## Vision and Mission Statements

The Potter Valley Community Unified School District provides a safe, sound, comprehensive educational environment with the participation of a supportive community. The district empowers all students with a common core of knowledge and skills, which allows them to recognize their potential to become successful and active participant in our democratic society.

## Potter Valley Elementary School Profile

Potter Valley is an agricultural community in Mendocino County, with a population of approximately 3,000. Potter Valley is separated from the adjacent rural valleys by a ring of mountains. The valley is approximately six miles long and two miles wide, with the student population coming from the valley and surrounding mountains. Ukiah, the county seat, is the nearest large population center and is located 17 miles to the southwest. The physical and cultural isolation of Potter Valley has made it a self-reliant community from its earliest history to the present day. The community has supported its own schools for over 100 years. The school provides the only developed recreational facilities in the valley and is the center for cultural activities.

Potter Valley Elementary School is located on the same site as the junior and senior high school; some facilities are shared. The demographics below are taken from the California Department of Education’s website. The most updated information available is from 2010-11.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | All Students | White not Hispanic | | American Indian | | Hispanic | | Asian | | English Learners | | Black or African American | |
| 9-12 | | | 84 | 59 | 70.2% | 7 | 8.3% | 16 | 19.% | 0 | 0% | 3 | 3.5% | 1 | 1.1% |
| 7-8 | | 44 | 26 | 63.7% | 2 | 5.1% | 14 | 31.8% | 0 | 0% | 3 | 6.8% | 0 | 0% |
| K-6 | | 130 | 57 | 43.8% | 5 | 3.8% | 60 | 46.1% | 1 | 0.7% | 34 | 26.1% | 0 | 0% |

The Elementary staff has 7.5 classroom teachers, 1 part-time bilingual aide, and shares another bilingual aide with the secondary school. Additionally there is 1 ELD teacher and 1 Special Education teacher; both are shared with secondary school. There are 3 Special Education aides. District wide, 34 special education students are served by 2 resource teacher and 3 aides. School wide there are 15 students on IEPs, 1 special education teacher, and 2 special education aides. Students designated with speech and language needs are serviced by a part-time speech therapist and a speech technician. Other site support staff include 1 full-time administrative office assistant, 2 part-time yard duty teacher aides, 1 part-time school psychologist, maintenance staff and transportation staff. The school Principal is also the district Superintendent, Director of Special Education, and Director of Maintenance Operations and Transpiration.

School facilities are adequate for the population size and well maintained. Staff, students and parents strive to keep pace with technological advances, ensuring that there is at least one computer available for students in each elementary classroom. There is one mobile computer lab with 24 laptop computers that is shared with the secondary school. A well-stocked school library staffed with volunteers serves the kindergarten through fifth grade students. Sixth grade students access the secondary school library. All classrooms have high-speed internet service.

School programs and practices promote a **positive learning environment**. Classroom teachers use the Love and Logic program to promote responsible and appropriate behavior, and have also provided complementary parenting seminars to the community. The school principal, two Special Education paraprofessionals, and the Special Education teacher have been certified in Proactive, a method used to deescalate and avoid potentially violent situations.

The small student-teacher ratio allows staff the opportunity to get to know each student. Teachers utilize the “class meeting” format to address student issues as they arise. In addition, the school psychologist is available to meet student needs on a group or individual basis. A small but active parent-teacher group organizes Grandparents’ Day, a book fair, and supports other classroom activities. Families are kept informed of school events through school newsletters, classroom communications, a marquee in front of the school, and the school website. School events, such as Back to School Night, Holiday Concert, music events, Science Night, and cultural activities are scheduled throughout the year for students and their families.

Field trips are an important part of the Potter Valley curriculum, especially since some students have limited opportunities to travel outside of the valley. Each classroom teacher arranges field trips during the year to complement the curriculum. The field trips give the students an opportunity to see how the facts they've learned in the classroom apply in the real world. New insights are often gained in these settings, which provide a richer environment than even the finest textbook can manage. Trips are carefully chosen and coordinated among the teachers to strengthen academic achievement across the entire K-6 curriculum.

The administrative leadership and staff work collaboratively to review student progress, assess curriculum, and identify instructional strategies to increase student achievement. The staff’s focus is on the students’ academic and personal growth, and on providing the highest quality instruction possible based on sound educational research, student assessment data, and identified student needs. Professional development is an important component, providing staff with opportunities to attend workshops and conferences to learn innovative instructional practices. Staff participates in regular planning with other teachers, developing and reviewing the curriculum, and sharing ideas and strategies. There are 5 professional work days in the work year for teachers. There are 17 Fridays each year during which the teachers spend time either working collaboratively or in professional development.

