

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT DOWNIEVILLE SCHOOLS

46-70177-6050611
46-70177-4632303
CDS Codes

Date of this revision: March 2017

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 California's *Local Control Accountability Plan (LCAP)*. 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:

Contact Person:	Dr. Merrill M. Grant
Position:	Superintendent/Principal
Telephone Number:	530-289-3473
Address:	P.O. Drawer B Downieville, CA 95936
E-mail address:	mgrant@spjUSD.org

Sierra-Plumas Joint Unified School District

This school plan was adopted by the school site council on March 15, 2017.

The District Governing Board approved this revision of the School Plan on April 11, 2017.

Single Plan for Student Achievement Executive Summary

Schools: Downieville Elementary School and Downieville Jr/Sr High School

Number of Students: Downieville Elementary School:.....25

Downieville Jr/Sr High School:22

Number of Teachers:5.3

1. School-wide Focus Areas (3 Maximum)

- English Language Arts
- Mathematics Proficiency

School Profile Highlights

- 1:1 computer/student ratio
- Small class sizes
- Low student to teacher ratio
- Articulation from grade to grade: K-12
- Persistent, dedicated staff
- Classroom Aides to enhance instruction
- On-going monitoring by teachers and site administrator
- Four-Year Planning
- Arts in School Program
- Site Council
- Environmental studies a priority
- Counseling services
- After-school tutoring by certificated instructor

Barriers

- Small size
- Difficulty to attract and hire highly qualified teachers due to location
- Limited offering of sections
- Combined grade levels
- Lack of professional development opportunities that are nearby and address California teaching standards, curriculum and localized specific problems
- Lack of student cohort numbers to offer robust vocational education opportunities
- Socio-economic disadvantage for some students
- After school activities/sports limited due to low student enrollment

Actions

- Instructional aides have been hired to assist in elementary combination classes
- Expanding: Data Gathering—New California Dashboard March 2017
- Professional Learning Communities/vertical Articulation
- Independent study programs and distance learning
- Uniform offerings aligned district wide that meet A-G requirements
- District wide PSAT testing-incorporated into four year plan
- Support for new teachers
- Transitional counseling/4-year planning/"Get Focused, Stay Focused" program

- **Overview of data analysis**

- There are no statistically significant subgroups in school based upon the small numbers of students.
- Downieville Elementary School had a decrease of API points in 2013 from 860 to 840.
- Downieville High School had an increase in API points from 731 to 787 in 2013.

- **Goals based on data analysis**

- Identify bottom 40% of students for intervention (RTI)
- Using benchmark assessments will allow us to diagnose learning strengths and weaknesses
- Continue to work with our students to maintain a high rate of success on the CAASPP
- Improve the success rate of all students below proficient on all mandated tests.

- **Professional development plan**

- We will continue to address the development of standards based benchmark assessments to drive our instruction to better prepare our students.
- We have joined a consortium of professional development with Placer County.
- "Short Mondays" for professional development to be implemented in 17-18.

- **School leadership: Focus on student learning**

The site administrator, also known as "principal" (hereinafter referred to as "site administrator"), is an instructional leader, and monitors progress by:

- Using the "walk through" method of monitoring teaching and learning.
- Meeting with grade levels and content areas on a regular basis to set goals based upon instructional data.
- Allocating resources based on data and need.

A teacher-in-charge and a lead-teacher are employed to meet site needs in the absence of the site administrator.

**Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement**

**Downieville Schools
School Demographics for 2016-2017**

School Enrollment (CBEDS)	47
Percent Economically Disadvantaged (STAR)	50
Percent English Learners (STAR)	4

Ethnicity (Percent)

Hispanic	11
Asian	4
White	77
Unspecified	8

**Downieville Schools
Academic Performance Index (API) Growth**

	2012 Base API Actual	Growth Target For 12-13	2013 Growth API Actual	2012-2013 Growth Actual	Goal Met
Elementary	860	A	840	-20	Yes
JR/SR High	745	5	783	38	Yes
Subgroups	N/A	N/A	N/A	N/A	N/A

- *School scored at or above the statewide performance target of 800. No growth is needed.
- California Dashboard data ongoing 2017 and beyond; lack of significant subgroup populations a concern.

