

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Potter Valley Junior/Senior High School**

**10401 Main Street**

**Potter Valley, CA. 95469**

**Potter Valley Community School District**

**January 22nd-24th, 2024**

**Visiting Committee Members**

Hillary Crissinger, M.A. Chairperson  
Retired Director of Special Education & Student Services

Sally Sweatfield, M.A.  
Assistant Director of Special Education, Vallejo City Unified School District

Tim Henry, M.A.  
Principal of Laytonville High School

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## Preface

### Comment on the school's self-study process with respect to the expected outcomes of the self-study.

*Potter Valley Jr./Sr. High School (PV Jr./Sr. H S) engaged all stakeholders in reviewing and analyzing their program. The District has been recovering like all school districts from the COVID closure and transition to in-person instruction starting in the 21-22 SY. In addition to this challenge, the District has struggled with leadership changes. These changes hindered their WASC self-study during the 21-22 SY. In the 22-23 SY and 23-24 SY, under new leadership, the school continued work to complete the accreditation process. The new leadership divided the stakeholders into teams to complete the self-study. The WASC Leadership team included members of the last self-study team in 2017. All members of the Potter Valley community articulated an awareness of the self-study and the importance of accreditation. The VC in interviewing stakeholders, classroom observations and discussions with the leadership experienced the importance of the self-study to not only for the school, but also the community.*

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

*The VC in interviewing stakeholders, classroom observations and discussions with the leadership experienced the importance of the self-study to not only for the school, but also the community.*

## Chapter 1: Progress Report

*The 2016 visit resulted in a Probationary status, leading to a revisit in 2017. Potter Valley met the challenge of having to undertake the self-study process again. The same visiting committee team revisited the school in 2017. The 2016/2017 visiting committee supported the school for accreditation, followed by a mid-term visit in 2018. During each of these three years, the school engaged in some form of school review, and this full self-study has been the first one since then. The COVID-19 pandemic pivoted the District to virtual instruction, and the first year of in-person instruction was the 21-22 SY. The 21-22 SY was difficult for the District, and the leadership only lasted for that school year. Starting in the 22-23 SY, new leadership replaced the 21-22 SY leadership. These local and national events transpired during the last accreditation period. The new principal/superintendent has renewed the community's trust in the district and continued the work on the self-study that started during the 21-22 SY. The school proceeded with*

*the self-study and was granted an extension due to the transitions in leadership and the recovery from the pandemic.*

*The action plan generated out of the last accreditation cycle addressed those recommendations. The 2018 midterm visit acknowledged the follow-through on the recommendations from the 2017 revisit. The school received additional recommendations and commendations from the 2018 midterm visit. The following are the areas of critical follow-up from 2017:*

- 1. Potter Valley High School will continue the partnership with Mendocino County Office of Education; their ongoing support is critical.**
- 2. The school will identify effective instructional practices and support their use in all classrooms.**
- 3. The school will evaluate its leadership structure to provide a collaborative, productive school culture.**
- 4. The school will implement formative and summative assessments by which student performance is regularly analyzed and used to inform instruction.**
- 5. Potter Valley High School will continue to work under the guidance and support of the Mendocino County Office of Education to further develop PLCs as an integral part of the school's academic culture.**
- 6. Potter Valley High School will establish a plan to fully implement the Multi-Tiered System of Support with the guidance and support of the Mendocino County Office of Education.**
- 7. The school and district will continue to review and modernize the technology infrastructure and curriculum to improve the quality and quantity of the use of technology by students and staff.**
- 8. The school will establish and implement a plan for the transition to State Standards and Common Core instruction in all applicable classes.**
- 9. The school will develop and implement a system by which it will monitor its Action Plan and communicate its progress to all stakeholders in the community.**

*The 2018 midterm visit made the following recommendations:*

**Recommendation 1:** Continue improving parent/family communications using various tools while providing one easy location for all school information, such as the school website or Facebook page. As mentioned at the parent meeting, parents do not always want to rely on their students to bring home information. They expressed appreciation for the text and email notifications they sometimes receive; however, they would like to find all information in one easy location.

**Recommendation 2:** Continue to support teacher and overall staff development to support math across the curriculum to provide students multiple opportunities to learn and use Common Core Math Practice Skills and general problem-solving skills. Further efforts to align elementary and high school math instruction are recommended.

**Recommendation 3:** The school should continue to work to provide academic interventions and additional support for struggling students before and after school and during the school day.

*The school's stakeholders have monitored the action plan generated from prior accreditation findings through staff meetings, professional learning communities, and professional development. The school's self-study reporting on their progress cited their work in their overall program, specifically the School Wide Writing Assessment (SWWA). This assessment provided information on student performance and provided data for instruction. Along with the SWWA, the professional learning communities reviewed the data and identified areas for improvement. This metric focused the instructional team on teaching strategies and learning goals. The school closure due to the pandemic impacted these gains. Due to student learning loss and leadership changes, the school implemented STAR Renaissance benchmark testing in ELA and math. The new leadership inaugurated this change to update the curriculum and address their students' mastery levels. It also was a restart on their progress on their action plan goals.*

*The visiting committee discussed the prior accreditation findings and the status of those prior action items. The proposed action plan capitalizes on the work completed on the prior action plan. Specifically, the professional development done in collaboration with the Mendocino County Office of Education, which guided the establishment of professional learning communities (PLCs) and the Positive Behavior Intervention Systems (PBIS). The WASC Coordinator reported that the school had moved from beginning these systems to using them to address improvement. Under their leadership(current), they have been able to implement them and build. As a result of this progress, their action plan reflects a deeper level of work to support student behavior and academic performance.*

*The visiting committee reviewed the proposed action plan submitted in the school's self-study. The following are the proposed action plan goals in the school's self-study:*

- Goal #1: The school will utilize data-driven practices to enhance student learning and raise test scores.
- Goal #2: The school will provide SEL support to promote diversity, equity, and inclusion.
- Goal #3: The school will increase engagement with diverse populations, in particular our El community.
- Goal #4: The school will foster a positive learning environment for all engaged partners, including students, staff, and the community.

