

Potter Valley 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	
School Name	Potter Valley Elementary School
Street	10401 Main St.
City, State, Zip	Potter Valley CA, 95469
Phone Number	(707) 743-1115
Principal	Carolyn Barrett
E-mail Address	cjbarrett@mcoe.us
CDS Code	23-73866-6025241

District Contact Information	
District Name	Potter Valley Community Unified School District
Phone Number	(707) 743-2101
Superintendent	Damon Dickinson
E-mail Address	damon@mcoe.us
Web Site	www.pottervalleyschools.us

School Description and Mission Statement (Most Recent Year)

Potter Valley Community Unified School District was born out of a community commitment to local education. Once a part of Ukiah Unified Schools, community members came together in the late 1970's to fight for the right to form our own school district under local control. This dream became a reality in 1977-1978 when Potter Valley officially de-unified from Ukiah and formed Potter Valley Community Unified School District.

After over 37 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade. We are pleased to offer drama, Spanish and art throughout the district. We have an early release day on Friday for students which enables teachers to participate in professional development opportunities.

We pride ourselves in providing a uniquely relational approach to education in contrast to the big-box schools that struggle to keep students from becoming a face in the crowd. As state and federal mandates and increased governmental intrusion place greater emphasis on data driven decision making and increased focus on student performance measured by high-stakes testing, the students, parents, and staff at Potter Valley Elementary School have committed themselves to making the necessary adjustments to meet these demands, but also to remain true to our roots and keep the best interest of students at the center of everything we do. Our motto, "Potter Valley Schools, a family rather than a factory approach to education," expresses this focus, and inspires all stakeholders to work hard to maintain a school where "Community" is more than just a word in our district name; it is a description of how we approach education.

For questions about our schools contact the school offices. Elementary Office 707-743-2101 Jr./Sr. High Office 707-743-1142

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

Grade Level	Number of Students
Kindergarten	18
Grade 1	28
Grade 2	20
Grade 3	18
Grade 4	18
Grade 5	15
Grade 6	21
Total Enrollment	138

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	0.0
White	46.4
Two or More Races	5.8
Socioeconomically Disadvantaged	80.4
English Learners	29.7
Students with Disabilities	10.1

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	9	9	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: 2014

The District is currently researching curriculum that is aligned with the Common Core 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	Reading Kindergarten, Houghton Mifflin - 2002 Reading Delights - Triumphs 1-6th grades, Houghton Mifflin - 2002	Yes	0
Mathematics	Envision Math K- 5th grades, Scott Foresman - 2008 Math Course 1, McDougal Littell - 2008	No	0
Science	Discovery Works 1 - 6th Grades, Houghton Mifflin - 2000	No	0
History-Social Science	My World - World Hist. 1st - 6th grades, Houghton Mifflin - 2008	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Elementary School was constructed in the 1950's and the Junior/Senior High School was built in 1981. The gymnasium, built in the 1950's is used by the Elementary, Junior High and Senior High schools. The stage was re-purposed in 2009 and transformed into a weight training facility that can be monitored while other activities are supervised in the gym.

School buildings and grounds are generally in good repair and students and staff work together to keep them clean and maintained. Students in our landscaping class do upkeep of lawns and flower beds and also construct various landscape projects annually.

Recent facilities improvements included re-roofing several buildings in the district, resurfacing the gym floor, removing trees that were causing damage to structures or sidewalks, and installing a back-up water storage system.

Routine site inspections are performed monthly by maintenance staff. The latest report showed no safety issues and several items in need of repair. Safety inspections are performed at least annually by the district's insurance company with the guidance and cooperation of our maintenance staff.

In the 2012-13 School Year the District has contracted Alameida Architecture to prepare a Facility Assessment and Master Plan. A copy of this plan can be requested by contacting Mary Thornton in the District Office at 707-743-2101.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 6, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	The electrical main switchgear needs to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	The roof of room 12 needs to be resurfaced. This is a portable building.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

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
Science (grades 5, 8, and 10)	55	55	36	60	40	34	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
All Students in the LEA	34
All Student at the School	36
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

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	44	45	36	43	41	31	54	56	55
Mathematics	51	48	46	35	27	27	49	50	50
History-Social Science				45	35	22	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	3	3	2
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	18	17	-41
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	27	19	-23
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.

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 vital part of our school and have many opportunities to be involved. We include parents in many decisions through participation in the School Site Council, community meetings, field trips, fund raising events and parent committees. Our library is staffed by parent volunteers. Additionally, parents are welcomed in classrooms to assist with special projects and are utilized as chaperones on field trips. School administrators welcome parent phone calls and are readily available to meet with parents to discuss concerns or take input on school programs or projects. Parent input is also gathered for programs such as Title I, English Language Learners and Special Education. Last year parents participated in planning and writing the Local Control Accountability Plan.

Parents interested in meeting with teachers or administrators are encouraged to call the elementary school office at 707-743-1115 and speak with principal, Carolyn Barrett, or school secretary, Mary Esenbock.

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
Suspensions	0.0	1.8	3.4	0.0	6.2	5.3	5.7	5.1	4.4
Expulsions	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)

The Comprehensive School Safety Plan was originally adopted in 1998. Since that time this plan has been used as a reference to guide board policy, administrative regulations, and site level planning and procedures.

Safety concerns are addressed weekly at Maintenance Operations Transportation and Safety Committee meetings. Concerns regarding safety, including those related to student behavior are addressed immediately. Students participate in fire, earthquake and school lock-down drills and bus evacuation drills.

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	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

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.

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
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.1	---
Speech/Language/Hearing Specialist	0.1	---
Resource Specialist	0.6	---
Other	0	---

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	\$6,278	\$1,693	\$4,585	\$50,328
District	---	---		\$48,962
Percent Difference: School Site and District	---	---		2.8
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-2.2	-13.1

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

Types of Services Funded (Fiscal Year 2013-14)

Categorical Funding Sources have restricted uses, but support the school in the mission of equitable services to all students.

Categorical funds are used in facilitating the development of the district's Local Improvement Plan. School staff, school site councils, other site personnel, and advisory committees provide oversight of categorical funds. Advisory Committees, site instructional leaders, and project coordinators oversee the management of the English Learners Program, monitor and provide instructional support to all categorically funded programs under the new NCLB Reauthorization Act, and conduct needs assessments. The superintendent is responsible for monitoring the site level implementation of categorical programs and acting as a liaison for the district with the federal and state government and county agencies.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,450	\$38,152
Mid-Range Teacher Salary	\$45,767	\$55,573
Highest Teacher Salary	\$61,944	\$71,908
Average Principal Salary (Elementary)	\$0	\$87,660
Average Principal Salary (Middle)	\$72,979	\$92,424
Average Principal Salary (High)	\$72,979	\$93,606
Superintendent Salary	\$90,000	\$116,538
Percent of Budget for Teacher Salaries	32	34
Percent of Budget for Administrative Salaries	8	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

In addition to the 4 days of professional development scheduled at the beginning of the school year, there are 33 minimum days that are used for professional development. Teachers, administrators, and classified staff, are welcome to participate in professional development outside of the district. For 2014-15, the district has hired a mentor/coach for all new teachers in the district. This mentor provides support for development of lesson plans, academic pacing, classroom management and all aspects that new teachers need to succeed in a new district. This mentor is also available to all certificated staff.