## Role of the School Site Council (SSC)

California *Education Code* (*EC)* Section 64001requires that a SSC develop the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. For specific details on the SSC, see Appendix F.

**Legal Requirements for SPSA**

**Student Achievement and Demographic Data**

In 2008/09 and 2009/10 the 6th grade became a part of the Potter Valley Junior High School and therefore are not included in enrollment counts for those years.

**Academic Performance Index (API)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **# of Students in Growth API** | **Growth API** | **Prior Year Base API** | **Growth** | **Growth Target** | **Met Schoolwide Target** | **Met All Subgroup Target** | **Met Both Schoolwide and Subgroup** |
| 2012 | 77 | 774 | 757 | 17 | 5 | Yes | Yes | Yes |
| 2011 | 81 | 757 | 739 | 18 | 5 | Yes | Yes | Yes |
| 2010 | 69 | 739 | 723 | 16 | 5 | Yes | Yes | Yes |
| 2009 | 67 | 723 | 729 | -6 | 5 | No | Yes | No |
| 2008 | 89 | 729 | 731 | -2 | 5 | No | Yes | No |
| 2007 | 94 | 737 | 760 | -23 | 5 | No | No | No |

**Adequate Yearly Progress (AYP)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Met AYP** | **Met % Participation ELA** | **Met % Participation Math** | **Met % Proficient ELA** | **Met % Proficient Math** | **Met API Additional Indicator** |
| 2012 | No | Yes-98 | Yes-98 | Yes-46.8 | No 51.9 | Yes |
| 2011 | Yes | Yes-99 | Yes-99 | Yes-43.8 | Yes-53.8 | Yes |
| 2010 | Yes | Yes-98 | Yes-98 | Yes-40.6 | Yes-49.3 | Yes |
| 2009 | Yes | Yes-100 | Yes-100 | Yes-35.8 | Yes-53.7 | Yes |
| 2008 | Yes | Yes-100 | Yes-100 | Yes-36.0 | Yes-47.2 | Yes |
| 2007 | Yes | Yes-99 | Yes-99 | Yes-42.6 | Yes-51.1 | Yes |

**Summary of Student Achievement and Demographic Data**

Table 1

Enrollment at PVES saw a significant drop in enrollment in the 2008/09 and 2009/10 school years. This is due to the fact that for those two years the 6th grade was part of the Middle School and not part of PVES. However, even prior to those years there had been a decline in enrollment. For the last two school years, enrollment has increased; however, it is still at a lower level than it was in 2005/06.

Table 2

The demographics at PVES have been changing over the years. As is reflected on Table 2, there has been an overall decrease in the percentage of White, and Native American students since 2003. There has been an increase in the percentage of Hispanic students and in Socioeconomically disadvantaged students.

Tables 3 and 4

The API score for PVES has increased for the last three years. The API score for the 2012 school year is 757, which is a 18 point increase from last year. Since 2007, the school’s API has increased by 20 points. The API score for all significant subgroups has increase by at least the minimum growth target for the API since 2010.

Table 4

The school year 2011-12 is the first year since 2007 that PVES hasn’t made all AYP targets. This target has been met through Safe Harbor in past years; however, for 2012 the school fell short in the percentage of students who were proficient in Math. There were approximately 46.2% of PVES students below the Proficient or Advanced mark for 2011. In order to meet Safe Harbor, the percentage below Proficient or Advanced 2012 would have to have been approximately 45.6%. However the percentage in 2012 was about 48.1% and therefore fell short by approximately 2.5 percentage points, which is equivalent to 1.5 actual test takers.

Tables 5, 6, & 7

There has been very inconsistent performance by grade level on STAR assessments. There are no consistent trends.

**Local Measures of Student Performance**

Potter Valley Elementary regularly assesses students in the areas of reading, writing and math, and this data is periodically reviewed by teachers and specialists. Student progress is detailed, and action planning is done in areas needing more intense focused instruction. Teachers use multiple measures of informal and standardized assessment.  These results guide differentiated instruction and goal setting for each student.  Teachers meet to discuss strategies and student assessment results and to adjust instruction.  Collaborative discussions revolve around student performance.  Grade level expectations are set for each level. This process achieves a positive movement through the grade levels. The community closeness and small size of our school allows the staff to know each student, giving them the best educational advantage.

