

Potter Valley High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Potter Valley High School
Street	10401 Main St.
City, State, Zip	Potter Valley CA, 95469
Phone Number	(707) 743-1142
Principal	Holly McLaughlin
Email Address	hmclaughlin@pottervalleyschools.us
Website	www.pottervalleyschools.us
County-District-School (CDS) Code	23-73866-2330041

Entity	Contact Information
District Name	Potter Valley Community Unified School District
Phone Number	(707) 743-2101
Superintendent	Holly McLaughlin
Email Address	hmclaughlin@pottervalleyschools.us
Website	www.pottervalleyschools.us

School Description and Mission Statement (School Year 2019-20)

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 39 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade.

We pride ourselves in providing a uniquely relational and personalized approach to education. 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 2018-19)

Grade Level	Number of Students
Grade 9	16
Grade 10	13
Grade 11	21
Grade 12	15
Total Enrollment	65

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	7.7
Hispanic or Latino	33.8
White	55.4
Two or More Races	3.1
Socioeconomically Disadvantaged	70.8
English Learners	6.2
Students with Disabilities	13.8
Foster Youth	3.1
Homeless	7.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6.42	5.78	5.78	17.5
Without Full Credential	.49	.68	.68	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2018

The District is currently researching curriculum that is aligned with the Common Core Standards

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Language Arts 9, Holt Rinehart Winston - 2004 Holt Language Arts 10, Holt Rinehart Winston - 2004 Holt Language Arts 11, Holt Rinehart Winston - 2004 Holt Language Arts 12, Holt Rinehart Winston - 2004	Yes	0
Mathematics	Algebra I and II Big Ideas, Larson Geometry Big Ideas, Larson Pre- Calculus, Calculus Big Ideas, Larson	Yes	0
Science	Plant and Soil Science: Delmar Cengage, Introduction to Agronomy ALSO Delmare Cengage, Soil Science and Managment Animal Science: Delmar Cengage, The Science of Animal Agriculture Ag Chemistry: UCCI Curriculum and Modeling Association Curriculum.	Yes	0
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 American Government, Great Source - 2002 Economics, Paradigm - 2010	Yes	0
Foreign Language	Glenco McGraw Hill Buen Viaje-2008	Yes	0
Health	Health, Glencoe Copyright 2003, Adopted 2003	Yes	0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	Biology, Glenco, Copyright 2011, Adopted 2011 Chemistry Visualizing Matter, Holdt, Rinehart Winston, Copyright 2000, Adopted 2000 Conceptual Physics, Scott Foresman, Copyright 2000, Adopted 200 Applied Anatomy & Physiology, Paradigm, Copyright 2008, Adopted 2009	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The most recent GO Bond has funded upgrades in electrical, plumbing, and climate control. All door were also upgraded for improved safety locking systems. The current upgrades needed are for the sewer system for the Jr./Sr. High School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Sewer system rebuild planned for the winter of 2019-20
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	20	37	39	50	50
Mathematics (grades 3-8 and 11)	14	5	22	25	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	20	95.24	4.76	20.00
Male	--	--	--	--	--
Female	13	13	100.00	0.00	23.08
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	18.18
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	16	15	93.75	6.25	20.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	21	100.00	0.00	4.76
Male	--	--	--	--	--
Female	13	13	100.00	0.00	7.69
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	9.09
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	0.00	0.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Potter Valley Schools have a rich tradition of providing high quality CTE courses. We currently offer a broad spectrum of agricultural courses. Current CTE Courses include: Introduction to Agriculture, Agricultural Mechanics (including welding), Agricultural Applications in Farming, Landscaping, Woodworking.

Additionally the school works in partnership with the Mendocino County Office of Education to provide special education students with in-depth career and vocational exploration and experience through the Workability program. This includes career aptitude and interest exploration and formal job shadows or internships.

This year an Agriculture Science pathway was added. The A-G courses added include Animal Science, Agriculture Chemistry, and Agriculture Physics. In addition, a dual enrollment course with Mendocino College was added to our master schedule in the Agriculture department.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	65
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 District Advisory Committee, Athletic Boosters, field trips, fund raising events, and parent committees. Our active DAC has important responsibilities in the ongoing development and implementations of the Local Control Accountability Plan. 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.

Parents interested in meeting with teachers or administrators are encouraged to call the high school office at 707-743-1142 and speak with principal Holly McLaughlin or the Academic Counselor, Ben Calvert. Additionally, parent input is gathered for programs such as Title I, English Language Learners, and Special Education.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.5	13.3	16.7	8.7	12.5	15.4	9.7	9.1	9.6
Graduation Rate	95.5	86.7	83.3	91.3	87.5	84.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	23.5	1.5	8.6	10.2	2.5	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The comprehensive school safety plan is revised annually. This plan is reviewed by a committee of staff members and also reviewed by the District Advisory Committee and adopted by the school board. The plan is also reviewed with local law enforcement. The comprehensive plan addresses school culture, anti-bullying initiatives, school discipline policies, and emergency procedures.

Safety concerns are addressed routinely 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, lock-down drills.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	12	6			12	5			12	5		
Mathematics	9	7			10	6			8	7		
Science	18	3			16	3						
Social Science	16	4	1		13	4			15	3		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,148	\$2,476	\$12,672	\$44,600
District	N/A	N/A	\$4,501	\$54,458.00
Percent Difference - School Site and District	N/A	N/A	95.2	-19.9
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	51.2	-36.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Through the site supplemental LCAP funds the district supports art and music education opportunities for 9 - 12 and A-G approved courses for all students. Through the agriculture incentive grant and the CTEIG grant the career pathways in the field of agriculture are supported. There is an academic counselor available to students to support career and college planning, scholarships, and community college dual enrollment opportunities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,582	\$43,574
Mid-Range Teacher Salary	\$54,335	\$63,243
Highest Teacher Salary	\$73,543	\$86,896
Average Principal Salary (Elementary)	\$77,495	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$101,396	\$108,954
Superintendent Salary	\$120,000	\$136,125
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

In addition to the 4 days of professional development scheduled before the school year, there are 33 minimum days that are used for collaborative professional development. Teachers, administrators, and classified staff, can also participate in professional development outside of the district.