

SINGLE PLAN FOR STUDENT ACHIEVEMENT  
POTTER VALLEY JUNIOR HIGH AND HIGH SCHOOL

MARCH 2010

23-73866-2330041  
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 March \_\_\_\_, 2010

## 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 participants in our democratic society.

## School Profile

Potter Valley is an agricultural community in Mendocino County, with a population of under 3,000. Mountains ring the valley, which physically separates it from adjacent rural valleys. Ukiah, the county seat and closest center of appreciable population, is 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 valley's population is small but the community has supported its own schools for almost 100 years. The recreational and cultural center of the valley, the school brings the community together.

Potter Valley Junior High and High School is located on the same site as the elementary school. Many of the facilities are shared which, at times, poses a scheduling challenge. The student population is comprised of 79% white with 12% Hispanic or Latino and 8.6% American Indian. The teaching staff is 100% credentialed with one teacher working on an intern credential. School facilities are adequate and well maintained. We strive to keep pace with technological advances and there is at least one computer available for students in each classroom. The junior-senior high school computer lab was completely renovated during the 2006-2007 school year. The well-stocked library serves the seventh through twelfth grade students. School programs and practices promote a positive learning environment. A part-time counselor was replaced in Fall of 2009 with a full-time Counselor/Dean of Students position. A counseling team comprised of two part-time psychologists and the Counselor/Dean, address student needs on a group or individual basis. Students of the Month are selected by teachers and are recognized at monthly school board meetings. An active parent group, and high school Boosters Club supports our students in a variety of ways. Families are kept informed of school events through school newsletters, classroom newsletters and the marquis in front of the gym which was renovated by the woodshop teacher and class in 2008. Back to School Night, a holiday concert along with other music concerts and drama productions as well as Open House are school events scheduled throughout the year for students and their families.

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, their academic progress, personal growth, and providing the highest quality instruction based on sound educational research. Professional development is an important component providing staff with opportunities to attend workshops and conferences to learn the best instructional practices. In September 2009 Potter Valley Schools K-12 joined a county-wide collaborative training in the implementation of Professional Learning Communities (PLC's). The PLC process, interestingly, seems to be a formalized process of planning with other teachers to develop and review curriculum and share ideas and instructional strategies, something we have been doing at P.V. schools for over 15 years. The PLC training did, however, take the focus from teacher instruction and place it on student learning as measured by ongoing assessment.

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to California State Standards:

Potter Valley Junior and High School's curriculum, instruction, and materials undergo a regular examination adjusting and refining the curriculum and instructional strategies based on student assessment results in the content areas. All course outlines have undergone revision during the 2009 -2010 school year to better align curriculum with California State Standards. PLC's will continue to identify "Essential State Standards" and, following the state's textbook funded adoption cycle, materials/text books selected are aligned with the California State Standards.

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

Potter Valley Junior and High 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.

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

Certificated and classified staff attend workshops and conferences to strengthen content understanding, refine instructional strategies, and improve the student assessment process. During the 2009-10 school year, staff development monies have supported staff attendance of workshops focusing on refining Professional Learning Communities around the advancement of student learning as measured against state standards.

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

Potter Valley Junior and High School's primary reading and math instructional programs are organized by competency levels to support students in attaining grade level standards. *Directed Studies* program staffed with special education teacher and technicians is provided to assist struggling students.

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

Economic Impact funds help to provide support services of a part-time certificated teacher for English Language learners, though we have had difficulty filling the position which was vacated at the beginning of the 2009-10 school year. A part-time bilingual aide assists the ELD instructor in providing direct services to English Language Learners. State "anytime money" is used for after school tutoring and other academic support services including summer academic academies.

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

Potter Valley Junior and High School staff annually review the STAR test results during the pre-service staff development days as well as periodically throughout the year. The district is in the process of training all teachers in the use of Data Director software as a tool to better analyze

student assessment data. The results from school based assessments in each class are reviewed to help determine if the students require reteaching, utilizing other instructional strategies. The junior and senior high school has begun development of standards-based benchmark assessments for math. Benchmarks in science, English, and history will be developed over the next four years.

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

All teachers help students in their classes that are experiencing low performance. Across the spectrum of classes, there are students who do not perform at grade level. The majority of courses are heterogeneous in nature, requiring teachers to communicate curriculum to a wide variety of ability levels. We identify students who need extra support and assign each according to his/her need whenever possible, but sections of remedial courses have been reduced over the past ten years. *Directed Studies* program staffed with special education teacher and technicians is provided to assist struggling students.