Single Plan for Student Achievement

School Profiles

Downieville Schools are located in Western Sierra County and serve the communities of Downieville, Sierra City, Goodyears Bar, Pike and Alleghany. This is a very large geographic area. Therefore, many of our students ride the bus daily. This school is one of five in the Sierra-Plumas Joint Unified School District.

Special programs include ISP (Independent Study Program) to assist students in credit recovery as well as making up out of sync classes. Tutoring is also provided with assistance from several teachers before and after school and at lunch with prior arrangements and the use of CSF tutors.

The schools serve 47 students kindergarten through twelfth grade. The ethnic make up is as follows: 2% Asian, 5% Latino/Hispanic, 88% Caucasian.

Downieville Elementary staff includes: 1 part-time administrator (shared with DHS), a .50 school secretary, 2 full time regular education teachers, .2 special education teacher, 1 special education aide, 2 part time classroom instructional aides, 1 part time librarian, 1 part time speech therapist, .5 cook, .5 custodian/ maintenance person. The two elementary classes are combined and contain kindergarten-2nd grade and 3rd-6th grade.

Downieville Jr/Sr High staff includes: 1 part time administrator (shared with DES), .50 school secretary (shared with DES), 2 full time regular teachers and 2 part time teachers, and a .50 custodial/maintenance person. The entire classified staff is shared with the elementary school.

An aggressive attendance-monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board (SARB) is comprised of school officials, government agencies and law enforcement. They are poised to step in to situations where school attendance has become a problem.

The Response To Intervention (RTI) team membership is flexible and depends upon the needs of the student, but usually includes the student, parent(s)/guardian, teacher(s), site administrator, & Special Education teacher if needed. At the RTI meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At these meetings an action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. For students still not being successful even with classroom modifications, the RTI plan can recommend special education testing when necessary and appropriate. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan, which ensures that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The Single Plan for Student Achievement also ensures that the needs of English Language Learners are met. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the state and District content and performance standards for all students. Downieville School's faculty meets and participates in staff development opportunities to stay current with District adopted data analysis programs.

1. Alignment of curriculum, instruction and materials to content and performance standards:

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science and teachers use those materials to assure that students receive instruction in the content areas based on California's content standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance on continuous monitoring and benchmark assessments. All students, K-12, are expected to master the grade level standards in order to be promoted to the next grade.

Currently in language arts we are using the state adopted textbooks, Open Court Reading, at the elementary level. These texts/programs are comprehensive and are utilized by all student groups including special education students and English language learners. In mathematics, we are currently using Saxon Math in grades K through three. All student groups use Saxon math materials. Houghton Mifflin Social Studies and Harcourt Brace Science are used in grades three through six and California Math 4th through 6th.

For 7th grade curriculum we are using Glencoe McGraw Hill Mathematics, Holt Life Science, Prentice Hall Literature for our Language Arts program, and Holt/California Social Studies. For our 8th grade program we are using Algebra – Glencoe McGraw Hill texts book, Holt Physical Science, Prentice Hall Literature for Language Arts, and Holt/California for Social Studies.

These materials were approved by the State Board of Education because they were aligned with content standards and frameworks; organized in a sequential way from grade level to grade level; contain assessment designed to measure what students know and what they can do; provide universal access for all students; and provide instructional planning and support for teachers.

All students, 9-12, are expected to master the course standards in order to earn appropriate credits and to meet all graduation requirements. In all core curricular areas Downieville Junior/Senior High School is using state adopted and or district approved textbooks. The texts are standards based and aligned with the Sierra-Plumas Joint Unified School District adopted curriculum. In the spring of 2005 math and science textbooks were adopted and purchased for the 2005-2006 school year. To be in compliance with the newly negotiated Williams Act,

science lab equipment was prioritized by the science teachers for purchase for the 2005-2006 school year. This included some of the lab equipment, which came from the closed Pliocene Ridge School. The district's Social Studies Committee has been working on the adoption of new texts district wide. We have finalized this process and delivered the new books to all classrooms. This adoption included standards-based textbooks for grades K-12.

