

SINGLE PLAN FOR STUDENT ACHIEVEMENT

POTTER VALLEY ELEMENTARY SCHOOL

2009 – 2010

23-73866-6025241
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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POTTER VALLEY COMMUNITY UNIFIED SCHOOL DISTRICT

The District Governing Board approved this revision of the School Plan on

SCHOOL VISION AND MISSION

The Potter Valley Community Unified School District provides a safe, sound, comprehensive educational environment with the participation of a supportive community. The district empowers all students with a common core of knowledge and skills, which allows them to recognize their potential to become successful and active participant in our democratic society.

SCHOOL PROFILE

Potter Valley is an agricultural community in Mendocino County, with a population of approximately 3,000. Potter Valley is separated from the adjacent rural valleys by a ring of mountains. The valley is approximately six miles long and two miles wide, with the student population coming from the valley and surrounding mountains. Ukiah, the county seat, is the nearest large population center and is located 17 miles to the southwest. The physical and cultural isolation of Potter Valley has made it a self-reliant community from its earliest history to the present day. The community has supported its own schools for over 100 years. The school provides the only developed recreational facilities in the valley and is the center for cultural activities.

Potter Valley Elementary School is located on the same site as the junior and senior high school; some facilities are shared. The school is small; as of March 2009 the K-12 enrollment was 249. of these 95 were Elementary (K-5) students. The demographics of the school are shown below.

	All Students	White not Hispanic	American Indian	Hispanic	Asian	English Learner					
K-12	248	153	61.7%	20	8.1%	72	29.0%	3	1.2%	40	16.1%
6-12	148	105	70.9%	11	7.4%	31	20.9%	1	0.7%	10	6.8%
K-5	100	48	48.0%	9	9.0%	41	41.0%	2	2.0%	30	30.0%

The Elementary staff has 6 classroom teachers, 1 bilingual aide, and shares another aide with the secondary school. School wide, 34 special education students are served by 1 resource teacher and 2 aides. Students designated with speech and language needs are serviced by a part time speech therapist and a speech technician. School facilities are adequate for the population size and well maintained. We strive to keep pace with technological advances, ensuring that there is at least one computer available for students in each elementary classroom. A well-stocked school library staffed with volunteers and a part-time librarian serves the kindergarten through fifth grade students. A new broadband project will bring high speed internet access to each classroom.

School programs and practices promote a **positive learning environment**. The school theme of Respectful, Responsible, and Safe promotes positive behavior and attitudes. Classroom teachers use the Love and Logic program to promote responsible and appropriate behavior, and have also provided complementary parenting seminars to the community. The small student-teacher ratio allows staff the opportunity to get to know each student. Teachers utilize the "class meeting" format to address student issues as they arise. In addition, our counseling team consisting of a psychologist and counselor is available to meet student needs on a group or individual basis. A small but active parent teacher association organizes Grandparents' Day, a book fair, and supports other classroom activities. Families are kept informed of school events through school newsletters, classroom communications, and a marquee in front of the school. School events such as Back to School Night, Holiday Concert, music events, and cultural activities are scheduled throughout the year for students and their families.

Field trips are an important part of the Potter Valley curriculum, especially since some students have limited opportunities to travel outside of the valley and the immediate surroundings. Each classroom teacher sets up field trips during the year to complement the curriculum; for example, 4th grade students participate in a Living History project at Fort Ross, complementing their work in California history, and themes from Fort Ross are woven into the curriculum throughout the spring. The field trips give the students an opportunity to see how the facts they've learned in the classroom apply in the real world. New insights are often gained in these settings, which provide a richer environment than even the finest textbook can manage. Trips are carefully chosen and coordinated among the teachers to strengthen academic achievement across the entire K-5 curriculum.

The administrative leadership and staff work collaboratively to review student progress, assess curriculum and identify instructional strategies to increase student achievement. The staff's focus is on the students' academic and personal growth, and on providing the highest quality instruction possible based on sound educational research, student assessment data, and identified student needs. Professional development is an important component, providing staff with opportunities to attend workshops and conferences to learn innovative instructional practices. Staff participates in weekly planning with other teachers, developing and reviewing the curriculum, and sharing ideas and strategies. This year, the elementary school joined a regional collaborative to receive training in the implementation of Professional Learning Communities.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Potter Valley Elementary School's curriculum, instruction, and materials undergo routine examination to adjust and refine the curriculum and instructional strategies based on student assessment results in the content areas of reading and math. Materials/text books selected are aligned with the California State Curricular Standards. 2009-2010 saw a reduction in instructional services as the district responds to resource reductions from the state; 2010-2011 will have similar resources. The school is prepared for further revenue changes as necessary.