Implementation of new benchmark assessments will help identify areas of need for individual students.

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

Staff sends out progress reports four times a year to inform parents of adequate progress. Parents are encouraged to contact teachers to discuss student needs and concerns. The school, in partnership with the Potter Valley Youth and Community Center, has been awarded an after-school program grant that has enabled us to provide after-school tutoring and targeted instruction in areas of need. Additionally, this partnership provides extra fifth-day programs in the arts, sciences, vocational areas, and the availability for students to get extra academic help, or take online college courses.

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

Potter Valley Junior and High School staff attempts to involve parents in their child's education. We are trying to reach out to our under represented parent demographics. Some parents with limited English language skills may be hesitant to come to school or communicate their concerns to the school. Limited number of teaching staff impacts the availability of different teaching styles and approaches. Students have a limited choice of pedagogical approaches, and a limited selection of electives and arts courses. The four-day week, with optional fifth-day offerings has improved access to electives and the arts.

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

Funding of programs is a limitation with the current budget crisis in our state. Also a small but dedicated staff is spread very thin and this reduces some opportunities to work with students. Time and resources available to support underperforming students without IEP's is limited. Rigorous graduation requirements and small teaching staff limit the number of non-college prep or remedial courses we can offer.

## 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 API 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.

#### High School Results

Star 2009 Percent Tested	Number Included in the 2009 API	2008 API (Base)	2009 Growth API	2008-09 Growth Target	2008-09 API Growth
98	56	718	698	5	-20

#### Junior High School Results

Star 2009 Percent Tested	Number Included in the 2009 API	2008 API (Base)	2009 Growth API	2008-09 Growth Target	2008-09 API Growth
100	54	678	711	6	33

### Academic Performance Index (API)

Year	API Base	API Growth	API Point Growth	Met API Growth
2008-2009	718	698	-20	No
2007-2008	718	718	0	No
2006-2007	622	718	96	Yes

### Adequate Yearly Progress (AYP)

Year	Percent Part. ELA	Percent Part. Math	Percent Proficient ELA	Percent Proficient Math	API Growth	Grad. Rate	Made AYP
2008-2009	100%	100%	52.4%	61.9%	698	100%	Yes
2007-2008	100%	100%	66.7%	61.9%	718	95.7%	Yes
2006-2007	100%	97%	50.0%	65.5%	718	100%	Yes

### California High School Exit Exam

#### ELA 10<sup>th</sup> grade Census

ELA	Number Tested	Number Passed	Percent Passed (350)	Number Not Passed	Percent Not Passed	Mean Scaled Score
2008-2009	22	17	77%	5	23%	379
2007-2008	20	18	90%	2	10%	390
2006-2007	32	30	94%	2	6%	383

#### Math 10<sup>th</sup> grade Census

Math	Number Tested	Number Passed	Percent Passed (350)	Number Not Passed	Percent Not Passed	Mean Scaled Score
2008-2009	22	18	82%	4	18%	375
2007-2008	20	19	95%	1	5%	385
2006-2007	31	24	77%	7	23%	386

## Student Performance by California State Standards

### High School CST English-Language Arts

Grade	7	8	9	10	11
Advanced	20%	15%	18%	14%	20%
Proficient	25%	20%	24%	19%	25%
Basic	30%	40%	29%	38%	20%
Below Basic	15%	15%	18%	10%	20%
Far Below Basic	10%	10%	12%	19%	15%

### High School CST Math

CST	Gen. Math (only 2 tested)	Alg. I	Geometry	Alg. II	Summative Math
Advanced	No data	0%	0%	0%	No data
Proficient	No data	7%	15%	0%	No data
Basic	No data	27%	46%	55%	No data
Below Basic	No data	33%	31%	36%	No data
Far Below Basic	No data	33%	8%	9%	No data

### High School History & Science CST's

CST	World History	U.S. History	Life Science	Biology	Earth Science
Advanced	0%	10%	19%	6%	12%
Proficient	0%	40%	38%	38%	6%
Basic	48%	30%	24%	44%	47%
Below Basic	24%	10%	5%	6%	12%
Far Below Basic	28%	10%	14%	6%	23%

