \$6,455
To ensure access to online resources, employ: <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. Sierra View will employ an IA Tech 	Sierra View Library staffed with Library Media Assistant _12.5_ hours per week Tech IA- _40_ hours per week (20 paid by District and 20 paid by Site)	All	Librarians & Library Media Assistants Tech Aides	LCFF- District Supplemental LCAP - Supplemental Site LCAP - Supplemental District (Total District cost)	\$1,056,738 \$5,511 \$390,468
Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access IReady 	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

<p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP. 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction. 						
<p>Site Goals:</p> <ul style="list-style-type: none"> -All certificated personnel will continue to implement CSCS. -All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS. -All certificated personnel will meet a minimum of 10 times to analyze student achievement data. 						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount

Sierra View Elementary LCAP/SPSA Goals

Year: 2017-2018

<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer assessments that align with new state standardized assessments (SBAC). District Leadership Committee (DLC) will analyze overall district instructional needs and recommend district-wide staff development 	<p>Locals assessments administered</p> <p>Administration and use of data</p>		<p>DLC Teachers on Special Assignment (TOSA)</p>	<p>LCAP - District Supplemental (Total District cost)</p> <p>Title II</p> <p>Title I</p> <p>Title III</p>	<p>\$291,830</p> <p>\$148,000</p> <p>\$199,284</p> <p>\$37,698</p>
<p>Provide professional development in:</p> <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education), IReady 	<ul style="list-style-type: none"> Our staff will attend district-wide professional development. Teachers will meet to analyze data and design rigorous CSCS instruction. PLC's analyzing benchmark results together GLT/SBIT progress monitoring high concern students Planning CSCS lessons together Site meetings supporting data discussion Provide after school professional development sessions focusing on technology integration in classrooms Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff 	<p>District-wide Grade Level Meetings - 10/3, 11/28, 1/30, 4/10</p> <p>Planned Site Staff Meetings regarding i-Ready and reading data</p> <p>PD Sign In Sheets</p>	<p>All</p>	<p>Presenter Costs</p> <p>After School PD Opportunities</p> <p>PLC Release Day</p>	<p>Educator Effectiveness Funds</p> <p>Title II District</p> <p>Title II - Site</p>	<p>\$12,000</p> <p>\$180,000</p> <p>\$3,000</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC Ensure all students are given site, district and state assessments. 	<p>Testing Window date:</p> <ul style="list-style-type: none"> iReady 3 times/year TK-5 Local Assessments 4 times/year Gr. 2-5 Local CCSS Assessments 2 times/year 	<p>All</p>	<p>TOSAs See Goal 3</p>	<p>LCFF Supplemental District (Total District Cost)</p>	<p>See Goal 3</p>
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> Interested teachers will participate in long-term professional development opportunities 		<p>All</p>	<p>District & Site PD Opportunities</p> <p>Site PD</p>	<p>Title II</p> <p>Title II - Site</p>	<p>\$200,000</p> <p>\$3,000</p>

				PLCs	Title III - District	\$39,000
				Peer Instructional Rounds	Educator Effectiveness Funds	\$179,000

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers.
- 3.2: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 3.3: Increase student achievement for English learners.
- 3.4: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal:

- Sierra View will achieve a higher % of students predicted to be proficient on SBAC as measured by i-Ready by the end of T3 than the % that scored proficient on SBAC last year.
- Sierra View will increase the percentage of students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> Not Applicable 					
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. High Concern lists of students will be looked at frequently and discussed among teachers Employ supplementary support staff (classified) Site will use SBIT process to monitor placement of students in interventions All English Learners will take CELDT SV will use i-Ready diagnostic and instruction for assessments, tier 1, and tier 2 interventions SV teachers will be released to participate in one ½ day PLC meetings SV will use Read Naturally for reading intervention targeting students in grades 3 & 4 	<ul style="list-style-type: none"> - K-5 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-5th Grade CASC Assessment Data - 3-5 SBAC Data CELDT Data EL Reclassification Rate 	All	<ul style="list-style-type: none"> Rtl via SpEd Staff Parent-restricted Aides ELD Language Star Coaches Read Naturally 	<ul style="list-style-type: none"> LCAP District Supplemental (Total District cost) LCAP Supplemental Site Title I & III District (Total District cost) LCAP Supplemental Site 	<ul style="list-style-type: none"> \$579,355 \$15,532 \$210,000 \$690

<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> ● Targeted Case Managers (TCMs) ● Elementary Instructional Specialists (2.4 FTE) ● Guidance Aides ● Bilingual Aides ● TK Instructional Aides 	<ul style="list-style-type: none"> ● See Goal 4 ● Sierra View will employ a .1 TOSA ● Sierra View will employ a 25 hr/week Guidance Aide ● .5 FTE Elementary School Counselor ● All eligible 4 year old students will be offered Transitional Kindergarten located on various sites in the district 		All	<p>TCMs</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Counselor</p>	<p>LCAP - District Funded (Total District cost)</p> <p>LCAP - District Supplemental (Total District cost)</p> <p>LCAP - District Funded (Total District cost)</p> <p>LCAP - District Supplemental (Total District cost)</p>	<p>See goal</p> <p>See goal 2</p> <p>\$343,908</p> <p>\$538,161</p>
<p>Implement various models of all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> ● Site Kindergarten teachers will attend planning meetings at the district office. 		All	No Funding Needed		