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

Potter Valley Elementary School purchases state approved textbooks and materials in sequence with the adoption cycle. Supplementary materials are purchased regularly to enhance instruction, fill in textbook content gaps, and reinforce learning.

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

Certificated staff attends workshops and conferences to strengthen content understanding, refine instructional strategies, and improve the student assessment process. Training for classified staff is more local, tending to be on the job training and associated with specific needs. A new math series was adopted in 2008. In the summer of 2008, elementary teachers were trained in the use of the materials. Potter Valley Elementary's 5th grade class had the highest math score in the county on 2009 STAR tests. Assessment data shows that fourth grade writing has improved, though local assessments do not support this finding. Grade level and faculty meetings provide time for staff to address curricular issues, review assessment data, and share instructional strategies. The new Professional Learning Communities will be implemented for 2010-2011, which adds additional mentorship through the County office.

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

Potter Valley Elementary School's primary reading and math instructional programs are organized by grade levels to support students in attaining grade level standards. Some staff resources are directed to support low achieving students, which allows for some small group instruction by the regular classroom teacher. Parent volunteers and student aides also help, thus providing teachers some additional opportunities for targeted small group instruction. Some students identified as needing more reading intervention receive small group or one-on-one targeted instruction based on his/her specific need(s). Reading specialist time and aide time were eliminated in the current year in response to funding cuts. Teachers are doing some small group interventions in their planning time. There is some additional support for targeted intervention available via the Potter Valley Youth and Community Center free afterschool program.

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

English learner support is provided by a .6 teacher and two aides. An after school-tutoring program provides additional assistance. The district's Healthy Start grant provides additional programs that indirectly and directly support underperforming students. Categorical funds were also used for staff development in Professional Learning Communities.

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

Potter Valley Elementary School staff annually review the STAR test results during the pre-service staff development days as well as periodically throughout the year. In September, the Cooperative Conference team (classroom teacher, special education teacher, psychologist, principal, and other support staff) meets to review the data for each student in every class to determine students needing academic support. Reading is assessed midyear and at year's end by a consulting reading specialist to inform decisions for providing support to individual students. The results from school based assessments in reading, writing and math results are reviewed by the entire staff to identify any school wide or grade level trends that may require re-teaching, utilizing other teaching strategies, new instructional materials or staff development. The staff has begun using the Professional Learning Community process to analyze testing results, both from state tests and local assessments.

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

Potter Valley Elementary School staff actively involves parents in their child's education. We need to make a consistent effort to reach out to the underrepresented parents. For about 35% of our students, English is a second language. For their families, the language barrier is significant, severely limiting participation in school. Families with a low level of literacy and low education level need additional support regardless of their first language. Other parents' participation is limited by work/commute conditions, or conditions endemic to a rural area with a small economic base.

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

Beyond the resources provided by categorical programs, strong volunteerism, an afterschool tutoring program, and high school student assistance provide support. The school's library, staffed mostly by volunteers, makes reading materials available to students. The Potter Valley Youth and Community Center, which provides tutoring, expanded its involvement in the school with additional afterschool options. Special programs have been created in music, science, art, gardening, cooking, computers, and physical activity to supplement the core academics available at school. There is also a very active 4-H and Scout program in the valley. The 4H program includes agriculture, photography, public speaking, community service, presentations, and other activities that extend opportunities for hands-on learning.

Helping Spanish-language parents to be comfortable interacting with the school has been an ongoing and longstanding concern. Yareli Macias, our new bilingual district EL director (also the Dean/Counselor

at the High School), has been reaching out to families with limited English and is developing strategies to get those families more involved with their children’s education.

8. Limitations of the current program to enable Underperforming students to meet standards:

Underfunding for almost all aspects of the program is the largest limitation. Staff and the community are going above and beyond in providing extra help to students who need it. We have several strong, successful programs that were cut for budgetary reasons that we would add back with additional funding.

