

# Potter Valley Elementary School School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Potter Valley Elementary School
<b>Street</b>	10401 Main St.
<b>City, State, Zip</b>	Potter Valley CA, 95469
<b>Phone Number</b>	(707) 743-1115
<b>Principal</b>	Lori Candelaria
<b>E-mail Address</b>	lcandelaria@pottervalleyschools.us
<b>Web Site</b>	
<b>CDS Code</b>	23-73866-6025241

<b>District Contact Information</b>	
<b>District Name</b>	Potter Valley Community Unified School District
<b>Phone Number</b>	(707) 743-2101
<b>Superintendent</b>	Holly McLaughlin
<b>E-mail Address</b>	hmclaughlin@pottervalleyschools.us
<b>Web Site</b>	www.pottervalleyschools.us

### **School Description and Mission Statement (School Year 2018-19)**

Potter Valley Community Unified School District was born out of a community commitment to local education. Once a part of Ukiah Unified Schools, community members came together in the late 1970's to fight for the right to form our own school district under local control. This dream became a reality in 1977-1978 when Potter Valley officially de-unified from Ukiah and formed Potter Valley Community Unified School District.

After over 39 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade. We are pleased to offer Spanish and Art throughout the district. We have an early release day on Thursdays for students which enables teachers to participate in Professional Development opportunities.

We pride ourselves in providing a uniquely relational approach to education in contrast to the big-box schools that struggle to keep students from becoming a face in the crowd. The students, parents, and staff at Potter Valley Elementary School have committed themselves to making the necessary adjustments to our curriculum to meet the rigorous demands of standardized state testing, but also to remain true to our roots and keep the best interest of students at the center of everything we do.

The school has made great strides with technology to enhance and enrich instruction. All classrooms have data projectors and document readers. Chromebooks are used in each grade level to enhance instruction. We have newly adopted writing, math, ELA programs that are aligned with Common Core Standards.

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

Our motto, "Potter Valley Schools, a family rather than a factory approach to education," expresses this focus, and inspires all stakeholders to work hard to maintain a school where "Community" is more than just a word in our district name; it is a description of how we approach education.

For questions about our schools contact the school offices. Elementary Office 707-743-1115 Jr./Sr. High Office 707-743-1142

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	22
Grade 1	23
Grade 2	27
Grade 3	25
Grade 4	21
Grade 5	23
Grade 6	19
<b>Total Enrollment</b>	<b>160</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.8
Asian	0.0
Filipino	0.0
Hispanic or Latino	38.1
Native Hawaiian or Pacific Islander	0.0
White	55.6
Socioeconomically Disadvantaged	66.3
English Learners	22.5
Students with Disabilities	11.9
Foster Youth	1.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	8	8	17.5
Without Full Credential	1	1	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	.2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: Dec., 2018

The elementary school adopted new common core aligned instructional materials for writing and math. During 2017/18, the elementary school is piloting a new reading/Language Arts program for adoption later this year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reach for Reading, National Geographic, 2012	Yes	0
Mathematics	Envision Math 2.0, Scott Foresman, 2016	Yes	0
Science	Discovery Works 1 - 6th Grades, Houghton Mifflin - 2000	No	0
History-Social Science	My World - World Hist. 1st - 6th grades, Houghton Mifflin - 2008	No	0
Foreign Language	NA		
Health	NA	Yes	
Visual and Performing Arts	NA		0
Science Laboratory Equipment (grades 9-12)	NA		

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Elementary School was constructed in the 1950's and the Junior/Senior High School was built in 1981. The gymnasium, built in the 1950's is used by the Elementary, Junior High and Senior High schools. The stage was re-purposed in 2009 and transformed into a weight training facility that can be monitored while other activities are supervised in the gym. It is still also used as a stage for performances and graduation.

Routine site inspections are performed monthly by maintenance staff. The latest report showed no safety issues and several items in need of repair. Safety inspections are performed at least annually by the district's insurance company with the guidance and cooperation of our maintenance staff.

In the 2012-13 School Year the District contracted Alameida Architecture to prepare a Facility Assessment and Master Plan. A copy of this plan is on our district web-site. On November 3, 2015, the Potter Valley community passed a general obligation bond for \$3.1 million to update the district's electrical system and install HVAC. June, 2017 was the start of this project. Great improvements to classrooms, bathrooms, and parking lots are notable and visual to the students, parents, staff, and community. These improvements were completed in June, 2018.