The following table illustrates multiple measures of assessment used at PVES:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Student Analysis | Teacher Analysis | Staff  Analysis |
| Reading | Rubric  Reading log/journal  Student demonstration  Dramatic performance  Reading retell | Reading Assessments  Observation/anecdotal  CA summative testing  Pre-post curriculum test  Spiral review | Reading Assessments  CST Results  Observation/anecdotal  CELDT  ELD Benchmark Assessments |
| Writing | Rubric  Writers workshop  Portfolios  Student conferences  Authors’ chair  Oral Presentation | Rubric  CA summative testing  Writing proficiency tests  High frequency word accountability  Spelling assessment  Spiral review  Pre-Post curriculum test | Quarterly analysis  Work sample review  Observation/anecdotal records  CELDT  ELD Benchmark Assessments |
| Math | Rubrics  Self-check lessons  Portfolios  Weekly growth  Numeracy | Weekly growth  Numeracy  Pre-Post curriculum tests  Spiral review | Benchmarks reviewed  Observation/anecdotal |

**Conclusions from Student Data**

State testing data shows that our school’s rate of increase of students getting to proficient is not rapid enough to meet the NCLB target of having 100% of our students proficient by 2014. While there has been growth over the last 5 years on the API, the greatest growth has been realized over the last two years. However, in looking at the percent proficient or advanced by grade level, there is no indication of trends by year. The growth by grade level varies from grade to grade and year to year, which would indicate that performance is more linked to the aptitude of the students in a particular grade, then a school wide effort of an instructional practice or curriculum.

**Analysis of Current Instructional Practices**

**Standards, Assessments, and Accountability**

* Teachers use standards-aligned textbooks and frequently refer to state standards to ensure that students are being taught the expected curriculum for California.
* California STAR test results are reviewed by all teachers who have students who have taken the STAR. Results are used to help determine necessary interventions and to set individual and group goals for achievement.
* The CELDT is given annually and results are sent to classroom teachers and parents, and reviewed with students.
* Teachers administer assessments from their curriculum as well as teacher made assessments.
* All students who are classified as English Learners receive daily English Language Development from a teacher and teacher’s aide. The ELD program used is \_\_\_\_\_\_\_\_\_ ELD is a pull-out program.

**Staffing & Professional Development**

* All teachers meet the NCLB requirements for Highly Qualified teachers.
* There is one teacher at each grade level except for Kindergarten, where there are 1.5 teachers.
* Each Friday is a minimum day for all schools in the district. For seventeen of the Fridays during the school year, teachers are contracted to work a regular work day. Of those seventeen Fridays, approximately fifteen are spent in on-site professional development. For the 2012-13 school year, the main topics being reviewed in professional development are student progress towards grade-level proficiency and Common Core Standards.
* All staff members who work with students will be offered the opportunity to be trained in Love & Logic, a school-wide approach to discipline.
* In October of 2012 the principal, two paraprofessionals, and the special education teacher were all trained in Pro-ACT. This program trains staff to deescalate potentially violent or explosive student behavior.

**Teaching & Learning**

Teachers have standards-aligned textbooks and are responsible for ensuring that students are taught. The site principal does periodic walkthrough observations to make sure that classroom instruction is appropriately covering standards, that standards and learning objectives are posted, and that students have sufficient instructional materials.

Teachers meet periodically to discuss vertical alignment. Due to the small size of the school, vertical alignment meetings are easy to hold and take place formally and informally throughout the school year. Teachers work collaboratively to make sure that students individual needs are met and that the instructional needs of students, as identified on STAR and teacher assessments are met. The small size of the school makes it easier to identify students in need of academic or social/emotional support.

Students who are working below grade level have their needs addressed through one or more of the following interventions.

* Individual and small group assistance with the regular teacher during the instructional day
* Individual and small group assistance with a paraprofessional, supervised by a certificated staff member
* Additional instruction in English Language Arts by the ELD teacher (*Note: This is not ELD, but rather support for any student in need of additional support in ELA.)*
* Additional instruction in English Language Arts or Math by the Special Education teacher *(Note: this is available to students with or without an IEP.)*
* After school homework support in Kudos, the after school program

There is an instructional aide in the morning Kindergarten program to support the learning needs of the English Learners. In the afternoon Kindergarten teachers, there are two certificated teachers in the classroom.

All fourth, fifth, and sixth grade students receive PE instruction from a PE teacher. Teachers in grades Kindergarten through third grade teach PE to their own students. Students in 4th and 5th grade receive art instruction from a certificated art teacher.

Students in Special Education have their individual needs met in a variety of ways, according to their IEPs? There are two students who have one-on-one aide time.

**Educational Resources**

* There is one library on campus where teachers take their students at least once and week. Students and staff can check out books. The library is run by parent volunteers.
* Teachers all have at least one computer in their classroom. There is a mobile computer lab that is housed in the school office. Teachers can check out the entire mobile lab, or check out a few laptops as needed.
* All teachers have standards-aligned textbooks. It has been several years since a new ELA or Math text was adopted. The district is postponing a new adoption until textbooks aligned to the Common Core have been approved.
* Students in Special Education who have needs met using technological tools, have access to such items as ipads, laptops, audio books, and an array of programs to meet their learning needs.