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.cde.ca.gov>

ACADEMIC PERFORMANCE INDEX (API) SCHOOL REPORT

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Growth Targets: The annual growth target for a school is 5% of the distance between its base APE and 800. Actual growth is the number of API points a school gained between its base and growth years. The California Standards Tests show how well students are doing in relation to the grade level content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards) and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

ELEMENTARY RESULTS - SUL8

Star 2009 Percent Tested 100	Number Included in the 2009 API 67	2008 API (Base) 729	2009 Growth API 723	2007-08 Growth Target 5	2008-09 API Growth -6
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Student Performance by California State Standards

CST English Language Arts - 2009 Data

Grade / (Stud.)	2 (18)	3 (17)	4 (21)	5 (16)	
Advanced	1	1	3	1	80-100%
Proficient	3	4	8	4	60-80%
Basic	7	3	7	9	40-60%
Below Basic	4	5	2	0	20-40%
Far Below Basic	3	4	1	2	0-20%

CST Math - 2009 Data

Grade	2 (18)	3 (17)	4 (21)	5 (16)	
Advanced	2	5	2	5	80-100%
Proficient	6	3	8	7	60-80%
Basic	4	3	5	1	40-60%
Below Basic	6	6	5	3	20-40%
Far Below Basic	0	0	1	0	0-20%

CST Science – Grade 5 - 2009 Data

Grade				5 (16)	
Advanced				3	80-100%
Proficient				6	60-80%
Basic				4	40-60%
Below Basic				1	20-40%
Far Below Basic				2	0-20%

(Grade 4 Writing was not tested in 2009)

2008 Testing Results

ELEMENTARY RESULTS - SUL8

	Number				
Star 2008 Percent Tested 100	Included in the 2007 API 94	2007 API (Base) 731	2008 Growth API 729	2007-08 Growth Target 5	2007-08 API Growth -2

Student Performance by California State Standards

CST English Language Arts - 2008 Data

Grade / (Stud.)	2 (18)	3 (18)	4 (23)	5 (18)	
Advanced	2	0	3	3	80-100%
Proficient	2	6	4	5	60-80%
Basic	3	7	10	7	40-60%
Below Basic	10	2	5	2	20-40%
Far Below Basic	1	3	1	1	0-20%

CST Math - 2008 Data

Grade	2 (18)	3 (18)	4 (23)	5 (18)	
Advanced	4	2	2	4	80-100%
Proficient	5	7	9	5	60-80%
Basic	6	2	7	4	40-60%
Below Basic	2	6	5	3	20-40%
Far Below Basic	1	1	0	2	0-20%

Grade 4 Writing - 2008

Scale 2-8	0	2	4	6	8
# & % of Students	2 9%	1 4%	8 35%	11 48%	1 4%

Local Measures of Student Performance

Potter Valley Elementary regularly assesses students in the areas of reading, writing and math, and this data is periodically reviewed by teachers and specialists. Student progress is detailed, and action planning is done in areas needing more intense focused instruction.

Teachers use multiple measures of informal and standardized assessment. These results guide differentiated instruction and goal setting for each student. Teachers meet to discuss strategies and student assessment results and to adjust instruction. Collaborative discussions revolve around student performance. Grade level expectations are set for each level. This process achieves a positive movement through the grade levels. The community closeness and small size of our school allows the staff to know each student, giving them the best educational advantage.

The following table illustrates multiple measures of assessment used at PVES:

	Student Analysis	Teacher Analysis	Staff Analysis
Reading	Rubric Reading log/journal Student demonstration Dramatic performance Reading retell	DRA/SRA Inventory testing Observation/anecdotal CA summative testing Pre-post curriculum test Spiral review	DRA/SRA STAR/CAT 6 Reading Specialist Bi-Annual Observation/anecdotal CELDT
Writing	Rubric Writers workshop Portfolios Student conferences Authors' chair	Rubric CA summative testing Writing proficiency tests High frequency word accountability Spell assessment Spiral review Inventory testing	Quarterly analysis Work sample review Observation/anecdotal records CELDT
Math	Rubrics Self-check lessons Portfolios	Weekly growth Numeracy Inventory testing	Benchmarks reviewed Observation/anecdotal

	Weekly growth Numeracy	Pre-Posting Spiral review	
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Each September, Cooperative Conferences are used to examine each student's academic and/or social level of support. The teacher prepares an inventory of the various academic levels as well as noting any social or emotional concerns. The teacher then meets with the principal, reading specialist, special education specialist, psychologist, and bilingual specialist to discuss the needs of her students. At that time plans are made for support for the rest of the year. This plan is closely monitored and changed as needed.