All textbooks used in the Honors Program or the Advanced Placement courses are those approved through College Board, and are in accordance with the UC/CSU policies and regulations. A staff member from Downieville High School trained in Advanced Placement strategies allowing her to be better prepared to instruct these students. Downieville Junior/Senior High School currently offers only two AP and Honors courses: AP English Literature and Composition and AP English Language and Composition, both of which are approved accredited courses.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to insure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Standards based instructional materials (textbooks and their supplements) are purchased for every student at every grade level in the core content areas.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. In addition, each child at Downieville School is mainstreamed into the general education setting for at least part of each day as their IEP permits. For all of their classes, they have access to the mainstream teachers due to NCLB "Highly Qualified Teacher" requirements. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. All teachers on site have received either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for English Language Learners to master the curriculum. Students in need of intensive language instruction have access to a part time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days each year to provide staff development opportunities in the following areas:

- Professional Learning Communities (PLC) to align and develop assessments.
- Technology training: Smart boards and Chromebooks
- Strategies and techniques for teaching diverse student populations

- Training in the content areas
- Classroom Management
- Standards based Instruction
- K-12 Health Integration into the curriculum

4. Services provided by the regular program to enable underperforming students to meet standards:

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. At Downieville Elementary School, all students participate in a leveled reading program. Students are assessed at the beginning of the year and placed in reading groups based on the results. Each class is structured to meet the needs of the students in those particular reading levels. Students are reassessed throughout the year, and as their reading proficiency improves they are able to move to the appropriate group. Students are exposed to expository text as well as literature.

RTI meetings are held to collaboratively find ways to help under performing students meet the state standards. The team includes the classroom teachers, a special education teacher, parents, and the site administrator. As a result of these meetings, students are often referred for testing for special education services, counseling, and tutoring. A plan is developed to assist the regular education teacher meet the need of under-performing students in the classroom.

5. Services provided by categorical funds to enable underperforming students to meet standards:

Categorical and discretionary funds are used to support instructional aide time in the classroom. Both of our elementary classrooms are combination classes. One is K-3 and the other is 4-6. In order to enable the teacher to work effectively with each grade level and the diverse needs of students at that grade level, several aides are necessary. A third aide is provided to the special education classes. Therefore, Title 1, Title II and EIA-EIALL and unrestricted funds are spent on personnel who work directly with under-performing students. Much of the funding for instructional materials and supplies comes from FLEX funds. These materials assist teachers in preparing activities to give support to students needing extra assistance with course standards.

- Staff development opportunities for teachers and support staff-in Reading/Language Arts (Language!), Math and Science support the best practices in instruction.
- Supplemental Materials are provided to students to assist in their learning, including books, calculators, and other instructional materials.

6. Use of state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to inform instructors and to address individual student gaps in academic performance. Each year, the site administrator analyzes state assessment results with teachers and they discuss what actions are needed for student achievement. These actions are reviewed in staff meetings as well as individual teacher meetings with administration. Site

categorical resources target supplemental interventions to improve student performance. Teachers use state and local assessments to determine at-risk status of students, develop interventions, and determine promotion and retention. The site administrator monitors effective implementation of standards-based programs and progress of students through observation, meetings, and data basing student progress. The students who score in the bottom 30% are specifically identified for intervention.

The Sierra Plumas Joint Unified School District also maintains a promotion and retention policy.

Each year, our students participate in the CAASPP testing as required by the state. The data generated by the testing is disaggregated and made available to the teachers. Teachers are able to see areas of student strength and weakness and modify instruction to address those needs. CST was suspended in 2014 and the new CAASPP testing program will provide the student achievement data to assess program effectiveness.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All students are distributed into classrooms to achieve a balance of high, medium, and low abilities. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling. Differentiated instruction will allow students to progress at their individual pace and ability. Although the test scores at DES and DHS are consistently high, there are some students in every grade level that struggle to meet the standards.

