

The Single Plan for Student Achievement

Butte Valley Elementary School

School Name

6050702

CDS Code

Date of this revision: March 2010

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

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

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Butte Valley Unified School District

School District

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The District Governing Board approved this revision of the School Plan on March 17, 2010.

II. School Vision and Mission

Butte Valley Elementary School has adopted the goal of having every student reading and doing math at grade level by the end of third grade. It is the mission of our school for every student to have an achievement growth of one year for every year of instruction and to receive targeted, intensive, and strategic interventions whenever they are not meeting that goal.

III. School Profile

Butte Valley Elementary School is one of three regular education schools in the Butte Valley Unified School District. It is a K-6 school that has an enrollment of about 186 students. The school has an ethnic diversity of about 40% Hispanic and 60% White non-Hispanic. There are about 71% of the students who receive free or reduced priced meals at the school.

Butte Valley is a remote rural, predominately, agricultural area in far northern California. Butte Valley has two major communities in it. The first is Dorris; it has a population of about 1000 people and is located about 25 miles south of Klamath Falls, Oregon and about 130 miles north of Redding, CA. The second is Macdoel; it has a population of about 300 and is located 10 miles south of Dorris. Both communities are located on Highway 97. Our high school and elementary school are located in Dorris; the middle school is located in Macdoel.

Butte Valley Elementary School was rebuilt in the late 1990s and was occupied in June 1999. The school has 8 regular education classrooms, a special education classroom, a computer lab classroom and an afterschool program classroom. The school has a very nice gymnasium and library. During the 2008-2009 school year the library underwent the process of complete computerization of its card catalog.

The school has one administrator who is also the principal at the high school and is also the district superintendent. There is one full time library technician, one secretary, one custodian, three instructional assistants (two of which are bilingual), and 8.5 teachers and a Title I Reading Teacher. All the teaching staff is fully credentialed and none is working outside of their credentials.

The school has shown continued academic growth on state standardized testing. During the 2007-2008 school year academic performance grew to an API score of 740. During the 2008-2009 school year the school grew to its current API of 789 which is a 49 point growth over the previous year. The state API average for schools with similar demographics is 774. Butte Valley Elementary School is currently meeting 9 of 9 AYP criteria and has over 50% of its students scoring proficient or advanced in English/Language Arts and over 60% proficient or advanced in math.

In September 2009 the Title 1 Reading Teacher, the Resource Specialist Teacher and the Resource Paraprofessional began meeting with students in a "Learning Center". This Learning Center is designed to implement the strategies of Response To Intervention (RTI) and meet the needs of students who are not achieving at full potential. Students are tested using AIMS WEB testing and that data is used to determine who will be serviced in the Learning Center and what will be taught there.

At the end of the 2008-2009 school year the district adopted and purchased the new Houghton Mifflin Harcourt Excursions Reading series for the elementary school. In August 2009 the district adopted and purchased the new Houghton Mifflin Math series. Before this time the school was using a reading series from 2000 and the Harcourt math series from 2002.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Our school-wide English Language Arts (ELA) proficiency, (percent of students scoring proficient or advanced) as measured by the California Standards Test assessment is currently at a little over 50%. This is ahead of the 2009 AYP performance object of about 45% established by the federal government. An analysis of skill level data has shown that two specific skill areas, Vocabulary and Reading Comprehension, are lower than other skill areas. Strategies and actions will be defined to improve proficiency in these areas.

Our school-wide Math proficiency (percent of students scoring proficient or advanced), as measured by the California Standards Test assessment is over 60%. This is above the established AYP targets set by the federal government. The teachers, School Site Council and the administration realize that we need to keep doing an excellent job at teaching math.

B. Surveys

No surveys were conducted during 2008-2009 school year. The School Site Council does intend to conduct a parent survey during the 2009-2010 school year.

C. Classroom Observations

Several conclusions have been drawn from many classroom observations. First, Butte Valley Elementary School has 100% of its teachers that meet the NCLB requirement for Highly Qualified Teacher (HQT). All teachers are teaching within their credential area and many have more than one teaching credential. Second, the students at Butte Valley Elementary School are very diverse. About 60% are white non-Hispanic and the other 40% are Hispanic. Of the 40% that are Hispanic about half are English Language Learners. Of all the students in the school about 70% are socio-economically disadvantaged.