### Junior High CST's

Grade	7 <sup>th</sup> Math	8 <sup>th</sup> Math	8 <sup>th</sup> Algebra 1	8 <sup>th</sup> Social Science	Science
Advanced	0%	N/A	0%	5%	5%
Proficient	22%	N/A	0%	40%	25%
Basic	22%	N/A	55%	25%	25%
Below Basic	39%	N/A	45%	20%	25%
Far Below Basic	17%	N/A	0%	10%	20%

## Local Measures of Student Performance

Potter Valley Junior and Senior High Schools are in the process of developing periodic assessments for students on a school wide basis in the areas of reading, writing and math. This is in addition to classroom subject area assessment. The school wide assessment data will be reviewed by the entire staff through the PLC process. Student progress will be charted, achievement trends noted, and areas for improvement identified with action plans developed to address the areas of need. We will begin with the reimplementation of school-wide writing assessments that were abandoned in 2004. These school-wide writing assessments will provide data to inform instruction in writing across grade levels with the learning goal of all students demonstrating a basic level of proficiency in on-demand writing in order to graduate Potter Valley High School.

Additionally, the creation of benchmark assessments aligned with essential state standards and PLC process will provide ongoing analysis of formative and summative assessments in order to inform instruction and inform the creation of student learning goals.

## Conclusions from Student Performance Data

Over the past 10 years programs providing all students the opportunity to achieve high academic goals have been researched, created, established, evaluated, and refined. The data shows our students have historically been quite successful in meeting state requirements such as Passing the California High School Exit Exam and completing a rigorous course of study. Additionally, a significant percentage of graduates go on to attend two and four year colleges, but as the rigorous state standards are more fully implemented and their percentage of the STAR assessment increases along with the No Child Left Behind legislation becoming a more prominent component of our curriculum and assessment goals, we must examine the time designated for subject matter instruction, assess our teaching strategies in relation to student performance, and review resource allocations. There is some anecdotal evidence that STAR Test results are somewhat unreliable due to student test apathy and the statistical unreliability of test results due to our small sample size. Strategies to encourage students to try harder on these tests are being researched. Current experimentation with the four-day school week includes the possibility of requiring students who score below proficient to attend some fifth day remedial classes to prepare them for the tests. It is hoped that this will encourage those who “Fill in bubbles” to take the test seriously, and that it would provide real remediation for those students who need it. The curricular areas that continue to be a focus which is supported by the STAR data are reading, writing, and math. The No Child Left Behind legislation adopted in January 2002 required each school district to focus on the curricular areas of reading and math. In order to create goals that correspond with the STAR and local assessment data and support the federal requirements for categorical money, the goals for improving student achievement in reading and math at Potter Valley Junior and Senior High School have been addressed through a more targeted placement of students in ability leveled courses whenever possible. Additionally, Potter Valley Junior-senior High School will work toward the goal of improving student writing through direct instruction and periodic writing assessment. Focused work in identifying “Essential Standards” for Language Arts, Math, Science, and History and then better aligning courses to those standards through development of student learning goals and benchmark testing are necessary to support increased student performance in all curricular areas.

## School Goals for Improving Student Achievement

### **Action Plan #1                      State Standards**

**Goal:** To improve the alignment of instruction and student learning goals to essential state standards.

**Rationale:** In order to achieve the goal of student proficiency as measured against state standards, essential standards need to be identified and student learning goals, pacing guides, and benchmarks need to be developed.

#### **Criteria Addressed:**

**Criterion** B-1: Alignment of curriculum to essential standards will improve student achievement of the academic standards

**Criterion** C-1: Development of student learning goals, and pacing guides, will increase the extent to which all students are involved in challenging learning experiences to achieve the academic standards and expected school-wide learning goals.

**Criterion** D-1: Implementation of benchmark assessments will assist in analyzing and reporting student performance data to parents and other shareholders.

#### **ESLR's Addressed:**

**Goal 1:** Demonstrate command of essential academic knowledge and skills

**State Content Standards Addressed:** This effort will increase targeted instruction and focused student learning on essential state standards.

**Evaluation of the Action Plan Accomplishments and Effectiveness:** Essential state standards will be identified for each content area. Course outlines will reflect student learning goals for these standards, including pacing guides with scheduled benchmark assessments.

**Reporting Format and Feedback to All Shareholders:** Course outlines and pacing guides will be shared with school board, School Site Council, and students. Formalized discussion of these revised course outlines will be held at least annually.