*The school has used some of the prior accreditation findings, surveys, state testing, and community feedback to formulate its action plan goals. Prior findings cited in the study did not review the accreditation findings from before 2020 (pandemic) school year.*

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating:** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

*The school has used some of the prior accreditation findings, surveys, state testing, and community feedback to formulate its action plan goals. Prior findings cited in the study did not review the accreditation findings from before 2020 (pandemic) school year.*

## **Chapter 2: School and Student Profile and Supporting Data**

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

*The following is the description of Potter Valley Jr./Sr. High School from their current self-study report :*

A Brief History and Background of the School Potter Valley High School, part of the Potter Valley Community Unified School District, has a rich history dating back to 1860 when the first school was built in Potter Valley. Mrs. Elizabeth Hopkins was the first teacher in a small log cabin with a dirt floor. In 1918, Potter Valley parents requested that the Board of Trustees of Ukiah School District establish a high school in Potter Valley. For the first three years, classes were held in the local Grange building located on Main Street. The Potter Valley Union School building was completed in 1921. This building, currently the Potter Valley Youth and Community Center, housed both elementary and high school students. The first graduating class of 1922 had four graduates. In 1969, the Ukiah Unified School Board voted to close the high school and bus the students from Potter Valley into Ukiah. Some Potter Valley parents put plans into place to open a private high school rather than transport their students to Ukiah. In

September 1970, twenty-seven high school students enrolled in Potter Valley Community High School. The student population grew over the next seven years, so in 1977, eighty students were enrolled in the private high school. Parents and community members lobbied for a new separate public high school. In 1977, they were successful! Potter Valley Community Unified School District was born. To this day, Potter Valley schools remain a community pillar and are at the center of life on Main Street. Our Community, Potter Valley, California, is located in rural Mendocino County, approximately seventeen miles northeast of Ukiah, the county seat and home of Mendocino Community College. The Potter Valley Community Unified School District (PVCUSD) consists of a preschool, an elementary school, a junior high school, a high school, a continuation school, and a community day school. The district serves an area of approximately 300 square miles and a population of 2074 ( 2010 Census).

The California Basic Educational Data Systems (CBEDS) enrollment count taken in 2022 records enrollment for PVCUSD at 276 and for Potter Valley High School at 82. Potter Valley is a small, rural, agricultural community. The forested hills of the coastal mountain range ring the valley. The closing of the Louisiana Pacific Mill in 1989 and the closing of the Keane Pallet Mill in 1995 devastated the community. The loss of living-wage jobs has caused a steady decline in the area's population and schools. The valley remains primarily agricultural, with pears, wine grapes, cattle, and sheep comprising the major economic resources. A significant amount of illegal and legal cultivation of marijuana has also impacted the local economy. This poses interesting challenges for school personnel as we work with the children of families engaged in the cultivation and sale of marijuana. Like much of California, the economic environment is a challenge for Mendocino County residents and even more so for communities that PVCUSD serves. 60.2% of the student population qualifies for free or reduced-priced meals. As of the 2021-2022 academic year, all PVCUSD students are eligible for free lunch. PVCUSD participates in both the federal breakfast and federal lunch programs. On average, the district serves 112 breakfasts per day and 154 lunches.

*The following are the school's mission, schoolwide learning goals, and motto ( vision) as submitted in their self-study:*

#### Mission Statement

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, allowing them to recognize their potential to become successful and active participants in our democratic society.

#### School-wide Learning Goals (SWLGs)

As a graduate of Potter Valley Junior/Senior High School, you will be able to:

1. Demonstrate your command of essential academic knowledge and skills
2. Assume responsibility for self, education, and future.

3. Develop interpersonal skills
4. Demonstrate civic and social responsibility

District Motto: ( *Vision statement* )

“A family rather than a factory approach to education.”

*The following are major learner needs identified in the school’s self-study:*

- More services and support for ELL students
- Formalize and implement assessments to track student progress
- Use data to drive instruction
- Focus on bullying as a major problem on campus
- Provide more SEL support and use assessments to measure impacts
- Continue to implement the PBIS system

*The following is the CDE dashboard referenced in the school’s self-study:*

According to the Dashboard, the enrollment at PVHS in 2022 was 74.

School Demographics (2021) Total Percentage

Student Groups

English Learners 12 16.2%

Homeless 3 4.1%

Socioeconomically

Disadvantaged

40 54.1%

Students with Disabilities 10 13.5%

Race/Ethnicity

American Indian 3 4.1%

Hispanic 31 41.9%

Two or More Races 3 4.1%

White 37 50%

Trends in the Dashboard Report for the High School:

- Student population has increased from 62 in 2018 to 74 in 2022. The 2022-2023 academic year has increased to over 90 by year's end.
- Suspension rate: 1.9% in 2018, 8.6% in 2019, and back down to 2.5% in 2022. Except for 2019, our suspension rate has been lower than the state average.
- The English Learner percentage has increased from 3.2% in 2018 to 16.2% in 2022.
- The Hispanic proportion of our student population has increased from 24% in 2016 to 41.9% in 2022.
- Socioeconomically Disadvantaged has decreased from 61.3% in 2018 to 54.1% in 2022.
- The graduation rate in 2018 was 83.3% in 2018, compared to 92.9% in 2022. The 2022 graduation rate was 5% above the state average.
- The Academic Performance rate for English Language Arts was 5.8 points above average in 2018. This ranged from 79.4 points below average in 2019, and 50.1 points below standard in 2022.
- The Academic Performance rate for Mathematics was 83.7 points below average in 2018, 144.5 points below standard in 2019, 104.1 points below standard in 2022.
- College and Career readiness was 33.3% in 2018, and increased to 42.9% in 2019. It was not reported in 2022.
- The ELPAC participation rate was 90.9%

Our preliminary results from the 2022-2023 CAASPP tests showed significant room for growth. The following preliminary scores from the 2023-2024 CAASPP show this trend has continued. Our current hypotheses (supported by focus groups) for low performance on assessment are literacy levels, lack of familiarity with the testing interface, and low buy-in for the tests. In the 2023-2024 school year, efforts are being made to streamline the assessment process, familiarize students with the testing interface, and make the testing environment more serious to help boost scores. The teachers at the school feel a gap between student performance in classes in assignments and projects and the test results.

## High School: Grade 11

### 11th Grade - ELA

Average Scale Score

for 11 results - 2495

Student Score Distribution

Standard Exceeded (Level 4) 0%

Standard Met (Level 3) 0%

Standard Nearly Met (Level 2) 64%

Standard Not Met (Level 1) 36%



**11th Grade - MATH**

Average Scale Score

for 12 results - 2417

Student Score Distribution

Standard Exceeded (Level 4) 0%

Standard Met (Level 3) 0%

Standard Nearly Met (Level 2) 8%

Standard Not Met (Level 1) 92%

**11th grade - CAST Results 2022-2023**

Average Scale Score

for 12 results - 598

Student Score Distribution

Standard Exceeded (Level 4) 0%

Standard Met (Level 3) 0%

Standard Nearly Met (Level 2) 100%

Standard Not Met (Level 1) 0%

*The VC discussed the performance of the school's 11th-grade students on the CAASPP with the leadership team. The leadership team reported that the pool of students did not invest in performing well on the test. The school is reviewing strategies to motivate its students to invest in the state exam. The school is using data from their STAR Renaissance testing to counsel students and participating in the interim CAASPP test practice to support test taking skills. They are also working to encourage students to perform well on state testing by connecting test performance on the CAASPP to grade improvements in math and English. Students engage in rigorous project based curriculum in the school's program, and the data points generated by the students' CAASPP performance misrepresent the ability levels of students attending Potter Valley Jr/Sr. High School.*

**Chapter 3: Quality of the School's Program****CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES****A1. Vision and Purpose Criterion**