A fourth observation is that in each grade level there is a large gap in achievement level. Some students are achieving above grade level, some at grade level and many are below grade level. It has been observed that all teachers are doing in-class remediation, but some students are still not achieving.

Another observation is that the Reading/Language Arts and Math curriculums have recently been up-dated. The new Houghton Mifflin/Harcourt Excursions English/Language Arts Curriculum was purchased in June 2009 and the new Harcourt Math curriculum was purchased in August 2009. Also, during the 2008-2009 school year the district purchased a new Social Science curriculum which the teachers are implementing. The science curriculum is an old, out of date series that is used on an inconsistent basis. The elementary teachers are in need of further in-service on how to fully implement the new Reading/Language Arts curriculum and new Math curriculum. The district is seeking funds to purchase a new Science series, but due to budget constraints that does not seem likely in the foreseeable future.

Lastly, observations and discussions indicate that the teaching staff is in need of further in-service training in the teaching of writing as well as strategies for teaching reading and meeting the needs of our English Language Learners.

D. Student Work and School Documents

During the 2008-2009 school year the district adopted the Write Tools writing strategies program. The teachers have received four days of in-service and have been implementing the program. Student work samples indicate that the program is not being fully implemented in all classrooms equally in the district or at the elementary school. Further in-service for teachers and stricter monitoring by administration is necessary to enhance implementation.

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

V. Description of Barriers and Related School Goals

There are predominately two barriers to 100% of our students being proficient or advanced in English Language Arts and Math. They are demographics and lack of staff development.

Even though every student in our school is valued and every attempt is made to meet their needs, having a high socio-economically disadvantaged population along with having a high migrant education and English Language learner population has increased our struggle to meet the educational needs of every student. This problem can be minimized by further staff development in the differentiation of instruction and further instruction in teaching English as a second language.

We have attempted to provide staff development in the new Reading/Language Arts series, but these attempts have not provided good quality training. The teachers are working collaboratively with each other trying to get the most from our new series, but there are still several components of the program that are not being used universally by all teachers. There is also a need of further training in English Language Development, vocabulary development and writing as well as continued instruction on the best methods of teaching math.

Furthermore, we have purchased and extensively used our Accelerated Math program. We feel it is a great asset in our students' math achievement. With this in mind we purchased Accelerated Reading (AR) and student in all grades are using the program. The Reading Teacher has initiated incentives that are encouraging students to use Accelerated Reading on a more regular basis.

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) The Butte Valley Elementary School's Site Council examined the 2009 California Standards Test data and sought input from teachers in order to determine areas of greatest need at our school. As a result it was found that the English Language Learner (ELL) subgroup is in need of increased instructional and academic attention.	
Student groups and grade levels to participate in this goal: The English Language Learners in Butte Valley Unified School District are an underperforming subgroup.	Anticipated annual performance growth for each group: Butte Valley Elementary School Site Council has set the performance goal for these students at 55% proficient or advanced by June 2010.
Means of evaluating progress toward this goal: Students will be evaluated by their results on the 2010 California Standards test as well as teacher observation and California English Language Development Test (CELDT) scores.	Group data to be collected to measure academic gains: Teachers will regularly monitor ELL student's progress using oral and written language competency, reading fluency and assessments in comprehension. Teachers will disaggregate students CST data to determine how they are progressing on this criterion referenced test.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Teachers will continue to implement with fidelity the English Language Development component of the newly adopted Houghton Mifflin/Harcourt Excursions Reading/Language Arts program.	On-going	None	0	N/A
Butte Valley Unified School District will provide staff development for teachers in the newly purchased reading series.	During the summer of 2010	Teachers will participate in AB 466 Training	\$6,000	Resource 7393
Butte Valley Unified School District will seek professional development opportunities for teaching staff in vocabulary development and English Language Development.	On-going	Professional development	\$5,000	Resource 7393

