

Alternative School Annual Evaluation Report

2011-12



**Sierra View Elementary
Academics Plus Program
Chico Unified School District
Chico, CA**

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

**Sierra View Elementary School
Chico Unified School District
Chico, CA**

PART I: INTRODUCTORY INFORMATION

- A. Sierra View Elementary K-6 School: Academics Plus Program
- B. 1598 Hooker Oak Avenue
Chico, CA 95926
Office: 530-891-3117
FAX: 530-891-3186
- C. Chico Unified School District
- D. Date of Academics Plus Program Inception: August 1975
- E. Evaluation Period: School Year 2011-2012
- F. Evaluators: Debbie Aldred, Principal, Teachers, Parent
Advisory Committee (PAC) Members, Phone: 530-891-3117
 - (1) Tennille Bales, PAC Chairperson
 - (2) Candace Caldwell, Vice Chairperson
 - (3) Susan Carlisle, Special Events Coordinator
 - (4) Natalie Arington, Special Events Coordinator
 - (5) Marne Larsen, Treasurer
 - (6) Kayci Tiner, Secretary
 - (7) Kareem Abouzeid
 - (8) Ragna Ruffner
- G. Principal: School Year 2011-2012: Debbie Aldred, Phone: 530-891-3117

PART II: EXECUTIVE SUMMARY

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. Currently, Sierra View houses the Academics Plus Alternative Program and two Special Education classrooms.

Previous to August 2009, Sierra View housed the Academics Plus Program and a Neighborhood Program. The Academics Plus Program was created by parents who wanted a traditional, rigorous academic and enriched environment. With current educational standards and benchmark assessments and the melding of two programs (Neighborhood and Academics Plus) over the years, we have seen that many of the original fundamental reasons behind establishing Academics Plus have surfaced in the Neighborhood's educational practices.

In addition to the melding of the two programs, the entire school has consistently scored above 800 API for over 11 years. All the teachers are committed to sound teaching with an emphasis on all the core subjects and a high commitment to parent involvement in all aspects of the educational process.

In the spring of 2009, parents and staff overwhelmingly voted to consolidate the two programs into an all Academics Plus Program. At that point the administration filed for Alternative School of Choice status. Sierra View Academics Plus Program opened as an Alternative School of Choice on August 12, 2009.

The Goals and Philosophy of the Academics Plus Program focuses on reading, writing and math, rounded out by a solid curriculum in composition, science, history and geography. While enrichment activities are taught, the fundamental program receives priority in a structured and disciplined environment. MacMillan/McGraw-Hill Mathematics is this year's focus for the Academics Plus Program and is a main feature that distinguishes Academics Plus from other programs in Chico Unified School District.

Sierra View's vision is to provide a nurturing environment where students, staff, and parents work cohesively and effectively towards specific goals allowing all students to reach their fullest potential. **Our mission** is to:

- Spark the joy for learning;
- Build a foundation for knowledge and skill;
- Create a safe and respectful environment; and
- Promote lifelong learners and productive contributors to society.

We offer a variety of educational opportunities. We have a computer lab on campus with 30 PC computers. Classrooms have a weekly scheduled time to attend the computer lab. Sixth grade student aides are trained to help classrooms during their computer time. Sierra View has around 200 computers throughout the school that are used for instructionally-related purposes. SVTV, our closed circuit Television Station, has been on the air for 19 years and telecasts a student-oriented program reflecting all areas of Sierra View activities every other week. The 4th and 5th grade teachers completed an EETT Grant in 2010 and are incorporating an increased variety of technology into their classrooms. Students have access to a Science Lab, PIP (Primary Intervention Program), Second Step Program/Toolbox, Student Council, music, Book Buddies, Read Naturally, cross-aged tutors, leveled reading, math interventions, Chinese Language and Culture, partnership with California State University, Chico (CSUC) hands-on science labs and dance program, service learning through a partnership with Bidwell Park adoption, and much more.

The parent community at Sierra View School is a key factor to student success. Support for our programs 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 aides and parent volunteers are seen daily working in classrooms. Parent volunteers are instrumental in our R.I.C.H. (**R**eading **I**s a **C**ool **H**abit) Reading Program, Good Citizen recognition, Fall Festival, Book Fair, Bike Week, Student Store, All School Sing, Kindergarten Faire, Science Night, Science Fair, Reflections, and Giving Tree.

