

# Downieville Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Downieville Elementary School
<b>Street</b>	130 School St.
<b>City, State, Zip</b>	Downieville, CA 95936-0396
<b>Phone Number</b>	530.289.3473
<b>Principal</b>	Merrill M. Grant, Ed.D.
<b>E-mail Address</b>	mgrant@spjUSD.org
<b>Web Site</b>	<a href="http://www.sierracountyofficeofeducation.org/">www.sierracountyofficeofeducation.org/</a>
<b>CDS Code</b>	46701776050611

District Contact Information	
<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530-993-1660
<b>Superintendent</b>	Dr. Merrill M. Grant
<b>E-mail Address</b>	mgrant@spjUSD.org
<b>Web Site</b>	<a href="http://www.sierracountyofficeofeducation.org">www.sierracountyofficeofeducation.org</a>

## School Description and Mission Statement (Most Recent Year)

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Elementary School is a small community of two multi-grade classrooms. The first is a Kindergarten through third grade class and the second is a fourth through sixth combination. The school is located at the same site as the Junior-Senior High school. They share their site administrator, office, special education, facility, custodial and kitchen staff. Both classrooms have paraprofessionals (aides) available to the primary teachers. This highly unique school offers the students the opportunity to receive a lot of direct attention from either their certificated instructor or the aide in the classroom. The kids have an opportunity to work at their grade level or move up or down as needed to become successful. Downieville Elementary School has an API of 840.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	5
Grade 1	4
Grade 2	2
Grade 3	2
Grade 4	8
Grade 5	4
Grade 6	4
Total Enrollment	29

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	3.4
Filipino	0.0
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.0
White	79.3
Two or More Races	3.4
Socioeconomically Disadvantaged	62.1
English Learners	3.4
Students with Disabilities	24.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0			

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	0		

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/08/2008.

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002</p> <p>Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002</p> <p>Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002</p> <p>Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002</p>	Yes	0
<b>Mathematics</b>	<p>Math 2 - Saxon Adopted 2008</p> <p>Math 3 - Saxon Adopted 2008</p> <p>California Mathematics concepts, skills - McGraw/Hill Adopted 2009</p> <p>Problem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009</p>	Yes	0
<b>Science</b>	<p>Science CA. ED. 2nd Grade - Harcourt Adopted 2000</p> <p>Science CA. ED. 3rd Grade - Harcourt Adopted 2000</p> <p>Science CA. ED. 5th Grade - Harcourt Adopted 2000</p> <p>Earth Science - Holt Adopted 2001</p>	Yes	0
<b>History-Social Science</b>	<p>History: Neighborhoods 2nd Grade - Houghton Mifflin Adopted 2007</p> <p>History: Communities 3rd Grade - Houghton Mifflin Adopted 2007</p> <p>History: US History 5th Grade - Houghton Mifflin Adopted 2007</p> <p>Ancient Civilizations - Holt Adopted 2006</p>	Yes	0
<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Central oil fired 50+ year old system, inefficient and requires constant repair but working system.
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Some repair needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	No apparent problems
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	No apparent problems

### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>				67	70	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	60
<b>All Student at the School</b>	
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68	71	64	56	59	61	54	56	55
Mathematics	58	75	82	46	47	57	49	50	50
History-Social Science				46	44	43	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-84	9	-20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the Site Council, Parent Teacher Organization (PTO), Sports Booster Club, and serving as volunteers in the classrooms. These services are invaluable in assisting us to meet our goal of providing a positive learning environment for our children. Our annual events include open house, back to school night, halloween carnival and sporting events. These programs and activities are what help establish our school culture. We ask that parents that wish to volunteer on a regular basis have their fingerprints cleared through the district office. Any questions, concerns or inquiries about our school and activities should be directed to Dr. Merrill M. Grant, Superintendent, at (530) 289-3473.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	0.0	0.0	0.0	1.1	3.2	3.2	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

Downieville Elementary is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas we still consider the safety of students and staff a priority. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

All students are under constant adult supervision by a school employee. In their classroom, there is always a certificated teacher and or a classified aide with the children at all times. During outside activities, recess and lunch times the school provides a dedicated aide to be with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

The site administrator is in contact with the Sierra County Sheriff's Office on a regular basis. They have been invited to have an officer attend extra-curricular activities as well as have an officer come on campus at any time. Their presence is and will always be welcome.



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					5	1			5	1		
1					3	1			4	1		
2					2	1			2	1		
3					6	1			2	1		
4					5	1			8	1		
5					5	1			4	1		
6					2	1			4	1		

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.10	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.20	---
Psychologist	0.10	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.10	---
Resource Specialist	0.25	---
Other	2.00	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,372	\$3,640	\$10,732	\$42,411
District	---	---	\$11,764	\$53,060
Percent Difference: School Site and District	---	---	-8.8	-19.2
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	93.8	-27.6

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,152
Mid-Range Teacher Salary	\$49,184	\$55,573
Highest Teacher Salary	\$66,147	\$71,908
Average Principal Salary (Elementary)	\$94,985	\$87,660
Average Principal Salary (Middle)	\$94,985	\$92,424
Average Principal Salary (High)	\$95,618	\$93,606
Superintendent Salary	\$102,170	\$116,538
Percent of Budget for Teacher Salaries	23	34
Percent of Budget for Administrative Salaries	5	7

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

**Professional Development**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.