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at

high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

## Visiting Committee Comments

### A1.1 Vision-Mission-Schoolwide Learner Outcomes-Profile

*The Potter Valley Community School District has a clearly stated vision and mission statement. It is based on high quality standards and is congruent with research, practices, student/community profile data, and a belief that all students can learn and be college and career ready. It is aligned to the district goals for students. Course outlines and syllabi are aligned to the CCSS standards in ELA and Math, CTE standards for appropriate courses, NextAlt Generation Science Standards (NGSS) and College and Career Readiness Standards-Anchor Standards (CCR). It is also aligned to the Expected School Wide Learning Goals. The vision and mission statement and the LCAP goals are posted on the district's website and on the monthly newsletter to the parents.*

### A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes.

*There are clear processes in place to ensure involvement of all stakeholders in the development and periodic review of the vision, mission, and schoolwide learner outcomes. The teaching staff has created a School Wide Writing Task, reviewed STAR benchmark reports and continuously analyzed them in staff meetings and PLC meetings as well as reviewing CAASPP results. At the staff meetings, there have been regular updates to general education teachers from the Special Education Department regarding effective interventions and learning supports.*

*Parents have input as they have access to many technology platforms for communicating with staff and the school district on a continuous basis. They have access to the Uniform Complaint Process. The district is aware that they need to increase their communication with the Spanish speaking parents.*

*The administration reviews PLC notes and agendas and attend bimonthly staff meetings to continually review student outcomes and learning supports needed based on data-driven student information.*

*Staff and community members have planned monthly District Advisory Committee meetings to discuss policies and procedures and to provide feedback from parents (As yet, no meetings have been held.). Parents are encouraged to attend as well. There are several programs that reflect the community involvement in the development of the vision and mission statement of the District. There is a strong sports program, an AG program, a Welding program, and a Dual Enrollment Program.*

Mission Statement: 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, allowing them to recognize their potential to become successful and active participants

District Motto: ( *Vision statement* )

“A family rather than a factory approach to education.”

*The visiting committee, after talking to the School Board members, parents and students, believe that the vision, mission statement and motto are exactly what are being implemented in the District.*

**Governance that supports Vision and Purpose Criterion**

**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*The visiting committee, after talking to the School Board members, parents and students, believe that the vision, mission statement and motto are exactly what are being implemented in the District.*

**A.2**

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

*PVHS uses a variety of traditional methods to make school governance procedures known to the PVHS community. School governance is able to support changes at PVHS which are working to support student achievement like the trimester system, more extensive course offerings, and direct student support. Teaching staff is involved in many decision making processes including budgetary matters. It is clear from visiting Potter Valley that the school community is very aware of the role of school governance and that the school board takes a very active and public role in defining the goals and operation of the school district. The board and staff were included and participated in the self study. PVHS is also working on increasing its substitute teacher training and teacher retention.*

**Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*It is clear from visiting Potter Valley that the school community is very aware of the role of school governance and that the school board takes a very active and public role in defining the goals and operation of the school district*

### A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

#### Visiting Committee Comments

*PVHS uses its small size to effectively collaborate and examine student progress. Increased offerings like dual enrollment and academic electives in the master schedule are being implemented to broaden student opportunities and experiences. Despite a small staff serving JR/SR High School the students at PVHS are still able to access a wide variety of classes and services. SEL supports have been prioritized and initiated to support student learning. PVHS has internal communication systems in place between a variety of internal school groups. Potter Valley High School has been on the trimester system for about four years. The students and staff of PVHS have positive feedback about the trimester system, but administration is seeking evidence of its effectiveness.*

**Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*PVHS uses its small size to effectively collaborate and examine student progress.*

### A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

### Visiting Committee Comments

*New teachers are assigned a veteran teacher to provide feedback and advice based on classroom observations. The mentors attend the Mentor Teacher Academy.*

*All teachers are evaluated regularly based on observation.*

*Professional development decisions are made by a combination of staff input and analysis at administrative team meetings. For example, the significant increase in ELL students promoted a workshop on UDL to improve instructional practices.*

*All staff have been encouraged to attend relevant professional development opportunities. The English/Social Studies teacher and the English/Independent Study teacher have attended the ERWC training. The math teacher has attended the Growth Mindset Training, the Lake County Office of Education Training and the Computer Science Training. The special education teacher has attended the ProAct training and the social studies teacher has attended the Gilder Lehrman Seminars, the National Council for Social Studies and the Mentor Teacher Academy. Teachers have attended CTE trainings*

*Substitutes are provided to teachers so they can attend professional development opportunities.*

*Both classified and certificated staff have attended PBIS trainings.*

*In addition, the Dean of Students attended a conference in Sacramento on PBIS and has led staff trainings based on this training. Trainings on PBIS have also been given by the county, Teacher on Special Assignment and other administrators.*

*One of these trainings led to the PBIS flowchart. This flowchart was taken from another school but this staff reviewed the chart and tailored it to meet the needs of the students and staff. On one side of the flowchart, they developed what intense behaviors were and on the other side they*

*defined less troublesome behaviors (those that the teacher could handle in the classroom.) Then when teachers send a student to the office, the student debriefs with the Dean and returns after given some counseling. This is called the Reflection and Return. If the student repeats the behavior that day a consequence is given. Otherwise, the student starts over. This has been implemented and appears to be a highly successful procedure.*

*The Schoolwide Information System (SWISS) has been implemented and staff are updating it regularly with student concerns and notes about specific behaviors.*

#### ***A.4.3. Measurable Effect of Professional Development on Student Learning***

*The school has a high graduation rate. Also, from the board meeting the WASC team attended, board members and parents were indicating that many of the students go on to college and have successful careers after completing training programs or graduating from college.*

*Because of the PBIS professional development, office referrals are down significantly.*

#### ***A.4.4 Supervision and Evaluation***

*The principal reported that new staff are mentored by a district mentor on a weekly basis. They are also mentored by the mentors in their college programs.*

*The principal supervises the teachers on a regular basis and evaluates them twice a year. The evaluations are based on his observations and their progress on goals.*

***A.4.5 Communication and Understanding of School Policies and Procedures.*** *Throughout the year, the staff receives communication about school policies and procedures. At the start of the school year, the Student Handbook is reviewed with staff. Then, at other staff meetings, the board policy training and review of the school safety plan with operational assignments are discussed. They are also communicated through emails and drills.*

*There is an "Emergency Phone Tree".*

***Staff: Qualified and Professional Development that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*All staff have been encouraged to attend relevant professional development opportunities. Professional development decisions are made by a combination of staff input and analysis at administrative team meetings. For example, the significant increase in ELL students promoted a workshop on UDL to improve instructional practices. The principal supervises the teachers on a regular basis and evaluates them twice a year. The evaluations are based on his observations and their progress on goals. The principal reported that new staff are mentored by*