PART III: ANNUAL EVALUATION DESIGN AND IMPLEMENTATION

A. Statement of Purpose

Sierra View has provided the Academics Plus Program since 1978. In the spring of 2009 the school consolidated its neighborhood program with the Academics Plus Programs and applied as a "Program of Choice" as defined by the California Education Code section §58500. The Academics Plus Program is also governed by section §58503 which states that teachers employed and students enrolled in the alternative school or program shall be selected entirely from volunteers. The Education Code section §58518 states that "any alternative school or program shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district." Section §58510 guides this presentation in that the Academics Plus Program is required to provide the school board with an annual evaluation of the program. This will be the third annual report.

B. Elements that Facilitate Student Achievement

The Academics Plus Program is open to all students district-wide as an educational alternative as space is available. The Academic Plus Program was created as the "Back to the Basics" program targeting and stressing all academic areas using a structured, rigorous academic and enriched environment. Teachers have high expectations, challenging students and helping them to succeed. Along with the structured learning environment and high expectations, the Academics Plus Program has adopted the McMillan/McGraw-Hill Math which provides a different curriculum than any other elementary program in Chico Unified. Future adoptions will be "Back to the Basics" and structured curriculum.

Classrooms are set up to provide structured learning. Staff meets in grade level teams (Professional Learning Communities-PLC) to plan the curriculum to ensure that all academic basics are completed by the end of the school year using common assessments and the district Benchmark Assessments to assure

students are mastering the essential standards. Grade levels integrate and swap students often. This allows a variety of learning experiences for students and a shared team approach for teacher collaboration towards student success.

One of the requirements of the Academics Plus Program is a weekly progress report sent home with each child at the end of each week. This form of communication helps strengthen the understanding of what is being taught and what reinforcement can be provided at home by parents to ensure student success.

Parent involvement is a key component to the achievement of the Academic Plus student. Parents and students sign a yearly contract committing to active involvement to the educational requirements of Academics Plus. In addition, parents commit to 30 hours of service to the program per year. Parents are required to assist with homework, review and return weekly progress reports, help in the classroom, participate on field trips, or wherever else their help may be needed to foster student learning.

C. Evaluation Steps

1. Administration of California Standards Test to grade 2nd-6th
 - a. April 2009 Baseline Data
 - b. April 2012- evaluation data to be used when available
 - c. Debbie Aldred, Principal (2001-2012)
2. Writing of School Based document
 - a. Written by Debbie Aldred, Principal (2001-2012), Teacher Leadership PLC, edited by Sierra View Staff
 - b. Submitted December 2012
3. Parent Information
 - a. Written by Tennille Bales, Parent Advisory Committee (PAC) Chair, and volunteers from the PAC
 - b. All Parent Meeting- May 14, 2012
 - c. Parent Surveys due- May 18, 2012
4. Presentation to the PAC group
 - a. December 10, 2012
5. Presentation to Chico Unified School District (CUSD) School Board
 - a. February 2013

D. Expected Outcomes

The expected outcome is that 78.4% of 2nd-6th grade students will perform Proficient or above on the CST in Language Arts. The expected outcome is that 79% of 2nd-6th grade students will perform Proficient or above on the CST in Math

IV: ANNUAL EVALUATION OUTCOMES

This annual evaluation is focused on further developing the Academics Plus Program and student achievement. The CST testing program from April 2012, the Chico Unified Benchmark Assessments, Parent, Student and Staff surveys will be used as the data to support Sierra View and the Academics Plus Program as an Alternative School of Choice. This evaluation has the following goals:

- a. Choose ***curriculum that supports student achievement and the school philosophy.***
- b. Determine a ***pyramid of intervention*** to support students who perform below grade level standards.
- c. Work with PAC on ways to supplement the curriculum to ***enhance the academics*** already in place with additional support for music, art, science, technology, etc.
- d. ***Integrate and articulate technology*** throughout the grade levels.
- e. Implement ***BEST Behavior Positive Support Plan.***

A. Curriculum and Student Achievement

This is the third year of the adoption of the McMillan/McGraw-Hill Math Program. Choosing a curriculum that supports the Academics Plus Program will be an on going recommendation as new adoptions come up. Teachers annually establish their own grade level pacing guides and meet twice a month in their Professional Learning Communities (PLC) to work on SMART Goals and common assessments. Teachers also meet annually with grade levels above and below to coordinate curriculum scope and sequence understanding.

This year a Language Art adoption was available to Chico Unified. Several teachers from the Academics Plus Program looked through the various curriculums available for adoption. With a unanimous vote, Sierra View voted to adopt the Macmillan/McGraw-Hill California Treasures Reading/Language Arts Program. This program will be implemented in the 2012-13 school year.

