

# **Downieville Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2011-12 School Year**

#### **Published During 2012-13**

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **EdData Partnership Web Site**

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **II. About This School**

### **Contact Information (School Year 2012-13)**

<b>School Contact Information</b>	
<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>	Derek Cooper
<b>E-mail Address</b>	dcooper@spjUSD.org
<b>CDS Code</b>	46701776050611

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.994.1044
Web Site	<a href="http://www.sierracountyofficeofeducation.org/">www.sierracountyofficeofeducation.org/</a>
Superintendent	Stan Hardeman
E-mail Address	<a href="mailto:shardeman@spjUSD.org">shardeman@spjUSD.org</a>

### School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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 860.

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

### Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 Derek Cooper, Principal, at (530) 289-3473.

### Student Enrollment by Grade Level (School Year 2011-12)

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

#### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	86.2
American Indian or Alaska Native	0	Two or More Races	0
Asian	3.4	Socioeconomically Disadvantaged	37.9
Filipino	0	English Learners	6.9
Hispanic or Latino	6.9	Students with Disabilities	6.9
Native Hawaiian/Pacific Islander	0		

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

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	1										
1	4	1										
2	7	1										
3	1	1			20	1	0	0				
4	4	1										
5	3	1			8	1	0	0				
6	2	1										
Other												

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

### III. School Climate

#### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Elementary is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This, however, does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year.

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, as one is available. Their presence is and will always be welcome.

## Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	0	3.57	0	8.32	6.37	4.04
<b>Expulsions</b>	0	0	0	0.22	0	.25

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** 10/17/2011

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 (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[ ]	Floor in the restrooms separating. Summer 2012 resurface.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Weathering.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	No apparent problems

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	2	2	2	26
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	86.57	13.43
<b>High-Poverty Schools in District</b>	84.48	15.52
<b>Low-Poverty Schools in District</b>	100	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

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	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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
Reading/Language Arts	SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002  Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002  Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002  Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002	Yes	0
Mathematics	Math 2 - Saxon Adopted 2008  Math 3 - Saxon Adopted 2008	Yes	0

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

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$17,706	\$6,806	\$10,900	\$45,728
District	---	---	\$11,275	\$51,031
Percent Difference: School Site and District	---	---	96.6%	89.6%
State	---	---	\$8,743	\$57,948
Percent Difference: School Site and State	---	---	1.25%	78.9%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,099
Mid-Range Teacher Salary	\$49,184	\$55,582
Highest Teacher Salary	\$66,147	\$71,884
Average Principal Salary (Elementary)	\$92,369	\$88,790
Average Principal Salary (Middle)	\$92,369	\$93,519
Average Principal Salary (High)	\$89,835	\$95,671
Superintendent Salary	\$116,699	\$115,401
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	7%

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



## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	88	68	71	55	56	59	52	54	56
Mathematics	88	58	75	50	46	47	48	50	51
Science				58	61	67	54	57	60
History-Social Science				45	46	44	44	48	49

\* 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59	47	67	44
All Student at the School	71	75		
Male	71	79		
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	65	75		
Two or More Races				
Socioeconomically Disadvantaged	82	82		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	10	7
Similar Schools			

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	111	-84	9
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			

\* "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.

**Academic Performance Index Growth by Student Group - 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	23	860	291	808	4,664,264	788
Black or African American	0		2		313,201	710
American Indian or Alaska Native	0		2		31,606	742
Asian	1		3		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	2		45	791	2,425,230	740
Native Hawaiian/Pacific Islander	0		0		26,563	775
White	19	854	229	811	1,221,860	853
Two or More Races	0		5		88,428	849
Socioeconomically Disadvantaged	10		133	811	2,779,680	737
English Learners	2		18	767	1,530,297	716
Students with Disabilities	4		28	754	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	2
Percent of Schools Currently in Program Improvement	---	33.3

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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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.