*a district mentor on a weekly basis*

## **A5. Resources Criterion**

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

### **Visiting Committee Comments**

*Potter Valley Jr./Sr. High School runs a personalized program of instruction with limited resources. In the community meeting, the board members shared the community's commitment to the school and its program. They cited a bond measure that received unanimous support from the widespread community support. The bond measure enhanced the school's infrastructure and increased the revenues for the school. The board expressed a desire to have additional money to support the school and create unique student opportunities. Although the fiscal challenges could limit their program, the school has creatively developed a master schedule and curriculum that meets A-G requirements and provides career technical education in agriculture, woodworking, and metalworking. Their fiscal resources are enhanced by a variety of grants. Grants cited in the report were - the Career Technical Education Incentive Grant, Ag Incentive Grant, A-G Completion Grant, and Computer Science Grant. The general fund drives FTE allocations, and the LCAP drives allocation decisions. Instructors, DAC, and administrative staff review the LCAP. The review process is a forum for the school to discuss budgetary allocations.*

*The school works hard to ensure that through a combination of grants and skillful allocations, they can employ professional staff, meet program needs, and provide resources for their teachers. The community also donates materials and time to support the art, agriculture, and industrial arts programs. Fortunately, the facilities have been well maintained and have even benefitted from installing an outdoor learning center( funded by COVID monies ) and the resurfacing of tennis courts. Landscaping students use the school campus as a classroom to design and install their landscaping projects. Prior projects have been maintained on the school campus to beautify it. In general, the physical plant is well maintained, and the school has been resourceful, maintaining up-to-date resources to support its instructional program.*

**Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

*The school works hard to ensure that through a combination of grants and skillful allocations, they can employ professional staff, meet program needs, and provide resources for their teachers.*

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

*The visiting committee agrees with the school's identified areas of strength.*

1. Collaborative environment with teachers that have input on school policies and procedures
2. Staff take opportunities for professional development to refine their practice
3. Administration works with engaged partners and informs them of policies
4. School is making good progress on meeting previous WASC action plan goals and LCAP goals

*The visiting committee adds the following additional area of strength.*

*The instructional team and administrative leadership strategically allocate resources to provide a unique learning environment that benefits all students.*



**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

*The visiting committee agrees with the school's identified areas of growth.*

1. Improved communication between staff and administration
2. Standardize measurement for impact of professional development
3. Create a handbook for substitute teachers to familiarize them with operating procedures
4. Restructure administration in office to allow for SEL specialist and streamline discipline issues resolution.

*The visiting committee adds the following additional areas of growth:*

*5. Potter Valley Jr./Sr. High School may work to include and promote student voices in elements of school governance like site council/DAC in a way that allows them to have input into school policies (e.g. PBIS explanation; High School lunchtime activity area).*

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- Algebra 1 Syllabus
- English HS Syllabus
- Course Outlines
- Curriculum Guides
- ESLRs
- Syllabi
- DAC Meeting Minutes
- School Board Meeting Minutes
- Uniform Complaint Policy
- Postings in the Staff Room
- Staff Meeting Minutes
- Chromebook sign out forms
- LCAP
- Tutor.com reports
- Data collected in office
- Staff Bulletin
- Google Calendar
- Bulletin Board
- Lunch count records
- Induction Records
- School Policies
- District Communications

- Payroll
- Documentation/Certificates
- Comprehensive School Safety Plan: High School; Jr. High
- Emergency “Phone Tree”
- Williams Resolution

**CATEGORY B. CURRICULUM****B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

**Visiting Committee Comments**

*PVHS uses a variety of resources to strengthen its curriculum and course offerings including on-line learning platforms, Cyber High, CTE standards and pathways, and dual enrollment offerings. With that said PVHS faces many challenges with offerings due to limited staffing and a small student population that makes it hard to justify advanced offerings. PVHS tries to make up for this by offering a hands-on personal approach through CTE classes, their strong Ag and FFA program, and their senior project requirement. Many teachers are organizing lessons that are customized to engage the students. PVHS continues to try new techniques to increase parent involvement and parent communication and is working to improve parent communication. Effort is also being put into helping students transition to post high school life by closely partnering with Mendocino College and supporting students with scholarships and other support. PVHS also works to get students exposed to a variety of college campuses and business sites through school field trips. PVHS is still in the process of updating its curriculum and offerings in some courses, while trying to figure out how to support struggling students.*

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

*PVHS uses a variety of resources to strengthen its curriculum and course offerings including on-line learning platforms, Cyber High, CTE standards and pathways, and dual enrollment offerings.*

**B2. Equity and Access to Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

## I

### Visiting Committee Comments

*PVHS has made the change to the trimester system in order to reduce teacher preps and offer more classes during the course of the year to teachers. PVHS is striving to offer more to remedial, advanced, and vocational students. The creative use of Cyber High, Oak Meadow, Dual Enrollment programs, and FFA are helping to round out school offerings. PVHS has adopted and implemented many new curriculum programs in core classes over the past six years. The FFA program in addition to the Senior Project are creating real life, hands-on experiences for its students. PVHS staff are collaborating with parents through their counselor, parent teacher conferences, Google voice and texts, as well as special college nights. PVHS staff give individual attention to students to help make the post high school transition by working closely with outside agencies like colleges and recruiters, by taking college tours, and by assisting students in the application process, and by working with the county office of education to build up their workability program. Students report feeling supported by teachers and counselors in their pursuits of college and career.*

**Equity and Access to Curriculum that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*PVHS has made the change to the trimester system in order to reduce teacher preps and offer more classes during the course of the year to teachers. PVHS is striving to offer more to remedial, advanced, and vocational students. Students report feeling supported by teachers and counselors in their pursuits of college and career.*

## CATEGORY B: CURRICULUM

### Areas of Strength for Curriculum:

1. *Potter Valley “real world” learning applications such as Ag courses, CTE pathways, FFA programs, Senior Projects, and customized teacher curriculum are a substantial strength.*
2. *PVHS has introduced a new trimester schedule realignment that has led to increased academic elective offerings and allowed teachers and students to focus on fewer classes with longer class periods.*
3. *37% of PVHS students are taking Dual Enrollment classes or college classes in the 23-24 school year and are receiving college credit and high school credits.*

4..New curriculum has been introduced in many disciplines since our last WASC visit.