8. Family, school, district and community resources available to assist these students:

The First 5 program of Sierra County offers assistance to parents and their families in the transition of children into the school system.

All teachers offer a quiet classroom where students may complete homework and get assistance outside of regular class time if necessary. Tutoring by certificated teacher provided daily.

9. School, district and community barriers to improvements in student achievement:

Downieville Schools serves a population of students and their families from an area that is socio-economically depressed. Sixty-five percent of our students receive free and reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care and mental health care services, absenteeism, and family instability.

10. Limitations of the current program to enable underperforming students to meet standards:

- Rural isolation leads to a lack of community resources.
- Limited ability to facilitate parental involvement in their students' academic endeavors.
- Lack of funding to provide transportation for students participating in after school programs such as additional tutoring.
- More vocational education opportunities could improve student motivation.
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Staff professional development training in California standards-based instruction, curriculum and locally specific problems requires travel, considering our remote location. This is not only expensive but often treacherous during winter months.

Single Plan for Student Achievement

School Culture

Increase opportunities to learn

To increase student attendance as measured by a decrease in the number of absences and discipline referrals.

Planned Improvements in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index, CAASPP, California Dashboard, and the English Language Development test. The school site council analyzed available data on the academic performance of all students, including English Learners, economically disadvantaged students, and students with exceptional needs. The council also obtained and considered input from the school community. Based on these analyses, the council has established the following performance improvement goals, actions, and expenditures.

Goal: ENGLISH LANGUAGE ARTS and MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 20 percent as measured on the 2017 CAASPP in English Language Arts and mathematics.

Student Group

School wide

Performance Gains – English Language Arts

ELA Target = 67.6%

School wide at or above proficient 68.4%

Socioeconomically Disadvantaged 63.6%

The Elementary School wide percentage scoring proficient or higher will increase from 68.4% (May 2015) to 70.0% (May 2016).

Performance Gains – Math

Math Target = 68.5%
School wide at or above proficient 57.9%
Socioeconomically Disadvantaged 54.5%

The Elementary School wide percentage scoring proficient or higher will increase from 57.9% (May 2013) to 68.5% (May 2014).

Means of Evaluating

Annual state assessments
Report card data

Description of Specific Actions to Improve Educational Practice

Downieville Elementary School

School wide: Instructional assistants will help with the intervention process provided by the teachers.

Means of Achievement: Increased educational opportunity for low-performing students.

Task: To assist in the daily reading language arts and mathematics intervention instruction focusing on low-performing students. Provide students (Grades K-5) in need of small group or one-to-one support in reading/language arts intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Personnel assigned: Classified aides, high school students (TA)

Start Dates: 08/29/16

End Dates: 06/9/17

Funding Source	Related Expenditure	Estimated Costs
Title 1	Classified Salary	\$ 7,000
Small Rural Schools Achievement Program (REAP)	Instructional Materials	\$ 1,400

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: On-going

People Assigned: Merrill Grant, Site Administrator

Start Dates: 08/29/16

End Dates: 06/9/17

Funding Source	Related Expenditures	Estimated Costs
Title II	Teacher Quality	\$ 1,500

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2010 CELDT

Student Group

English Learner(s)

Performance Gains

All English Learner(s) will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL student(s)

Measures: CELDT, CST ELA, ongoing classroom monitoring

People assigned: Classified Staff: New Bilingual Aide

Start Dates: 08/29/16

End Dates: 06/09/17

Funding Source	Related Expenditures	Estimated Costs
Educational Impact Aide	Classified Salary	\$ 1,700
Small Rural Schools		
Achievement Program (REAP)	Response to Intervention Stipend	\$ 600

Categorical Funding Allocated to this School/District

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

STATE PROGRAMS

Economic Impact Aid/English Learner Program **Amount: \$1,700**

Purpose: Develop fluency in English and academic proficiency of English learners

Purpose: Improve school response to educational, personal, and career needs of all students

Purpose: To increase academic achievement by improving teacher and site administrator quality.

Purpose: To increase academic achievement by providing smaller group instruction opportunities for students who are experiencing difficulties in core subjects.