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

State testing data shows that our students have success in meeting state standards in language and mathematics. Like other schools, according to the State, our progress has not been rapid enough in getting 100% proficiency for all students. Our internal assessments, while more frequent and more closely connected with instruction, lack the stature of the state tests, but return similar results. Historically, our scores have been better than other schools in the county. In the past few years, scores have been stagnant, but the state expects growth every year. ELL students require additional help in all subjects. Our math scores tend to be better than language arts; we are especially interested in improving writing competency. However, writing will not be tested in 2010 at the elementary level.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE NEW GOALS FOR 2009-2010

LANGUAGE ARTS

2009-2010 was planned to be an adoption year for Language Arts, but the state budget crisis has postponed new textbook adoptions. One of the priorities continues to be writing, as this was an area that our assessment data shows was not well done with Houghton Mifflin and was an area that we have been giving more attention in the last three years. According to the 2008 CST's (STAR tests) our writing has improved. That is a bit more questionable according to our own local internal assessments. When textbook adoption returns to the forefront, priorities for us will include writing skills and second language acquisition.

Goal:

Continue to develop a strong writing program outside the main curriculum.
Improve student acquisition of language arts skills.

Activities associated with goals.

- Use the PLC (Professional Learning Community) process to strengthen Language Arts
- Identify essential standards
- Develop student learning goals
- Utilize assessment data to inform instruction.

STUDENT CULTURE AND ACADEMIC CLIMATE

Love and Logic is a program of consistent response to disruptive students. More than a discipline plan, Love and Logic seeks to develop a school culture that, in a context of empathy, puts responsibility for disruptive actions and their solutions back on the students so that teachers can teach and students can learn. We also have a separate curriculum to address bullying and student-to-student interaction that is presented in the 3rd grade.

Goal:

Continue the development of Love and Logic in the Elementary School.

Activities associated with goals.

- Teacher trainings
- Parent trainings (fall / spring)

The 9 essential understandings (August – fall)
 Development of Core Beliefs (August)

MATH

Goal – Review second year implementation to identify needs not being met by the adopted materials and develop materials to meet those needs.

2007- 2008 was an adoption year for mathematics. The staff received a week of training during the summer of 2008, and implemented the program in the fall of 2008. Staff recognized some difficulties not too far into 2008. Generally the pace and the level of abstractness were noted as being more challenging than the previous program. Teachers have developed and acquired supplementary material to help students transition to this new curriculum, which sometimes expected students to have had certain concepts earlier than the old program did. Students are being challenged, and have been transitioned to the new program and its expectations. Our 5th grade had the highest math scores in the County. Although professional development money will be more limited next year, any good math PD that comes to the county or is not too costly should be made available to interested teachers.

One area of concern is that elementary math scores have been relatively high, but secondary scores have been lacking. Since the larger goal is to graduate students proficient in math at the 12th grade level, it's important to address this problem vertically in conjunction with the staff at the middle school and high school level. The new curriculum changes how some of these more challenging concepts are taught.

Goal

- Refine program and review of pacing, program materials and supplemental or 3rd party materials.
- Review essential standards and assess student learning of those standards
- Collaborate with secondary school to develop a comprehensive strategy for improving proficiency through 12th grade.

Activities associated with goals.

- Order materials; include 3rd party materials (spring 10)
- Review CST scores with aim of identifying standards that students are having difficulties; check against program and or 3rd party materials to improve student performance. (August)
- Train staff in use of Data Director as a tool to analyze scores and identify standards requiring more attention.
- Vertical collaboration in math with the Jr. High and High School staff

RESOURCES TO SUPPORT THE ATTAINMENT OF 2009 - 2010 GOALS

LANGUAGE ARTS

Goal Continue to develop a strong writing program outside the main curriculum.
 Improve student acquisition of language arts skills.