**Growth Areas for Continuous Improvement for Curriculum:**

1. Reinforce reading skills through the curriculum. -

*2. Instructional staff and leadership will institute competitive elements to counter low academic stamina that has resulted in low academic achievement in core academics.*

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Curriculum Guides
- Curriculum Guides ERWC Dashboard
- Course Outlines
- Openstax Psychology
- Textbook/Online Materials
- College Level Textbooks/Materials
- Senior Project Manual
- Industry Certificates
- ESLRs
- Master Schedule
- Senior Project Committee score
- Independent study rosters
- Course descriptions
- Parent-teacher night
- Parent survey

## CATEGORY C. LEARNING AND TEACHING

### C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

#### Visiting Committee Comments

##### C1.1. Results of Student Observations and Examining Work

*In observing all the classrooms, it was noted that all teachers use multimedia for instruction. Many of the students were engaged in research using their chromebooks.*

*In several classrooms, the students worked together in groups to ensure the learning of all students.(UDL implementation.*

*One student was asked to reflect on what he had learned in the past and what he has added to his knowledge this year. In the focus group, the teachers talked about their approach which is first the students start with a simple hamburger and then add to it to make it a deluxe one. This was illustration of the scaffolding meant to produce high quality assignment.*

*The predominant theme was to make curriculum associated with real life as much as possible. There is an AG program, a Welding program, etc. and the science and math classes have projects to clarify the students' understanding of the curriculum. Lab experiments were occurring in the science classes.*

##### C1.2 Student Understanding of Learning Expectations

*Students are made aware of the desired learning outcomes in several ways. One, is the Senior Project. This is a requirement for all graduating seniors. The preparation starts when the students are in 9th grade. They attend a class (College and Career Success 100) at Mendocino College. This helps them explore various interests in preparation for the topic of their Senior Project. Also, the community service graduation requirements help students get involved in community projects which can lead to Senior Project ideas. The academic counselor and the senior project coordinator work closely with the senior class on deadlines for the components of the project, presentations and dress rehearsals. Over the course of their high school careers, the students view many other students' presentations. They learn the ESLR requirements as they work through this process..*

*Students are also kept informed about their graduation status by one-on-one meetings with the academic counselor, and through presentations to classes about A-G requirements.*

*“Expectation Stations” are held several times a year to reinforce learning of the “Be Safe, Respectful and Responsible” PBIS framework for behavioral expectations. Students rotate from place to place on campus and view presentations about examples and non-examples of correct behavior in each area of the school.*

*The strength of the Potter Valley Community District is its small size and community involvement. (There are ten certificated teachers working with Junior high and high school students and there are seven classified employees. The administration consists of a superintendent/principal/athletic director, a TOSA, a full time academic counselor and a site secretary.) The student enrollment reported in the CBEDS for 2022 was 82.*

*The staff has the ability to know their students' needs and work together to meet them. The teachers seem to really care for the students as they usually work with them for up to 6 years.*

*The new schedule arrangement provides the opportunity for teachers to introduce more project opportunities and group work which engages all students in learning. Many teachers allow students to complete homework at the end of these classes to ensure homework is completed.*

*The course offerings, field trips and programs seem to include the families and the community members' influences. They are designed to be hands-on, real life experiences which help all students learn.*

*In many ways, the pandemic stopped the work on improving teaching techniques through the use of data. However, it did strengthen the expertise of the staff in using technology for instruction and all students were provided with chromebooks to provide Distance Learning. The staff continues to use many types of technology to help their students become more prepared for college and career pathways in this century.*

*After the COVID years, the staff has attended many workshops to improve their teaching techniques.*

*They have also worked diligently to implement the MTSS systems to further their goal to make students career and college ready and marketable in the workplace.*

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*In many ways, the pandemic stopped the work on improving teaching techniques through the use of data. However, it did strengthen the expertise of the staff in using technology for instruction and all students were provided with chromebooks to provide Distance Learning. The staff continues to use many types of technology to help their students become more prepared for college and career pathways in this century.*

*After the COVID years, the staff has attended many workshops to improve their teaching techniques.*

*They have also worked diligently to implement the MTSS systems to further their goal to make students career and college ready and marketable in the workplace.*

**C2. Student-Centered Instruction through a Variety of Strategies and Resources**

## Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

### Visiting Committee Comments

#### **C2.1 Teachers as Facilitators of Learning**

*From the school tour and discussion with the teachers, it was evident in the science class, for example, students were being taught to form their own conclusions with the support of their teacher.*

*Both the science teacher and the history teacher are using some teaching techniques that are being used in the feeder colleges to better prepare the students for their college experiences.*

*Because animal husbandry is so prevalent in the district, the TOSA/Science teacher wrote a more rigorous curriculum to be taught at the school than what was found online. This was UCCI approved.*

#### **C2.2 Creative and Critical Thinking**

*During our tour of the school, the art teacher said she has been entering the students in competitions and in doing so has decided to help them work on digital art which seems to be what is what the competitors are doing and is a more modern approach to art.*

#### **C2.3 Application of Learning.**

*In several classrooms, it was observed that students had received prior instruction and were asked to demonstrate their knowledge through applying their skills in experiments, etc. It appeared they were able to do so because of the teachers ability to teach the courses in such a way to make it meaningful to the students.*

#### **C2.4 Career Preparedness and Real World Experiences**

*In interviewing the students, they all seemed to know what pathways they want to follow in the future. (These students were sophomores, juniors and seniors.) They attributed most of their directions and knowledge of pathways from the information they have received from their counselor and teachers.*

*Besides the counseling students receive, they are also taken on many field trips to colleges, college presentations are conducted and people from the trades and military put on presentations as well.*

*The special education teacher discussed her Workability program. Although the funding is limited, she has students preparing for work and some juniors actually holding work experience jobs in the community. She tries to match students' interests with the work she can find for them and be sensitive to their transportation issues.*



***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*From the school tour and discussion with the teachers, it was evident in the science class, for example, students were being taught to form their own conclusions with the support of their teacher. In several classrooms, it was observed that students had received prior instruction and were asked to demonstrate their knowledge through applying their skills in experiments, etc.*

*In interviewing the students, they all seemed to know what pathways they want to follow in the future. (These students were sophomores, juniors and seniors.) They attributed most of their directions and knowledge of pathways from the information they have received from their counselor and teachers.*

**CATEGORY C: LEARNING AND TEACHING**

**Areas of Strength for Learning and Teaching:**

*The WASC team agrees with the strength areas outlined in the Self Study report of the school.*

1. Innovative and creative teaching staff that uses multiple modes to teach content.
2. Opportunities for hands-on learning through CTE, AG, Art, and Science classes
3. Use of technology in teaching and learning across the disciplines
4. FFA and ASB programs give students opportunities to work with other students.

*The WASC team would also like to commend the school staff and administrations for their leadership of the students in understanding the available career pathway opportunities to help them pursue college and career opportunities.*

**Growth Areas for Continuous Improvement for Learning and Teaching:**

*The school visiting committee also agrees with the staff that the following areas be addressed for the continuous growth of the staff for the improvement of student learning and teaching.*

1. UDL training for teachers
2. Standard operating procedures for Student Study Teams is not clearly defined
3. Limited elective offerings and teacher choice

4. Increase training for teachers in supporting ELL students

*The visiting team further recommends the following:*

*The school staff and administrators implement UDL standards consistently across all instructional environments to meet the individual needs of all students.*

*The school staff and administrators should communicate to the students, parents and community what the basis of the PBIS process is and how it is being implemented in the school to help students improve their behavior in the school setting.*

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Example of Expectations Stations
- Bearcat MTSS Behavior Matrix
- Sub roster
- Create a Business Project
- Summer School Schedule/Brochure
- Senior Project Manual

## CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

### D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

#### Visiting Committee Comments

*The staff at PVHS are using a variety of in class assessments at different levels to determine students achievement from freshman seminar to senior project. PVHS staff are striving to implement and utilize standardized benchmark tests and have administered one already this year. PVHS staff meets regularly to discuss and analyze data that they are collecting. PVHS is beginning to place more emphasis on ELPAC assessments due to the increased numbers of ELL students. Staff are working together in groups to create essential standards for each class. Overall PVHS acknowledges that this category is a "work in progress". Staff are very interested in increasing academic stamina and are creating assignments to foster growth in this area. Staff and students have reported that students do not take CAASPP testing seriously and even throw the test because they have little stake in the outcome.*

**Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

*Overall PVHS acknowledges that this category is a "work in progress". Staff are very interested in increasing academic stamina and are creating assignments to foster growth in this area. Staff and students have reported that students do not take CAASPP testing seriously and even throw the test because they have little stake in the outcome.*

### D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching

practices to improve student learning?