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.

Title I:	Amount: \$ 7,000
Title II: Teacher Quality	Amount: \$ 1,500
REAP	Amount: \$ 6,000

Form D: School Site Council Membership

Education Code Section 64001(g) 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 school site council is as follows:¹

Names of Members	Site administrator	Classroom Teacher	Other School Staff	Parent or Community	Secondary Student
Merrill Grant	X				
Augustine Corcoran		X			
Robin Bolle				X	
Hillary Lozano			X		
Steve Folsom				X	
Melissa Kinnear				X	
Darcy White				X	
Maire McDermid		X			
Numbers of members of each category	1	2	1	4	0

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the site administrator, 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. All members must be selected by their peer group.

Single Plan for Student Achievement
Schoolwide Action Plan
Downieville Schools

English Language Arts and Mathematics

Area: *To continue to develop strategies to provide additional academic support in the areas of literacy and mathematics.*

Growth: *Downieville High School will increase the number of students scoring proficient or above on the CAASPP Language Arts and subject mathematics tests by 20 percent as compared to the 2016 CAASPP scores.*

Rationale: *To provide students with stronger literacy and mathematics skills to meet their present and future academic, vocational, and personal needs.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators*

Means of Achievement:

1. Purchasing Accelerated Reader, Accelerated Math, and Star Reading to assist students with foundational mathematics skills to enable them to successfully access the core curriculum.
2. Providing EIA/ELL aide to assist students in gaining foundation skills needed to successfully complete core classes and to pass the CAHSEE by offering tutoring in class and during lunch.
3. Motivating students to increase time spent in reading by providing materials for reading circles in the Flex Period and purchasing the Accelerated Reader program for Downieville High School.
4. Maintaining a vocational program that provides students with opportunities to apply and enhance the core academic skills in hands-on vocational settings.

Funding Source: Economic Impact Aid/English Language Learner funding and

Categorical Funding: Title VI, Small Rural Schools Achievement Program

Estimated Cost: \$4,700

Implementers: Administration, Staff, Technology Coordinator, District Testing Coordinator

Means to Assess: Comparison of CST scores in mathematics and ELA from 2012 to 2013, school schedule, classroom checks, and annual review of action plan at faculty meetings (CSTs not administered in 2014).

Professional Development

Area: *To offer training to the faculty and staff at Downieville High School to foster professionalism and collaboration, to further develop the craft of teaching, and to enhance the love of learning and teaching that originally lead them to careers in education.*

Growth: *Downieville High School will meet their API growth for fiscal year 2013/14 and meet expected goals in all areas of the AYP.*

Rationale: *To provide students with the academic and vocational skills needed to become productive, successful workers and community members.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Providing professional development opportunities to staff in the areas of assessment and course design.
2. Providing funding for teachers who are planning to teach or are teaching Advanced Placement courses to attend AP Institute workshops.
3. Scheduling minimum days to allow all teachers to participate in district Professional Learning Communities activities.
4. Offering professional development to all staff in the use of Smart Board technology and Chromebooks.

Funding Source: Title II

Categorical Allocation Teacher Quality

Estimated Cost: \$1,500

Implementers: Administration, Staff

Means to Assess: API/AYP review and annual review of action plan at faculty meetings

Core Intervention Enrollments

Area: *To continue to ensure that placement in Core Intervention and Math Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.*

Growth: *Downieville High School seniors will all pass the CAHSEE prior to graduation, and Downieville High School will achieve its API/AYP goals in 2014/15 school year.*

Rationale: *To ensure academic progress for all students toward meeting their individual academic goals and the school's overall academic goals.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Evaluating student report cards at the end of each semester.
2. Annual review of CST results to accurately place students who score Below Basic or Far Below Basic in ELA or mathematics.
3. Using intervention materials and software programs - such as provided with Language! - to accurately assess student placement in Core Intervention classes.
4. Mandating enrollment in intervention for students in Grades 11 and 12 who have not passed one or both sections of the CAHSEE.