Activity	Staff Resources	Financial Resource	Comment
Review CST scores with aim of	K-5 Teachers &		August Pre-Service

identifying standards that students are having difficulties; check against program and or 3 rd party materials to improve student performance.	Specialists (core)		days
Discuss Data Director as a source to aggregate scores or identifying standards to focus more attention	K-5 Teachers		This is a discussion item – any follow through would be helped by student aides for input
Order materials, include 3 rd party materials (spring 10)	Teachers and office staff	Some state textbook funds may be available depending on the publisher	Consumable materials need to be ordered in spring 10' others could be done at the same time.

STUDENT CULTURE AND ACADEMIC CULTURE

Goal - Continue the development of Love and Logic in the Elementary School.

ACTIVITY	STAFF RESOURCES	FINANCIAL RESOURCES	COMMENT
Inservice 1 day early	Cherie/Nichole	Salary	To cover time teaching inservice support staff - 8/13
Purchase material	n/a	\$8 x 20 daily reminder posters; Books recommended by L & L	Posters; Schoolwide Discipline Without Loopholes book \$11.95; Calming the Chaos DVD \$21.95
Nine Essential Skills training	Cherie/Nichole teach PK-5 teachers and specialists	n/a	August Preservice and continuing monthly
Develop core beliefs, learn recovery process	Cherie/Nichole teach PK-5 teachers and specialists	n/a	August Preservice 8/17
Support staff training	Cherie/Nichole, all support staff	Salary support staff 9:00-2:00	August Preservice 8/18
Parent training facilitator seminar	Cherie/Nichole, Community Center person	\$1000 each and salary for 1 day - Community Center pays own	10/14-10/17 (10/14 travel day)
Purchase parent training package	Cherie/Nichole to order only	\$700 English \$750 Spanish \$22 Certificates	Cheaper if purchase at training conference
Parent training	Cherie/Nichole, Community Center person	n/a	First session - 10/20, 10/27, 11/3, 11/10, 11/17, 11/24 Second session – 2/24,

Ongoing teacher training, meeting support	PK-5 teachers and specialists	n/a	3/3, 3/10, 3/11, 3/24, 3/31
Teacher staff support observations	Cherie/Nichole	Release days salary	1 hour 2 nd Friday each month at 12:30 5 days each (on as needed, pre-approved basis) could be hourly

MATH

Goal – Review first year implementation to identify needs not being met by the adopted materials and materials to meet those needs.

Activity	Staff Resources	Financial Resource	Comment
Review CST scores with aim of identifying standards that students are having difficulties; check against program and or 3 rd party materials to improve student performance.	K-5 Teachers & Specialists (core)		August Pre-Service days
Discuss Data Director as a source to aggregate scores or identifying standards to focus more attention	K-5 Teachers		This is a discussion item – any follow through would be helped by student aides for input
Order materials, include 3 rd party materials (spring 09)	Teachers and office staff	Some state textbook funds may be available depending on the publisher	Consumable materials need to be ordered in spring 09' others could be done at the same time.

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

The district charges 10.3% against all programs to account for total costs to implement and administer programs.

CATEGORICAL FUNDING ALLOCATED 2009-2010

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

STATE PROGRAMS

Economic Impact Aid/ English Learner Program Amount: \$36,249
Purpose: Develop fluency in English and academic proficiency of English learners.

SLIP (School and Library Improvement Program) Amount: \$16,676
Purpose: Improve school response to educational, personal and career needs of all students.

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program Amount: \$77,681

Total amount of state and federal categorical funds allocated to this school: \$130,606

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Manya Wik		X			
Terrie Ellis			X		
Nicole Noricks		X			
Karen Dominguez				X	
Andrea Caldwell				X	
Peggy Vest		X			
Elaine Lindelef				X	
Wendie French				X	
Scott Paulin	X				
Numbers of members of each category	1	3	1	4	

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:

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

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.

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*)

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.

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.

This school plan was adopted by the school site council

Attested:

Scott Paulin
Typed name of School Principal

Signature of School Principal

Date

Scott Paulin
Typed name of SSC chairperson

Signature of SSC Chairperson

Date