### Visiting Committee Comments

*PVHS staff shows evidence of using formative and summative assessments in ways that will inform their decisions and help guide and modify curriculum and instructional approaches, both in individual classes and school wide. Staff are taking advantage of their small school size to give student feedback in personal and integrated ways. Teachers work closely with students and give personal attention to reteach and encourage students to gain mastery. Specific programs such as the FFA and SPED, are effective in their ability to use student assessment to guide and modify their instruction and curriculum. Most teachers are using informal assessments to assess learning through projects, quizzes and other checks for competency. PVHS still strives to more effectively and consistently use benchmark testing to drive instruction and recognize trends.*

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective   Effective   **Somewhat Effective**   Ineffective

**Narrative Rationale:**

*PVHS still strives to more effectively and consistently use benchmark testing to drive instruction and recognize trends.*

## CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

### Areas of Strength for Assessment and Accountability:

1. *PVHS is conducting ELPAC testing, conducting DLAC meetings to accommodate the growth in ELL population and working in program development/expansion*
2. *PVHS has many students who are involved in FFA and received many achievements.*
3. *PVHS's Sped Department has around 25% of its students with IEPs and they are working closely with students on assessments and following through with accommodations and support.*
4. *PVHS has been actively and consistently implementing a PBIS and MTSS program at the school*

**Growth Areas for Continuous Improvement for Assessment and Accountability:**

- 1. PVHS will be Implementing regular benchmark testing using Interim CAASPP and STAR Renaissance benchmarks to collect data that will drive instruction.*
- 2. Train PVHS staff on relevant trends in assessment analysis and utilization. (UDL training)*
- 3. Consistently utilize School Wide Writing Assessment to collect and analyze data that will drive instruction.*

**WASC also recommends the following:**

- 4. School and community stakeholders create incentives for students to invest in achievement and improvement on local and statewide assessments.*

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- State Testing Results
- CAST results
- STAR assessment results
- Senior Research Paper Rubric
- Essential Standards Chart Chemistr
- Ag 7 Essential Standards Chart
- Student Manual page 4
- Aeries Grade Report
- Transcripts
- SST Reports
- IEPs
- Freshman Seminar PPT Rubric
- Interactive Notebook Rubric
- Math Essential Standards
- IEP Analysis Forms & IEP Meetings

## CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

### E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

#### Visiting Committee Comments

*PVHS is the center of the community and parents are very involved in the school, especially with the athletic program. The administration and staff are trying to increase the participation of the parents in the learning process to help students have better learning outcomes and motivation.*

*As indicated in the self study, parents meet with teachers in a night meeting held at the end of every trimester to review their child's progress. Also, many technology tools are used to keep parents continually updated.*

*In the past, there were only a few students that were bilingual and they were mainly redesignated students. Those dynamics have recently changed. There has been an influx of ELL students and the school has had difficulty getting their families involved in their education.*

*Some documents have been translated into Spanish and translators are used in school events, IEP assessments and the teacher-parent nights. There is a Spanish liaison for the district but she is not always at the school site when needed. Google translate is used when the staff is trying to communicate with these families.*

**Parent and Community Engagement that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

#### **Narrative Rationale:**

*PVHS is the center of the community and parents are very involved in the school, especially with the athletic program. The administration and staff are trying to increase the participation of the parents in the learning process to help students have better learning outcomes and motivation.*

### E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

## Visiting Committee Comments

### **E2.1 Safe, Clean and Orderly Environment.**

*In the observations of PVHS, the visiting committee confirms that it is a safe, clean and orderly environment. The school is freshly painted. It has lovely benches and gardens that the landscaping department has provided. Other benches and tables have been constructed and painted by the students. There is an electronic sign that keeps the students and community aware of the events occurring at the school.*

*The school has a newly constructed Outdoor Learning Environment with a basketball court and pickle ball courts. The tennis courts are refurbished and have pickleball facilities as well.*

*When walking around the campus, the students seem to interact properly with one another and occasionally you will see a teacher reminding them of such rules as not wearing ear buds. Students seem to be well behaved and happy.*

*Students sign an agreement to use their computers properly at the beginning of the school year. There is also software installed that keeps them off inappropriate websites. Computers are for school use only but can be checked out if needed to complete an assignment at home.*

It appears PVHS is a safe, clean and orderly environment. It is regularly maintained and many students participate through programs to improve the school grounds. They landscape, build benches and tables and paint. *The students in the sports program maintain the football field. They study the soil and send their findings to the maintenance department to help them reseed the field correctly*

*The district recently painted the school and the Outdoor Learning Center was built. It is covered and has a basketball court in it. It provides shade and a place to do physical activities and hold classes.*

### **E.2.2 High Expectations/Concerns for All Students**

*In the Self Study, it was noted that the school holds Honor Roll Rallies to acknowledge the academic achievements of some of its students.*

*In the observations of the WASC committee and conversations with the staff, it appeared all students are a concern of the staff. They are always being supported by staff and staff and administrators review their progress continuously to make sure they are progressing*

*There is a tutoring program to support the students who are struggling. In discussions with the students, they told us that these online programs can actually help them hook up with a teacher to chat with her if the assignment is difficult for them to understand. The tutoring available seems to be in all academic areas.*

*There is also a math and science teacher available to tutor them afterschool*

*The Cyber High class is provided for students to receive credit recovery. The students in the student group expressed concern that this is a rather old fashion program and the subjects are difficult to learn.*

*An Independent Study Program that provides instruction to students, approximately 20, who can*



*not attend school and can benefit from this type of program.*

*An emphasis is placed on the social/emotional needs of students. The Mendocino Youth Project workers work directly with students and provide services. The Tapestry group has also been brought into the school to directly work with students.*

*There is a wellness room where mental health therapists meet with individual students throughout the day 3 days/wk. This program is well attended by the students and the teachers feel it is a very important part of the school program.*

*The PBIS framework gives staff a common language to engage with students.*

*There are trainings to help students such as those on Anti-Vaping and Alcohol Awareness. There are also MindUp trainings.*

### **E.2.3 Atmosphere of Trust, Respect, and Professionalism**

*The ASB is a very active student organization on campus which organizes campus events and also has the responsibility to inform staff about student concerns and issues.*