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) After an analysis of data obtained from the California Standards Test, the Butte Valley Elementary School Site Council determined that academic growth in English/Language Arts was significantly behind the growth of students in math.	
Student groups and grade levels to participate in this goal: Since, school-wide, about 50% of the students have a reading achievement of proficient or advanced on the California Standards Test it was determined that all students at the school need more rigorous instruction in English/Language Arts.	Anticipated annual performance growth for each group: By June of 2010 it is expected that 55% of all students in the school will be scoring proficient or advanced on the California Standards Test.
Means of evaluating progress toward this goal: Teachers and staff will use the results of the 2010 California Standards Test to evaluate if this goal is met.	Group data to be collected to measure academic gains: The California Standards Test data for all students in grades 2-6 will be used to evaluate this goal. Data from progress monitoring curriculum specific tests will be used along with the results of the NWEA testing.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
During the 2009 -2010 school year we will fully Implement the new Houghton Mifflin/Harcourt Excursions Reading/Language Arts series along with its English Language Development (ELD) component.	2009-2010 School Year and to be Implemented by September 2010	None	0	
Butte Valley Unified School District will provide staff development for teachers in the newly purchased reading series.	During the summer of 2010	Teachers will participate in AB 466 training.	\$6,000	Resource 7393
Butte Valley Unified School District will seek professional development opportunities for teaching staff in vocabulary development and English Language Development.	On-going	Professional Development	\$5,000	Resource 7393

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3

(Based on conclusions from Analysis of Program Components and Student Data pages)

After analyzing the California Standards Test (CST) data from spring 2009, the Butte Valley Elementary School Site Council realized that math achievement in grades 2-6 is high. It is the desire of the School Site Council to maintain and even increase this achievement. Therefore we agree that to increase school-wide math achievement the new Harcourt California math textbook series needs to be fully implemented.

Student groups and grade levels to participate in this goal:

All students groups and all grade levels will participate in the maintaining and improving of math achievement.

Anticipated annual performance growth for each group:

65% of all students and all subgroups, will be performing at proficient or advanced on the California Standards Test (CST) by June 2010.

Means of evaluating progress toward this goal:

All students will be evaluated regularly using curriculum specific assessments, teacher made assessments, teacher observation and the AIMS WEB assessments.

Group data to be collected to measure academic gains:

All students will regularly be assessed and the results will be used to modify instruction and provide intervention.

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
During the 2009-2010 school year the district will fully implement the new Harcourt California math series.	To be accomplished by September 2010	None.	\$0	
During the summer of 2010 and throughout the 2010-2011 school year the district will provide staff development in the newly adopted math series.	June 2009 - June 2011	Provide staff development	\$5,000	Resource 7393

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) After identifying a need for more consistent science education and the need for students to learn content specific vocabulary using non-fiction literature the Butte Valley Elementary School Site Council voted to purchase a new science curriculum that includes appropriate hands on lab materials.	
Student groups and grade levels to participate in this goal: A new science series would be a benefit to all students at the elementary school because it would increase their knowledge of science while improving content specific vocabulary.	Anticipated annual performance growth for each group: Students in the fifth grade take the California Standards test in Science as well as math and English/Language Arts. All students' performance will be measured by teacher observation and curriculum specific tests. Fifth graders will also receive CST scores in science.
Means of evaluating progress toward this goal: Progress will be measured by students using content specific vocabulary as well as teacher observation and curriculum specific testing.	Group data to be collected to measure academic gains: All students at the elementary school will show academic gains in science.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
During the 2010-2011 school year the district will purchase a new science series with a strong component of vocabulary development for all students.	The textbook series will be purchased by August 2011	New textbooks in science will be purchased	\$15,000	Resource 7156

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) After reviewing the data on math achievement the Butte Valley Elementary School Site Council determined it is important to continue the high level of math achievement in the school. The School Site Council believes that part of this high achievement is due to the math lab and the wide-spread use of Accelerated Math in the school. Therefore, we believe the math lab and Accelerated Math should be continued.	
Student groups and grade levels to participate in this goal: All students at the elementary school should continue to use the math lab and Accelerated Math.	Anticipated annual performance growth for each group: We expect that by June 2010 65% of students in the school will be achieving proficient or advanced in math.
Means of evaluating progress toward this goal: Ultimately the means of evaluating this goal will be the students' performance on the California Standards Test (CST). The school will use the AIMS WEB math test to check student academic achievement three times per year.	Group data to be collected to measure academic gains: California Standards Test results will be used to determine academic gains.

