

Potter Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., 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 (e.g., the California State Library). 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.

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	Lori Candelaria
E-mail Address	lcandelaria@mcoe.us
Web Site	
Grades Served	K-6
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 Thursdays 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 707-743-1115 Jr./Sr. High Office 707-743-1142

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	21
Grade 1	16
Grade 2	23
Grade 3	19
Grade 4	17
Grade 5	14
Grade 6	11
Total Enrollment	121

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	3.3
Hispanic or Latino	50.4
White	44.6
Two or More Races	1.7
Socioeconomically Disadvantaged	72.7
English Learners	29.8
Students with Disabilities	9.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	9	7	17.8
Without Full Credential	0	0	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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 2015-16)

Year and month in which data were collected: Sept, 2015

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 is on our district web-site. On November 3, 2015, the Potter Valley community passed a general obligation bond for \$3.1 million to repair our facilities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 5, 2015				
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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 5, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February 5, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	16	44
Mathematics	17	9	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	20	18	90.0	50	28	17	6
	4	17	17	100.0	29	24	35	12
	5	16	14	87.5	36	36	21	7
	6	11	11	100.0	45	36	18	0
Male	3		8	40.0	--	--	--	--
	4		8	47.1	--	--	--	--
	5		9	56.3	--	--	--	--
	6		7	63.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		10	50.0	--	--	--	--
	4		9	52.9	--	--	--	--
	5		5	31.3	--	--	--	--
	6		4	36.4	--	--	--	--
American Indian or Alaska Native	3		1	5.0	--	--	--	--
	4		1	5.9	--	--	--	--
	6		1	9.1	--	--	--	--
Hispanic or Latino	3		9	45.0	--	--	--	--
	4		9	52.9	--	--	--	--
	5		5	31.3	--	--	--	--
	6		7	63.6	--	--	--	--
White	3		7	35.0	--	--	--	--
	4		7	41.2	--	--	--	--
	5		9	56.3	--	--	--	--
	6		3	27.3	--	--	--	--
Two or More Races	3		1	5.0	--	--	--	--
Socioeconomically Disadvantaged	3		14	70.0	50	36	14	0
	4		11	64.7	45	27	18	9
	5		12	75.0	33	42	17	8
	6		9	81.8	--	--	--	--
English Learners	3		3	15.0	--	--	--	--
	4		3	17.6	--	--	--	--
	5		3	18.8	--	--	--	--
	6		5	45.5	--	--	--	--
Students with Disabilities	3		2	10.0	--	--	--	--
	4		2	11.8	--	--	--	--
	5		3	18.8	--	--	--	--
	6		2	18.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	20	18	90.0	44	33	22	0
	4	17	17	100.0	29	47	24	0
	5	16	14	87.5	36	36	7	7
	6	11	11	100.0	36	64	0	0
Male	3		8	40.0	--	--	--	--
	4		8	47.1	--	--	--	--
	5		9	56.3	--	--	--	--
	6		7	63.6	--	--	--	--
Female	3		10	50.0	--	--	--	--
	4		9	52.9	--	--	--	--
	5		5	31.3	--	--	--	--
	6		4	36.4	--	--	--	--
American Indian or Alaska Native	3		1	5.0	--	--	--	--
	4		1	5.9	--	--	--	--
	6		1	9.1	--	--	--	--
Hispanic or Latino	3		9	45.0	--	--	--	--
	4		9	52.9	--	--	--	--
	5		5	31.3	--	--	--	--
	6		7	63.6	--	--	--	--
White	3		7	35.0	--	--	--	--
	4		7	41.2	--	--	--	--
	5		9	56.3	--	--	--	--
	6		3	27.3	--	--	--	--
Two or More Races	3		1	5.0	--	--	--	--
Socioeconomically Disadvantaged	3		14	70.0	50	43	7	0
	4		11	64.7	27	64	9	0
	5		12	75.0	42	25	8	8
	6		9	81.8	--	--	--	--
English Learners	3		3	15.0	--	--	--	--
	4		3	17.6	--	--	--	--
	5		3	18.8	--	--	--	--
	6		5	45.5	--	--	--	--
Students with Disabilities	3		2	10.0	--	--	--	--
	4		2	11.8	--	--	--	--
	5		3	18.8	--	--	--	--
	6		2	18.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54	36	53	39	34	55	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	55
All Students at the School	53
Male	--
Female	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	50
Foster Youth	--

Note: 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.

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, Lori Candelaria, 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.79	3.38	3.76	6.21	5.34	7.45	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.36	0.00	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	2							21		1	
1	23		1						16	1		
2	19	1							23		1	
3	18	1							19	1		
4	17	1							17	1		
5	21		1						14	1		
6	17	1							11	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,254	\$1,693	\$4,561	\$41,907
District	N/A	N/A	\$3,667	\$48,446
Percent Difference: School Site and District	N/A	N/A	24.4	-13.5
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	-14.7	-29.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$31,973	\$38,953
Mid-Range Teacher Salary	\$48,055	\$57,103
Highest Teacher Salary	\$65,041	\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)	\$89,674	\$98,146
Average Principal Salary (High)	\$89,674	\$97,758
Superintendent Salary	\$101,000	\$117,803
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	9%	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 (Most Recent Three Years)

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. In 2014-15, the district 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. This support proved to be so successful that it has been continued in 2015-16.