Funding Source: Small Rural School Achievement Program (REAP)
Educational Impact Aid/English Language Learner (EIA/ELL)

Estimated Cost: \$3,000

Implementers: Administration, Staff, RTI Coordinator, Resource Specialist

Means to Assess: Annual review of CST scores, ongoing review of CAHSEE scores, and annual review of action plan at faculty meetings

School Culture

Area: *To create an environment conducive to student learning where students learn to value education and feel safe, welcome, and comfortable.*

Growth: *Truancy rate will drop by three percent and the percentage of students involved in extra- co-curricular activities will increase by three percent as compared to the 2014-15 school year.*

Rationale: *When a school focuses on learning and maintains a safe, welcoming, comfortable environment students will attend and actively participate.*

ESLR Link: *Healthy Individuals*

Means of Achievement:

1. Working closely with Sierra County Office of Education in accessing the services of the School Psychologist to work with student groups or individuals as recommended by RTI/SSTs or SARB.
2. Keeping the school facilities and grounds in good repair and clean to promote student pride, health, and safety.
3. Continued communication with parents, students, and stakeholders to improve involvement in our school and commitment to our school's goals. Funds will be used for stationery and postage.
4. Cooperation with district office, project manager, and maintenance staff in obtaining funding for facility improvements including those indicated on our Facilities Inspection Tool and recommended by School Site Council.
5. Supporting student clubs in meeting their stated goals as they relate to leadership development, community service, and academic enhancement.
6. Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.
7. Providing a period in the schedule for a teacher to serve as Academic Adviser to assist students with setting academic and career goals, funding post-high school education and/or training, and applying to colleges and universities.

Funding Source: Sierra County Office of Education and Carl Perkins Vocational Education Funds

Most cost is included in County funded Psychologist/Risk Counselor, and Maintenance and Custodial salaries.

Implementers: Administration, Staff, Students, Parents, Community

Means to Assess: Annual review of action plan at faculty meetings

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II.

Vocational Education Carl D. Perkins Funds **Amount: \$ 500**

These funds will be used to purchase instructional materials, supplies, and equipment for the vocational woodshop, computer applications.

Title II, NCLB, Part A, Teacher Quality **Amount: \$1,500**

Title II funds are used to provide professional development on technology in order to increase student access to technology in core curriculum and to assist non-NCLB teachers to obtain appropriate credentials.

Economic Impact Aid/English Learner Program **Amount: \$5,200**

These funds will be used to provide instructional aide salaries and to purchase instructional materials to help English Learners at Downieville High School successfully access the core curriculum.

Small Rural Schools Achievement Program (REAP) **Amount: \$2,000**

These funds are to support instruction and academic programs for students in rural communities. We traditionally use the funding for instructional software material

Programs Included in this Plan

<i>State and Local Programs</i>		<i>Allocation</i>
✓	Economic Impact Aid/English Learner Program <i>Purpose:</i> Develop fluency in English and academic proficiency of English Learners.	\$5,200
<i>Total amount of state categorical and flex funds allocated to this school</i>		<i>\$5,200</i>

<i>Federal Programs under No Child Left Behind (NCLB)</i>		<i>Allocation</i>
✓	Vocational Education Carl D. Perkins Funds <i>Purpose:</i> Students receive vocational and technology skills that support academic standards.	\$ 500
✓	Title II, Part A: NCLB, Teacher Quality <i>Purpose:</i> Support professional development and the use of technology.	\$1,500
✓	Small Rural Schools Achievement Program (REAP) <i>Purpose:</i> Allow rural schools to provide academic opportunities for students.	\$2,000
<i>Total amount of federal categorical funds allocated to this school</i>		<i>\$4,000</i>

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related 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 upon 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 April 11, 2017.

Attested:

<u>Dr. Merrill M. Grant</u>	<u>Merrill M. Grant</u>	3/22/17
Typed name of School Site Administrator	Signature of School Site Administrator	Date
 <u>Darcy White</u>	 <u>[Signature]</u>	 3/22/17
Typed name of School Site Council Chairperson	Signature of School Site Council Chairperson	Date