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Butte Valley Elementary School will maintain its license to use Accelerated Math	By August of each year	Computer license to use Accelerated Math	\$2000	Resource 3010 Title 1

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	99	99	96	55	52	55	2	1	1	0	0	0
Growth API	670	744	789	688	757	808						
Base API	703	674	740		686	750						
Target	5	6	5		6	5						
Growth	-33	70	49		71	58						
Met Target	No	Yes	Yes		Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	40	41	32	33	40	32	63	65	63	6	0	3
Growth API							654	736	781			
Base API							695	661	738			
Target							5	7	5			
Growth							-41	75	43			
Met Target							No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	99	100	100	100	--	--	--
Number At or Above Proficient	20	24	48	13	16	32	--	--	--	--	--	--
Percent At or Above Proficient	20.2	23.5	50.5	23.6	29.1	59.3	--	--	--	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	No	Yes	--	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	80
Number At or Above Proficient	6	6	11	6	5	12	10	13	32	--	--	--
Percent At or Above Proficient	15.0	14.6	34.4	18.2	12.5	37.5	15.9	19.7	50.8	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	--	--	--	--	--	--	--	Yes	--	--	--	--

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

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

Appendix A - School and Student Performance Data (continued)

Table 3: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	--	--	--
Number At or Above Proficient	44	56	58	28	35	34	--	--	--	--	--	--
Percent At or Above Proficient	44.4	54.9	60.4	50.9	63.6	61.8	--	--	--	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	15	19	18	13	17	19	26	36	37	--	--	--
Percent At or Above Proficient	37.5	46.3	56.3	39.4	42.5	59.4	41.3	54.5	58.7	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	--	--	--	--	--	--	--	Yes	--	--	--	--

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

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

Appendix A - School and Student Performance Data (continued)

Table 4: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1			1	9	5	45	3	27	2	18		11
2					2	33	3	50	1	17		6
3			1	9	9	82	1	9				11
4	1	14	2	29	3	43	1	14				7
5	1	20	1	20	3	60						5
Total	2	5	5	13	22	55	8	20	3	8		40

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)
All teachers use the results from the California Standards Test to determine how students are doing in the mastery of the California State Standards from the previous grade level. Curriculum specific chapter and unit tests as well as teacher made tests are used to determine how students are progressing through specific curriculum. Teachers use this information to determine whether they need to reteach the material.

Three times per year all students at Butte Valley Elementary School take the AIMS WEB assessments to determine how they are doing on state standards. These assessments also project how students will achieve on end of year state testing and which students will need further intervention. Assessment results are also used to determine which students will receive services in the Learning Center.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use state assessments, curriculum specific assessments, and AIMS WEB assessments to determine what modifications are necessary and what material they need to re-teach.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
All the teachers at Butte Valley Elementary School are Highly Qualified under the No Child Left Behind Act of 2001. All elementary teachers have a clear California Multiple Subjects Credential and teach in self-contained classrooms.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The principal at Butte Valley Elementary School has a California Clear Multiple Subjects Teaching Credential, A CLAD Certificate and a Clear California Administrative Services Credential. He has over 29 years of educational experience and has been an administrator for over 14 years.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
There are ten (10) teachers at the elementary school (including one Reading Teacher and one Resource Specialist Teacher). None of the teachers have had AB 466 training in the new Houghton Mifflin/Harcourt Excursions Reading Series or the new Harcourt Math Series. The superintendent is planning to provide AB 466 training for all teachers as soon as it can be arranged.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
During the 2008-2009 and 2009-2010 school years staff received staff development in writing using the Write-Tools training. Further staff development is planned in reading, writing, math and technology.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Students receive ongoing reading and math support from the Reading Teacher and the Learning Center.

8. Teacher collaboration by grade level (EPC)
Since there is, on an average, only one teacher per grade, teacher collaboration is conducted as a group or divided into primary and upper grades.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
Butte Valley Unified School District has been working on aligning the Reading and Math curriculum, as well as aligning our instruction and teaching materials, to the California Content Standards. During the 2007-2008 school year there was a concerted effort to identify power standards in Math. During the 2008-2009 school year a new social science curriculum was purchased. New curriculum in Reading/Language Arts and Math were purchased during the summer of 2009.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
All teachers at the elementary school teach 200 minutes of Reading/Language Arts each day and at least 2 math lessons per day. Writing is taught during the Reading/Language Arts time.
11. Lesson pacing schedule (EPC)
Lesson pacing is scheduled as per the adopted curriculum.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
All student groups and all students have access to standards-based instructional materials in all content areas.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
During the fall of 2008 the Butte Valley Board of Education approved the purchase of a new Social Studies series and then in May 2009 the Board approved the purchase of the new Houghton Mifflin/Harcourt Excursions Reading program. In August 2009 the Board approved the purchase of the new Harcourt Math series. The district is in need to purchasing a new Science series for the elementary school.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
All teachers differentiate their instruction in order to meet the needs of all their students. Teachers teach their lessons using a variety of strategies and then re-teach the material to those students who have not grasped the subject matter. During the 2009-2010 school year a Learning Center was established in which the Reading Teacher, the Resource Specialist Teacher and a paraprofessional work with those students who have fallen behind in reading and math. Accelerated Reading is used throughout the school to enhance reading comprehension skills.