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal: - Sierra View will setup, maintain and communicate regularly with at least one social media platform account.
 - Sierra View will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> • using Parent Portal in Aeries for first day packets • expectations for timely response (3 day maximum) to parent inquiries • Survey Parents 	<ul style="list-style-type: none"> • Make teachers aware of Parent Portal communication and timely responses to parent inquiries through weekly bulletins and staff meetings 	Parent Portal usage rates Parent feedback regarding timely responses Spring Parent Survey Responses	All	Education for the Future Survey (Total District Cost)	LCAP - District Supplemental	\$10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> • Parent Portal feature in Aeries • Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> • Sierra View will offer a minimum of 2 parent/family informational opportunities 	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> • increasing parent participation 	<ul style="list-style-type: none"> • District will provide a .5 TCM 		All	TCM Costs Add'l TCM	LCAP - District Supplemental (Total District cost) LCFF - Site Supplemental	\$428,496 \$27,319
<ul style="list-style-type: none"> • Verify 70% of parents attend and participate in parent/teacher conferences. 	<ul style="list-style-type: none"> • Offer a minimum of 4 family activities • School Climate/Culture Activities: Fall Festival, Skate Nights, Movie Nights, Family Dances 	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and PAC meetings	All	No Funding Needed		

<p>Goal 5: Improve School Climate</p> <ul style="list-style-type: none"> • 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion. 						
<p>Site Goal: Sierra View will reduce the number of chronically truant students annually.</p>						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount

Sierra View Elementary LCAP/SPSA Goals

Year: 2017-2018

<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> ● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> ● Make teachers aware of District PD opportunities through weekly bulletins and staff meetings ● SV is at Level 1 of implementation of The Leader in Me (TLIM) <ul style="list-style-type: none"> ○ Send 3-4 staff members to TLIM Symposium in spring of 2018 ● SV is in year 1 of PBIS implementation ● SV school aides providing campus supervision will meet for trainings, to troubleshoot, and develop best practices 	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, ISS, and OSS</p>	<p>All</p>	<p>District Wide PBIS Training</p> <p>The Leader in Me Symposium</p>	<p>District Title II Support</p> <p>Title II - Site</p>	<p>\$40,000</p> <p>\$3,315</p>
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> ● Provide a minimum of 4 family events ● Early identification of students with attendance issues ● Communicate chronically absent/tardy names to teachers ● Parent/Principal meetings to see if student absences and tardies improve ● Use attendance rewards at school assemblies 	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	<p>All</p>			
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (ISS) ● Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> ● Maintain Opportunity Class 	<p>Number of Referrals to Opportunity Class</p> <p>ISS, OSS Rates</p>	<p>All</p>	<p>Opportunity Class</p>	<p>LCFF District Supplemental</p>	<p>\$160,000</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> ● Nurses/Health Assistants ● Guidance Aides ● Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> ● Employ EMHI, PIP, Guidance Aides- See Goal 3 ● Employ Nurses/Health Assistants ● Guidance Specialists at each elementary site ● Provide MNI Services as needed 	<p>Site Attendance Rate</p>	<p>All</p>	<p>Nurses/Health Assistants</p> <p>Guidance Specialists</p>	<p>LCAP District Supplemental (Partial District Cost)</p> <p>LCAP District Supplemental (Total District Cost)</p>	<p>107,044</p> <p>\$658,168</p> <p>See Goal 3</p>

				MNI & Off Campus Instruction	LCAP District Supplemental (Total District cost)	\$326,370
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> Employ School Aides (noon supervisor, yard duty) as needed Sierra View will employ additional School Aides 	Number of Office Referrals	All	Campus Supervision (Total District Cost) School Aides	LCAP Supplemental District Safe Schools LCAP Site Supplemental	\$616,831 \$3,017 \$1,640
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> Students receive Fine Arts and PE in 1st-5th grades 	Site Attendance Rate	All	Certificated teacher providing prep time release	LCAP Supplemental District	
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> Not Applicable 					
Safety Plan Expenditures						

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ 0 Title 1 Carryover-\$ 0		
Title II-\$9,315 Title II Carryover-\$0 Total = \$9,315	Teacher release days for observation & data analysis PD - School Climate (Goal 5)	\$9,315 Total = \$9,315

Safe Schools- \$3,000 Safe Schools Carryover- \$17 Total= \$3,017	School Aides	\$3,017 Total=\$3,017

LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
17-18 Total- \$30,495 LCAP Carryover- \$0 Total= \$30,495	i-Ready math instructional program Parent Restricted Aides Library Media Assistant School Aide Reading Intervention	\$7,122 \$15,532 \$5,511 \$1,640 \$690 Total = \$30,495