Overall, Sierra View students are maintaining a high level of competency using the MacMillan/McGraw-Hill Math adoption. 80.7% of students performed at Proficient or Advanced on the CST Math Test.

Sierra View has scored over 800 API on the CST Test since 2001. In 2012 Sierra View scored 892 API and met all subgroup's growth targets.

Academics Plus continues to remain competitive with the rest of the district and in most cases exceed both district and state averages. The following is the breakdown of the results:

CST- English Language Arts

2nd	State	CUSD	SV		3rd	State	CUSD	SV	
Mean Scale Score	361.5	344.5	377.8		Mean Scale Score	347.1	344.5	377.5	
% Proficient & Above	58%	50%	70%		% Proficient & Above	48%	49%	72%	
% Basic & Below	42%	50%	30%		% Basic & Below	52%	51%	28%	
4th	State	CUSD	SV		5th	State	CUSD	SV	
Mean Scale Score	375.2	365.0	377.7		Mean Scale Score	366.1	365.3	383.2	
% Proficient & Above	67%	63%	75%		% Proficient & Above	63%	66%	86%	
% Basic & Below	33%	37%	25%		% Basic & Below	37%	34%	14%	
6th	State	CUSD	SV						
Mean Scale Score	364.2	364.7	392.4						
% Proficient & Above	59%	60%	75%						
% Basic & Below	41%	40%	25%						

Overall, the English Language Arts results show that 74.7% of our students performed Proficient or above on the CST on the ELA test not quite meeting the target of 79.0%. However, Sierra View did satisfy significant growth to make

'Safe Harbor'. Similarly, 63.7% of the Socioeconomically Disadvantaged subgroup performed Proficient or above on the CST in ELA also not quite meeting the growth of 21.1%, but making significant growth to make 'Safe Harbor' by increasing 6.4%.

CST- Math

2nd	State	CUSD	SV		3rd	State	CUSD	SV
Mean Scale Score	382.7	363.5	401.7		Mean Scale Score	399.2	380.1	442.0
% Proficient & Above	64%	60%	81%		% Proficient & Above	69%	63%	88%
% Basic & Below	36%	40%	19%		% Basic & Below	31%	37%	12%
4th	State	CUSD	SV		5th	State	CUSD	SV
Mean Scale Score	395.2	369.9	412.1		Mean Scale Score	395.3	378.5	422.9
% Proficient & Above	71%	60%	82%		% Proficient & Above	65%	61%	87%
% Basic & Below	29%	40%	18%		% Basic & Below	35%	39%	13%
6th	State	CUSD	SV					
Mean Scale Score	366.8	362.2	397.1					
% Proficient & Above	55%	54%	61%					
% Basic & Below	45%	46%	39%					

School-wide, the Math results showed that 80.7% of our students performed Proficient or above on the CST on Math meeting the target of 79.0%. 72.3% of

the Socioeconomically Disadvantaged subgroup also performed Proficient or above on the CST Math increasing 3.8% from 2011 and making 'Safe Harbor'.

Based on this data the staff developed SMART Goals to target the specific areas that we felt were our weakest in Language Arts and Math. We also addressed our EL and Student with Disabilities populations.

2011-12 School Goals Results

Goal #1:

Sierra View will increase the percentage of Socioeconomically Disadvantaged (SED) students to Proficient or above the established proficiency standards on the State assessment in ELA by 21.1% and 10.5% in Math.

- *The number of SED students increased in both ELA and in Math. The gain was not as significant as was projected. However, this subgroup increased 6.4% in ELA and 3.8% in Math.*

Goal #2:

Sierra View will increase the percentage of Students with Disabilities (SWD) and English Language Learners (ELL) to Proficient or above the established proficiency standards on the State assessment in ELA and Math by 5%.

- *This goal was partially met. SWD met the target by increasing the percent of students scoring Proficient or above in ELA by 7.8%. In Math, this subgroup increased the percent Proficient or above by only 3.2%.*

The ELL met this goal. An increase of 8.0% Proficient or above was gained in both ELA and in Math.

Goal #3:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (78.4%) on the State assessment in Language Arts from 70% to 79% concentrating on Grade Level SMART Goals.

- *This goal was not met. While the percent of students did increase on ELA Test, only 74.7% attained Proficient or above.*

Goal #4:

Sierra View will increase the percentage of students scoring at or above the

established proficiency standards (79%) on the State assessment in Math from 76% to 79% concentrating on Grade Level SMART Goals.