*A few clubs are provided to engage students in programs of interest to them. The numbers are limited now. Exports is a team that provides a place for students to hand out, train with coaches and receive guidance and camaraderie.*

*The Sunshine Committee helps create a positive work environment for the staff. Coming back from COVID some staff members did not return and the morale was low. This team was formed to raise morale. Birthdays are celebrated with one staff member bringing food for the staff and birthday person. They also instituted pot lucks and snacks for the staff.*

*The special education teacher who has 20 students with IEPs reports that the staff is wonderful to work with. There is no division between the general education staff and the special education staff.*

*Restorative practices are in place to lead to a more trusting relationship between students and staff.*

*Many students reported that they have close ties to the staff and can share anything with them. They did say they know some bullying occurs on campus and in the form of cyberbullying. Many reported that they can share those concerns with staff. However, when a problem occurs they are unsure of the consequences of those incidents.*

*Restorative practices are in place to lead to a more trusting relationship between students and staff.*

*Positive interactions between Hispanic students and Caucasian students were observed. The teaching staff and administrators have recognized the influx of ELL students and are starting to plan ways to address their needs and bring their families into the school environment. Equity appears to be important to them.*

<b>School Culture and Environment that supports high achievement for all students.</b>
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**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*In the observations of PVHS, the visiting committee confirms that it is a safe, clean and orderly environment. The district recently painted the school and the Outdoor Learning Center was built. It is covered and has a basketball court in it. It provides shade and a place to do physical activities and hold classes. In the Self Study, it was noted that the school holds Honor Roll Rallies to acknowledge the academic achievements of some of its students. There is a wellness room where mental health therapists meet with individual students throughout the day 3 days/wk. This program is well attended by the students and the teachers feel it is a very important part of the school program.*

*The PBIS framework gives staff a common language to engage with students.*

*The teaching staff and administrators have recognized the influx of ELL students and are starting to plan ways to address their needs and bring their families into the school environment. Equity appears to be important to them.*

### **E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

#### **Visiting Committee Comments**

##### **E.3.1. Academic Support Strategies for Students.**

*The school has instituted multi-tiered support strategies for students. Students in some general education classrooms work together using UDL strategies such as elbow partners (group learning) to support all levels of students.*

*Expectations for students are varied according to the strengths and weaknesses of the students.*

##### **E.3.2 Multi-Tiered Support Strategies for Students.**

*Some students attend the resource room to work on goals with the special education teacher and para and to get support on their classroom assignments. Some work in the general education classrooms with a para coaching them when they are unable to work on assignments without some scaffolding.*

The PBIS flowchart is an example of how students' social emotional needs are to be met by classroom teachers. They also receive support in the Wellness Center by Tapestry and the

Mendocino Youth Project, both mental health support providers.

### **E.3.3 Multi-Tiered Systems of Support and Impact on Student Learning**

*The school leadership and staff review CAASPP assessment results and STAR assessment results to measure the effect of their systems. They also review the progress of the students quarterly to share with parents and colleagues. Progress is also discussed by staff and leadership at staff meetings.*

### **F3.4 Co-Curricular Activities.**

*As observed in all academic classes, students are engaged in many projects and required to work to their potential. The staff is in constant contact with the parents and missing work assignments are listed in Aeries to inform the students and their families about the progress in their classes.*

*Many co-curricular activities are provided and the whole community is very involved in them. There are sporting events, dances, etc. There are also two clubs with more being added in the future. The college and career pathways are addressed continuously throughout the students' schooling. They are informed about various pathways and go on many field trips to learn about colleges. Also, the military and trade schools come to the school to provide inservices.*

### **E.3.5 Student Voice.**

*The ASB committee is composed of a president, vice president, secretary and class presidents. It is an organization where students raise concerns, and plan school events. The School Board has the ASB president attend monthly to inform them of events at the school site. In talking to some of the students, all of them do not seem to know where to raise their concerns. In the past, they had a suggestion box but that has been eliminated.*

**Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

*The school has instituted multi-tiered support strategies for students. Students in some general education classrooms work together using UDL strategies such as elbow partners (group learning) to support all levels of students. The school leadership and staff review CAASPP assessment results and STAR assessment results to measure the effect of their systems. They also review the progress of the students quarterly to share with parents and colleagues. Progress is also discussed by staff and leadership at staff meetings. Many*

*co-curricular activities are provided and the whole community is very involved in them. There are sporting events, dances, etc. The ASB committee is composed of a president, vice president, secretary and class presidents. It is an organization where students raise concerns, and plan school events.*

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

### **Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

*The visiting committee agrees with the school's area of strength generated out of their self-study.*

1. Small school size allows for flexible and personalized response to student needs.
2. Students have many opportunities for participation in school programs.
3. Staff are deeply invested in student success, both academically and in wellness areas.
4. Students are provided with SEL supports in the form of peer groups and counseling services.

*The visiting committee adds the following strengths:*

***5. The school leadership, instructional team and community stakeholders have implemented a thoughtful process of PBIS strategies to address the socio-emotional needs of all students in the school environment.***

***6. The school leadership, instructional team and community stakeholders have provided community resources to implement a Wellness Center, Outdoor Learning Area, Project -based learning and athletics to address the needs of the entire individual.***

***7. Wellness Center professionals provide education regarding vaping and drug use which provides a non-punitive approach to encouraging better choices.***

### **Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

*The visiting committee agrees with the school's identified areas of growth:*

1. Increase student voice in campus decisions.
2. Formalize assessment of SEL needs for students
3. Bullying on campus and online is a major concern of students and staff.
4. Communication and collaboration with Spanish-speaking families needs to be improved.

*The visiting committee adds the following growth area recommendations:*

*5. The school leadership, instructional staff, and community stakeholders establish ways to provide recreational opportunities on campus during lunch to promote positive engagement of the high school students (e.g. creating a specific high school tradition or activity).*

*6. The school staff and administrators should communicate to the students, parents and community what the basis of the PBIS process is and how it is being implemented in the school to help students improve their behavior in the school setting.*

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Parent Teacher Conference survey & attendance numbers
- Newsletters
- School website
- Aeries Report
- Google Classroom Reports
- DAC Sign in Sheets
- Progress Reports
- Google voice texts
- Google Translate
- Class Syllabi
- New Sign
- Uniform Complaint Procedure
- Outdoor Learning Center
- Grant Documents
- Class Rosters
- User agreement
- GoGuardian Reports
- Schedule
- Payroll
- Plants
- Murals
- Art Display
- Schedules
- Ticket Raffle Records
- Volunteer Hours Forms
- Master Schedule
- CHKS
- Ticket Raffle Records

## **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

### **Schoolwide Strengths**

#### **Areas of Strength from the self-study the visiting committee confirms:**

1. Collaborative environment with teachers that have input on school policies and Procedures.
2. Schedule realignment has led to increased academic elective offerings.
3. Dual Enrollment classes have given options for college-bound students.
4. Our “real world” learning applications are strong.
5. Opportunities for hands-on learning through CTE, AG, Art, and Science classes.
6. The PBIS and MTSS rollout is in progress.
7. Small school size allows for flexible and personalized response to student needs.
8. Students have many opportunities for participation in school programs.
9. Staff are deeply invested in student success, both academically and in wellness areas.
10. Students are provided with SEL supports in the form of peer groups and counseling Services.

