Potter Valley Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	lcandelaria@pottervalleyschools.us
County-District-School (CDS) Code	23-73866-6025241

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 42 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 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 and Professional Learning Community Team meetings.

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. The students, parents, and staff at Potter Valley Elementary School have committed themselves to making the necessary adjustments to our curriculum to meet the rigorous demands of standardized state testing, but also to remain true to our roots and keep the best interest of students at the center of everything we do.

The school has made great strides with technology to enhance and enrich instruction. All classrooms have current technology for the use of teachers and students. Chromebooks are used in each grade level to enhance instruction. Our adopted writing, math, ELA programs are aligned with Common Core Standards.

Reading and Math interventions are used to promote reading and math growth and fill skill gaps for all students kindergarten through sixth grade. Data is used to diagnose reading and math strengths and weakness and to help form the best reading and math instruction for each student.

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 2019-2020)

Grade Level	Number of Students
Kindergarten	26
Grade 1	23
Grade 2	20
Grade 3	23
Grade 4	26
Grade 5	29
Grade 6	21
Total Enrollment	168

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	6
Hispanic or Latino	33.9
White	56.5
Two or More Races	3.6
Socioeconomically Disadvantaged	57.1
English Learners	16.7
Students with Disabilities	13.1
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	8	16.5
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

The elementary school adopted new common core aligned instructional materials for Writing, Math, and ELA

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach for Reading, National Geographics, 2018	Yes	0
Mathematics	Envision Math 2.0, Scott Foresman, 2016	Yes	0
Science	Discovery Works 1 - 6th Grades, Houghton Mifflin - 2000	Yes	0
History-Social Science	My World - World Hist. 1st - 6th grades, Houghton Mifflin - 2008	Yes	0

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

School Facility Conditions and Planned Improvements

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. It is still also used as a stage for performances and graduation.

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 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 update the district's electrical system and install HVAC. June, 2017 was the start of this project. Great improvements to classrooms, bathrooms, and parking lots are notable and visual to the students, parents, staff, and community. These improvements were completed in June, 2018.

Current improvements to the cafeteria are being completed this year.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Dec., 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	Good	.
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	45	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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, PTSO - which includes fund raising and family night activities, ELAC, community meetings, field trips, and on campus as guest speakers. 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, Danelle Keeton.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	1.1	2.5	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	4.2	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

We have an updated Comprehensive School Safety Plan. This plan will continue to be 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. Covid safety protocols are also included in our School Safety Plan.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		1		20	1			26		1	
1	23		1		19	1			23		1	
2	17	1			21		1		20	1		
3	18	2			26		1		23		1	
4	21		1		27		1		26		1	
5	23		1		21		1		29		1	
6	19	1			28		1		21		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,545	$1,852	$4,693	$52,112
District	N/A	N/A	$4,501	$53,161
Percent Difference - School Site and District	N/A	N/A	4.2	-2.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$5,765	$68,990
Percent Difference - School Site and State	N/A	N/A	-20.5	-27.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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 LCAP. District Advisory Committee, 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 Every Student Succeeds Art (ESSA), 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,582	$44,318
Mid-Range Teacher Salary	$54,335	$67,053
Highest Teacher Salary	$73,543	$90,163
Average Principal Salary (Elementary)	$77,495	$106,389
Average Principal Salary (Middle)		$113,976
Average Principal Salary (High)	$101,396	$114,214
Superintendent Salary	$120,000	$141,066
Percent of Budget for Teacher Salaries	25.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

In addition to the 3 days of professional development scheduled at the beginning of the school year and one in Jan., there are 33 minimum days that are used for professional development and PLC time. 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 was continues presently. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes after school trainings, meetings with administration, and observations in other classrooms in and out of district with their induction mentor.