- *This goal was met with 80.7% of students scoring Proficient or above on the Math test.*

Each Grade Level PLC met once or twice a month to develop short term SMART Goals and common formative assessments which were instrumental in helping to progress all students to the final school goals. The Student Progress Assessment (SPA) was given three times throughout the school year. After each test, all teachers from the District met in their grade levels to develop SMART goals, discuss teaching strategies and develop ways to address areas of learning deficit. The Benchmark Assessments and Language Arts and Math Unit tests were used as summative assessments. The CST was used as the final summative assessment.

Using the new math program MacMillan/McGraw-Hill, the goal for Math was for 79% of students to score Proficient or Advanced on the Math portion of the CST. 80.7% of the students met this goal. This is up 4.3% from 2011.

In the sub groups, Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) that Sierra View targeted, growth was made. 72.3% of SED students met the goal increasing the percent of students Proficient and above by 3.8% from 2011. 76.6% of the Students with Disabilities scored Proficient or above in Math on the CST. This sub-group increased 3.8% from 2011.

B. Pyramid Of Interventions

Sierra View continually reevaluates the Pyramid of Interventions.

- Kindergarten and First Grade provide centers that continually change to accommodate student learning providing appropriate lessons for struggling and excelling students.

Students who continue to struggle in Language Arts receive one-on-one reading practice with Book Buddies 2-3 times per week. First Grade students who struggle in math are pulled out for small group instruction twice a week.

- Second and Third Grades provide Levelized Reading at each grade level. Teachers share students according to the level of each student's needs. Students are assessed every 6-8 weeks and provided appropriate instruction daily in a class with students with similar needs.

Students in 2nd grade struggling with math are pulled out for small group instruction twice a week. Third graders who score low on the CBM, are pulled out 4 days a week for Read Naturally, a fluency program.

- 4th, 5th, and 6th graders who struggle with Language Arts or Math have time available to them in the Resource Class for small group and one-on-one help. Individual grades provide sporadic interventions based on the results of common assessments on unit tests in Language Arts and Math.

C. Enhance Academics

The PAC scheduled and carried out the first 'all-parent event' towards starting the process of setting up a Foundation. As money is earned through the all-parent events it is put towards the start-up money for the Foundation. The hope of the PAC is to eventually have enough money to hire auxiliary personnel to provide more intense study in music, science and technology with personnel who are trained specifically in each area.

Currently, Sierra View is enhancing the academics by providing opportunities within the classroom setting using volunteers, paid parent aides, or technology:

Volunteers/paid parent aides: Book Buddies are community volunteers who work once or twice a week one-on-one with struggling students in reading. The Read Naturally program is a pull out program for students to work on their reading fluency. This program is run by one of the paid parent aides. Peer and cross aged tutors are used throughout the grades to enhance the learning of both sets of students. Guest speakers are invited into classrooms and field trips are planned to provide additional support and information to the subject matter taught in class. In conjunction with California State University, Chico and Hanban, Sierra View has the Chinese Language and Culture in Kindergarten and 2nd grade. This program will progress into 3rd grade in 2011-12.

Technology: Rosetta Stone is used in the upper grades to teach Spanish to interested students. Many of the upper grades provide lessons in PowerPoint, Movie Maker, word processing, and Excel. Students have final projects in one or more of the technology processes. Students also have the opportunity to be computer aides where they learn how to "trouble shoot" problems that come up in the computer lab. The school has a closed circuit TV production where students learn to operate the equipment, learn to write scripts and then report in front of the camera. Computer programs are available for enrichment as well as for remediation (Accelerated Reader, Accelerated Math, Help Math, Essential Skills, etc.).

The Sierra View Leadership Team has designed a Technology continuum of learning that will start with students learning the essentials of the computer (mouse, monitor, key board) in Kindergarten and progressing through the grades until each student will have a portfolio of projects (PowerPoint, Movie Maker, Excel, etc.) by the end of 6th grade.

D. Integrate and Articulate Technology

On-going in-service is provided to help teachers with the skills they need to facilitate the Technology continuum. Through the help of Chico Unified Technology Department, Sierra View is slowly upgrading the technology in each classroom.

E. Implement BEST Behavior Positive Support Plan

The BEST Behavior Positive Support Plan is based on the premise that there are three basic rules necessary in a school: Be Safe, Be Respectful, Be Responsible. No matter where a student is or what the situation, the three basic rules always apply. By directly teaching expected behaviors to students regularly, students are clear on what staff expects. Staff provides positive feedback to students often.