#### ***The visiting committee also adds the following areas of strength:***

- A. The instructional team and administrative leadership strategically allocate resources to provide a unique learning environment that benefits all students.***
- B. Potter Valley “real world” learning applications such as Ag courses, CTE pathways, FFA programs, Senior Projects, and customized teacher curriculum are a substantial strength.***
- B. PVHS has introduced a new trimester schedule realignment that has led to increased academic elective offerings and allowed teachers and students to focus on fewer classes with longer class periods.***
- B. 37% of PVHS students are taking Dual Enrollment classes or college classes in the 23-24 school year and are receiving college credit and high school credits.***
- B. New curriculum has been introduced in many disciplines since our last WASC visit.***

*C. The WASC team would also like to commend the school staff and administrations for their leadership of the students in understanding the available career pathway opportunities to help them pursue college and career opportunities.*

*D. PVHS is conducting ELPAC testing, conducting DLAC meetings to accommodate the growth in ELL population and working in program development/expansion*

*D. PVHS has many students who are involved in FFA and received many achievements.*

*D. PVHS's Sped Department has around 25% of its students with IEPs and they are working closely with students on assessments and following through with accommodations and support.*

*D. PVHS has been actively and consistently implementing a PBIS and MTSS program at the school.*

*E. The school leadership, instructional team and community stakeholders have implemented a thoughtful process of PBIS strategies to address the socio-emotional needs of all students in the school environment.*

*E. The school leadership, instructional team and community stakeholders have provided community resources to implement a Wellness Center, Outdoor Learning Area, Project -based learning and athletics to address the needs of the entire individual.*

*E. Wellness Center professionals provide education regarding vaping and drug use which provides a non-punitive approach to encouraging better choices.*

### **Schoolwide Growth Areas for Continuous Improvement**

**The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.**

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

***The visiting committee agrees with the following areas of growth as identified in the school's self-study:***

1. Reinforce reading skills through the curriculum.
2. Academic stamina in students is low.
3. Increase training for teachers in supporting ELL students
- 4.. Implement regular benchmark testing using Interim CAASPP and CAST assessments.
5. Use assessment data to drive instruction.
6. Train staff on relevant trends in assessment analysis and utilization. (UDL training)
7. Bring back the School Wide Writing Assessment.
8. Increase student voice in campus decisions.
9. Communication and collaboration with Spanish-speaking families need to be Improved.

***The visiting committee has identified the following growth areas for the school to address in their action plan:***

- A. Potter Valley Jr./Sr. High School may work to include and promote student voices in elements of school governance like site council/DAC in a way that allows them to have input into school policies (e.g. PBIS explanation; High School lunchtime activity area).***
- B. Instructional staff and leadership are encouraged to institute competitive elements to counter low academic stamina that has resulted in low academic achievement in core academics.***
- C. The school staff and administrators implement UDL standards consistently across all instructional environments to meet the individual needs of all students.***
- C. The school staff and administrators should communicate to the students, parents and community what the basis of the PBIS process is and how it is being implemented in the school to help students improve their behavior in the school setting.***
- D. PVHS plan on Implementing regular benchmark testing using Interim CAASPP and STAR Renaissance benchmarks to collect data that will drive instruction.***
- D. Train PVHS staff on relevant trends in assessment analysis and utilization. (UDL training)***
- D. Consistently utilize School Wide Writing Assessment to collect and analyze data that will drive instruction.***
- D. School and community stakeholders create incentives for students to invest in achievement and improvement on local and statewide assessments.***



- E. The school leadership, instructional staff, and community stakeholders establish ways to provide recreational opportunities on campus during lunch to promote positive engagement of the high school students (e.g. creating a specific high school tradition or activity).*
- E. The school staff and administrators communicate to the students, parents and community what the basis of the PBIS process is and how it is being implemented in the school to help students improve their behavior in the school setting.*

## Chapter 5: Ongoing School Improvement

*The visiting committee reviewed the proposed action plan submitted in the school's self-study and supported the identified areas to support student critical needs identified in the self-study.*

*The following are the proposed action plan goals for the school's self-study:*

- Goal #1: The school will utilize data-driven practices to enhance student learning and raise test scores.
  - Goal #2: The school will provide SEL support to promote diversity, equity, and inclusion.
  - Goal #3: The school will increase engagement with diverse populations, in particular our EI community.
  - Goal #4: The school will foster a positive learning environment.
- **Evaluate the school improvement issues:**
    - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**

*The school has identified the following student learner needs:*

- More services and support for ELL students
- Formalize and implement assessments to track student progress
- Use data to drive instruction
- Focus on bullying as a major problem on campus
- Provide more SEL support and use assessments to measure impacts
- Continue to implement the PBIS system

*The VC discussed the critical learner needs with each group of stakeholders interviewed. Staff commits to enhancing their skills and developing a repertoire of tools to support improved academic performance and to foster a school environment that promotes the student's whole being. The action plan developed out of the school's self-study addresses the school's needs identified in their self-study. The action plan, as written, organizes the school to execute each goal. The staff, leadership and community have articulated a tremendous commitment to the school both as a learning community and as the center of the Potter Valley community.*

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

*The visiting committee reviewed the proposed action plan submitted in the school's self-study and supported the identified areas to support student critical needs identified in the self-study.*

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

*The action plan, as written, organizes the school to execute each goal.*

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

*The staff, leadership and community have articulated a tremendous commitment to the school both as a learning community and as the center of the Potter Valley community.*



## Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
<b>The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</b>	X			
<b>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</b>			X	
<b>Vision and Purpose (A1)</b>		X		
<b>Governance (A2)</b>		X		
<b>Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)</b>		X		
<b>Staff: Qualified and Professional Development (A4)</b>		X		
<b>Resources (A5)</b>	X			
<b>Resources (Charter only) (A6)</b>	N/A			
<b>Rigorous and Relevant Standards-Based Curriculum (B1)</b>		X		
<b>Equity and Access to the Curriculum (B2)</b>		X		
<b>Student Engagement in Challenging and Relevant Learning Experiences (C1)</b>		X		
<b>Student-Centered Instruction through a Variety of Strategies and Resources (C2)</b>		X		
<b>Reporting and Accountability Processes (D1)</b>			X	
<b>Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)</b>			X	
<b>Parent and Community Engagement (E1)</b>			X	

<b>School Culture and Environment (E2)</b>		X		
<b>Personal, Social-Emotional, and Academic Student Support (E3)</b>		X		
<b>Acceptable progress by all students</b>		X		
<b>Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need</b>		X		
<b>Capacity to monitor and implement the schoolwide action plan/SPSA</b>	X			