The school has a math lab with both a classified and a part-time certificated teacher. All students have an opportunity to work in the math lab to advance their math achievement. Accelerated Math is used as a supplementary program to enhance student achievement in math.
15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers strive to use best practices to enhance student achievement at Butte Valley Elementary School. Teachers use whole group, small group, cooperative grouping, one on one instruction and a variety of other strategies to meet students needs.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
Students are given opportunity to increase learning time through our SAFE After-School Program During this time students can receive help with homework as well as receiving enriched learning opportunities.
17. Transition from preschool to kindergarten (Title I SWP)
The district is the LEA for a Montessori Pre-school across the street from the elementary school.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
The City of Dorris has received a grant to establish a Community Resource Center to assist all community members and their children. The district has established a Learning Center located in the elementary school to assist students in math and reading who are in need of extra support. The Learning Center is staffed by two certificated employees (a reading specialist and a math specialist) along with a paraprofessional who works with students using SIPPS (Systematic Instruction in Phonics, Phonemic Awareness and Sight Words).
19. Strategies to increase parental involvement (Title I SWP)
Butte Valley Unified School District in Cooperation with the Butte Valley Teachers' Association desires to increase parent involvement in Parent Conferences. Therefore, during the 2008-2009 school year one night at each school was dedicated to evening parent conferences. These conferences were not well attended, but during the 2009-2010 school year we will attempt to increase evening attendance by advertising it better. Butte Valley Elementary School has parent organization known as Parents and Patrons that is active in the support of our students. Parents are also welcome to attend and be part of our School Site Council.
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
Butte Valley Unified School District contracts with Siskiyou County Office of Education to prepare the consolidated application. Before the application is completed the School Site Council provides input into the School Site Plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
Title 1 and other categorical funds are used to pay for the reading specialist who works with Title 1 and underperforming students. These funds, also, pay for highly trained paraprofessionals and some instructional materials.
22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$57,246
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education	\$4,741
Total amount of state categorical funds allocated to this school	\$61,987

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$1,247
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$124,661
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$35,465
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$1,266
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$2,062
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe*)	
Total amount of federal categorical funds allocated to this school	\$164,701

Total amount of state and federal categorical funds allocated to this school	\$226,688
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2009-10 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	\$32,018	\$124661	\$0	\$0
Carryover	\$40,493	\$0	\$0	\$1,131
Indirect Costs	-\$3,413	-\$9,974		
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation	\$69,098	114687	\$0	\$1,131

2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.		\$70,000		
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs	\$41,000	\$23,000		
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits	\$22,000	\$26,000		
4000	Supplies: Programming curriculum materials, office supplies, computer software	\$3,098			\$1,131
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing	\$3,000			
	TOTALS	\$69,098	\$119,199	\$0	\$1,131

Appendix E - Recommendations and Assurances (Butte Valley Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: March 9, 2010

Attested:

H. Wayne Campbell

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

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

Student Pledge:

I understand that I am an important part of my own education. Therefore I agree to:

- come to school prepared to learn
- complete all assigned work to the best of my ability
- demonstrate consideration for others
- accept responsibility
- strive to do high quality work

signature of student

date

Parents Pledge:

I understand that my parental involvement is vital to my child's success in school. Therefore I agree to:

- engage my child in regular discussions about school
- attend parent conferences and Back to School Night
- maintain contact with my child's teacher
- support my child's home reading program
- assist my child with homework

signature of parent or guardian

date

Staff Pledge:

As a teacher I understand that it is important that I help all of my students to succeed. Therefore I agree to:

- use a variety of instructional methods in my classroom
- evaluate carefully each student's strengths and academic needs
- treat each child with caring, kindness, and respect
- emphasize all students becoming lifelong learners
- communicate regularly with parents

signature of teachers

date

Appendix G - School Site Council Membership: Butte Valley Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
H. Wayne Campbell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dennis Butler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lori Bennett/Robin Biedenbender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sue Kelso	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Robertson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Wallace	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacki Gnech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kerry Criss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeanne Goetz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Myndy Holbrook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Criss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	2	5	0

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.