Currently the following occur:

- Eagle Eye Awards are given out to students who are caught being “safe”, “responsible” or “respectful”.
- Each week a different emphasis of the school rules is featured in the weekly bulletin.
- Each SVTV (closed circuit TV) broadcast, the principal goes over one of the school rules emphasizing how to be safe, respectful and responsible.
- Every month a BEST Behavior assembly is held where student’s names are put in their classroom jar and brought to the assembly. The teacher draws a lucky winner who comes up onto the stage and spins a spinner for a prize. The principal will also ask random BEST Behavior questions to get additional prize winners.
- Spies are everywhere looking for classes that are showing exemplary behavior (i.e. best assembly behavior, lined up quickly and quietly at the bell, etc.). These classes will get an additional draw on BEST Behavior assembly day.
- Special events are planned for some lucky draws (i.e. Bingo, free watermelon recess, etc.)

Overall, the BEST Behavior has been very positive. All staff members are on the same page as to expected behavior from students. The students enjoy the positive feedback and rewards.

F. Other Evaluation Outcomes

2012 Parent Advisory Committee (PAC) Parent Report:

In the spring the Parent Advisory Committee (PAC) held its first parent-only event. The funds raised will go towards opening a 501c Foundation account in the hopes that eventually the Academics Plus Program will be able to fund its own support staff or special classes that often times get cut in the District's budget when times get financially difficult. An example of this may be if the District intends to fund a part time physical education teacher, the PAC board may choose to fund the other half of the salary from the foundation account.

In the 2011-2012 school year, the Parent Advisory Committee continued to host and/or fund the following projects:

1. New Parent Orientation
2. Printed the Academics Plus brochure and distributed through the back-to-school materials to all students at Sierra View Elementary
3. Printed, distributed and collected the Parent Agreements and Student Agreements
4. Represented Sierra View at Kindergarten Fairs

One aspect of the Sierra View's Academics Plus program that really makes Sierra View School strong is the excellent communication between the teachers and parents. The most effective tool that contributes to this communication is the use of the weekly reports. The Academics Plus Program requires that all teachers in the program use this approach. This past year the PAC decided to support teachers in this communication avenue by doing the following:

1. Covering the cost of the printing of the weekly reports. This off-set each teachers' personal copy allocation and made it so that the limited number of copies the teachers have can be used for educational purposes.
2. Covering the cost of the 1st grade math facts sheets for the 1st grade teachers. This allowed teachers to communicate with the parents regarding their child's progress towards mastering their addition and subtraction math facts.

One other area that the Parent Advisory Committee (PAC) is committed to is the Math-a-thon. This is the only, child involved, fundraiser sponsored and coordinated by the PAC. The 2011-2012 Math-a-thon almost doubled its last year's earnings by raising \$11,037. This money was divided amongst the

teachers to help off-set the costs of classroom needs for the remainder of the 2011-12 school year and the 2012-13 school year.

This year \$380.00 was distributed to each of the teachers in the program.

2012 Parent/Student Surveys: Overall, Parent and Student Surveys were positive. Both parents and students found the teachers friendly and the school had an overall positive atmosphere. Parents viewed the school as having high academic standards, high expectations for students, and excellent and caring teachers.

Many of the challenges were out of the school and administration's control: class size and the parking lot were the two most commonly mentioned areas of concern. The main challenge that did come up among the parents and the students was the lack of quality technology and more supervision during recesses.

2012 Staff Surveys: Data was gathered at the end of 2011-12 school. Staff was able to access the survey on line. Overall, the general results were positive. Most questions ranged in the 4.0-4.79 range on a 5 point scale. 13 questions ranged in the 3.73-3.99 range. It appears teachers that have been teaching for 11 or more years appeared to score a little higher on the majority of questions than the newer teachers. Overall results for 2011-12 were slightly more positive than 2010-11.

The general consensus was that teachers felt that the vision on Academics Plus is clear. However, the overall score for whether or not it is a 'shared' vision was slightly lower. Again this year teachers feel that there is too much student assessment regardless of the fact that Sierra View's API increased 20 points this year.

V. Recommendations

Recommendation #1: Choose curriculum that supports school philosophy.

Recommendation #2: Provide on-going staff development in the new Language Arts Program *Treasures* and classroom management program "Time to Teach".

Recommendation #3: Continue to work with PAC on ways to supplement the curriculum to enhance the academics already in place with additional support for music, art, science, technology, etc.

Recommendation #4: Upgrade technology in all classrooms.

Recommendation #5: Address and promote a positive "non-bullying" environment.