### School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Dec., 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: Dec., 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Dec., 2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	34.0	36.0	32.0	37.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	24.0	27.0	20.0	22.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	90	96.77	35.56
Male	47	45	95.74	24.44
Female	46	45	97.83	46.67
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	37	37	100.00	29.73
White	51	48	94.12	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	62	95.38	30.65
English Learners	21	21	100.00	19.05
Students with Disabilities	17	17	100.00	11.76
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.92	27.17
Male	47	47	100	25.53
Female	46	45	97.83	28.89
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	37	36	97.3	25
White	51	51	100	29.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	23.44
English Learners	21	21	100	19.05
Students with Disabilities	17	17	100	11.76
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	16.7	41.7

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2018-19)**

Parents are a vital part of our school and have many opportunities to be involved. We include parents in many decisions through participation in the District Advisory Committee, PTSO which includes fund raising and family night activities, ELAC, community meetings, field trips, and on campus as guest speakers. Our library is staffed by parent volunteers. Additionally, parents are welcomed in classrooms to assist with special projects and are utilized as chaperones on field trips. School administrators welcome parent phone calls and are readily available to meet with parents to discuss concerns or take input on school programs or projects. Parent input is also gathered for programs such as Title I, English Language Learners and Special Education. Last year parents participated in planning and writing the Local Control Accountability Plan.

Parents interested in meeting with teachers or administrators are encouraged to call the elementary school office at 707-743-1115 and speak with principal, Lori Candelaria, or school secretary, Joleen Logan.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.6	8.5	10.2	2.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Comprehensive School Safety Plan was originally adopted in 1998. Since that time this plan has been used as a reference to guide board policy, administrative regulations, and site level planning and procedures.

Safety concerns are addressed weekly at Maintenance Operations Transportation and Safety Committee meetings. Concerns regarding safety, including those related to student behavior are addressed immediately. Students participate in fire, earthquake and school lock-down drills, and bus evacuation drills.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		1		21		1		22		1	
1	27		1		21		1		23		1	
2	19	1			18	2			17	1		
3	24		1		20	1			18	2		
4	19	1			27		1		21		1	
5	23		1		22		1		23		1	
6	19	1			20	1			19	1		

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

\*\* "Other" category is for multi-grade level classes.



### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,418	\$1,435	\$4,983	\$452,745
District	N/A	N/A	\$14,270	\$54,405
Percent Difference: School Site and District	N/A	N/A	-96.5	157.1
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	-35.4	150.7

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

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

### Types of Services Funded (Fiscal Year 2017-18)

Categorical Funding Sources have restricted uses, but support the school in the mission of equitable services to all students.

Categorical funds are used in facilitating the development of the district's LCAP. District Advisory Committee, site instructional leaders, and project coordinators oversee the management of the English Learners Program, monitor and provide instructional support to all categorically funded programs under the Every Student Succeeds Act (ESSA), and conduct needs assessments. The superintendent is responsible for monitoring the site level implementation of categorical programs and acting as a liaison for the district with the federal and state government and county agencies.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>		\$42,990
<b>Mid-Range Teacher Salary</b>		\$61,614
<b>Highest Teacher Salary</b>		\$85,083
<b>Average Principal Salary (Elementary)</b>		\$100,802
<b>Average Principal Salary (Middle)</b>		\$105,404
<b>Average Principal Salary (High)</b>		\$106,243
<b>Superintendent Salary</b>		\$132,653
<b>Percent of Budget for Teacher Salaries</b>	30.0	30.0
<b>Percent of Budget for Administrative Salaries</b>	8.0	6.0

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

**Professional Development (Most Recent Three Years)**

In addition to the 3 days of professional development scheduled at the beginning of the school year and one in Nov., there are 33 minimum days that are used for professional development and PLC time. Teachers, administrators, and classified staff, are welcome to participate in professional development outside of the district. In 2014-15, the district hired a mentor/coach for all new teachers in the district. This mentor provides support for development of lesson plans, academic pacing, classroom management and all aspects that new teachers need to succeed in a new district. This mentor is also available to all certificated staff. This support proved to be so successful that it was continues presently. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes after school trainings, meetings with administration, and observations in other classrooms in and out of district with their induction mentor.