

Potter Valley High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Potter Valley High School
Street	10401 Main St.
City, State, Zip	Potter Valley CA, 95469
Phone Number	(707) 743-1142
Principal	Mindi Juszczak
E-mail Address	mjuszczak@mcoe.us
CDS Code	23-73866-2330041

District Contact Information	
District Name	Potter Valley Community Unified School District
Phone Number	(707) 743-2101
Web Site	www.pottervalleyschools.us
Superintendent	Nicole Glentzer
E-mail Address	nglentzer@mcoe.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 31 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade. Faced with declining enrollment, increased state and federal mandates, and historic economic constraints, our community once again rallied in 2008 – 2009 to think outside of the box and explore unique school reforms that would allow us to not only survive, but thrive as a school. This process led us to seek special legislation which allows P.V. schools to operate one or more schools on a four-day week. By redistributing the academic minutes in an efficiency model, we were able to bring back lost course offerings in the arts and add offerings in areas such as vocational education and increase career exploration opportunities for high school students.

Community meetings and increased student and parent input have revived the old sense of community that breathed life into our little town so many years ago. When the dust settled, we restructured under a modified five-day week, operating the core curriculum full days Monday – Thursday and half days on Fridays with our enrichment offerings on Friday afternoons. This renewal of community collaboration in and of itself has been extremely positive for the school, and for Potter Valley.

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. As state and federal mandates and increased governmental intrusion place greater emphasis on data driven decision making and increased focus on student performance measured by high-stakes testing, the students, parents, and staff at Potter Valley Elementary School have committed themselves to making the necessary adjustments to meet these demands, but also to remain true to our roots and keep the best interest of students at the center of everything we do. Our motto, "Potter Valley Schools, a family rather than a factory approach to education," expresses this focus, and inspires all stakeholders to work hard to maintain a school where "Community" is more than just a word in our district name; it is a description of how we approach education.

For questions about our schools contact the school offices. Elementary Office 707-743-2101 Jr./Sr. High Office 707-743-1142

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 School Site Council, community meetings, Athletic Boosters, field trips, fund raising events, and parent committees. Additionally, parents are welcomed in classrooms to assist with special projects and are utilized as chaperones on fieldtrips. School administrators welcome parent phone calls and are readily available to meet with parents to discuss concerns or take input on school programs or projects.

Parents interested in meeting with teachers or administrators are encouraged to call the high school office at 707-743-1142 and speak with principal, Syd Renwick, or administrative assistant, Danelle Keaton. Additionally, parent input is gathered for programs such as Title I, English Language Learners, and Special Education.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41	37	26	43	41	31	54	56	55
Mathematics	17	5	10	35	27	27	49	50	50
Science	46	63	33	52	60	40	57	60	59
History-Social Science	46	37	24	45	35	22	48	49	49

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	31	27	40	22
All Student at the School	26	10	33	24
Male	24	8	38	22
Female	29	13	27	26
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18	13		
Native Hawaiian/Pacific Islander				
White	29	10	29	28
Two or More Races				
Socioeconomically Disadvantaged	18	8	36	21
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	50	55	52	50	55	59	56	57
Mathematics	42	63	57	40	63	57	56	58	60

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	36	18	43	48	9
All Students at the School	45	36	18	43	48	9
Male	50	33	17	18	73	9
Female				67	25	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	31	46	23	43	43	14
Two or More Races						
Socioeconomically Disadvantaged	45	45	9	67	33	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.7	36.4	18.2

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	5	4
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	65	-23	-47
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	65	678	184	689	4,655,989	790
Black or African American	0		1		296,463	708
American Indian or Alaska Native	5		11	698	30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	16	625	63	684	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	44	683	106	685	1,200,127	853
Two or More Races	0		3		125,025	824
Socioeconomically Disadvantaged	42	631	137	663	2,774,640	743
English Learners	9		45	666	1,482,316	721
Students with Disabilities	8		24	524	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	25.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	26
Grade 10	21
Grade 11	21
Grade 12	25
Ungraded Secondary	
Total Enrollment	93

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	67.7
American Indian or Alaska Native	6.5	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	57.0
Filipino	1.1	English Learners	10.8
Hispanic or Latino	24.7	Students with Disabilities	9.7
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.2	5	0	0	10.1	6	1	0	8	9	1	
Mathematics	16	5	1	1	10.8	5	0	0	8	9	1	
Science	29.3	2	1	1	16.7	3	0	0	14	4	1	
Social Science	8.1	8	0	0	13.2	5	1	0	11	6	1	

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 drills.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	11.7	8.3	8.6	11.7	7.2	6.2
Expulsions	0	0	0	0	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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.

School buildings and grounds are generally in good repair and students and staff work together to keep them clean and maintained. Students in our landscaping class do upkeep of lawns and flower beds and also construct various landscape projects annually.

Recent facilities improvements included re-roofing several buildings in the district, resurfacing the gym floor, removing trees that were causing damage to structures or sidewalks, and installing a back-up water storage system.

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 has contracted Alameida Architecture to prepare a Facility Assessment and Master Plan. A copy of this plan can be requested by contacting Mary Thornton in the District Office at 707-743-2101.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: November 6, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	12	11	9
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.6	2.4
All Schools in District	98.5	1.5
High-Poverty Schools in District	98.4	1.6
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	93
Counselor (Social/Behavioral or Career Development)	0.4	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	1	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Language Arts 9, Holt Rinehart Winston - 2004 Holt Language Arts 10, Holt Rinehart Winston - 2004 Holt Language Arts 11, Holt Rinehart Winston - 2004 Holt Language Arts 12, Holt Rinehart Winston - 2004	Yes	0
Mathematics	Discovering Geometry, Key Curriculum Press - 2003 Algebra 1, McDougal Littell Algebra 2, McDougal Littell Mathematics for Business, Glencoe Adopted 2011 Algebra 3, Saxon Copyright 1985 Single Variable Calculus Concepts and Context, Brooks/Coll Copyright 2001	Yes	0
Science	Health, Glenco - 2003 Biology, Dynamics of Life, Glenco - 2000 EarthComm It's About Time - 2011 Chemistry, Visualizing Matter, Holt Rinehart Winston - 2000	Yes	0
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 American Government, Great Source - 2002 Economics, Paradigm - 2010	Yes	0
Foreign Language	Glenco McGraw Hill Buen Viaje-2008	Yes	0
Health	Health, Glencoe Copyright 2003, Adopted 2003	Yes	0
Visual and Performing Arts	Scripts vary		0
Science Laboratory Equipment (grades 9-12)	Biology, Glenco, Copyright 2011, Adopted 2011 Chemistry Visualizing Matter, Holdt, Rinehart Winston, Copyright 2000, Adopted 2000 Conceptual Physics, Scott Foresman, Copyright 2000, Adopted 200 Applied Anatomy & Physiology, Paradigm, Copyright 2008, Adopted 2009	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,630	\$1,181	\$8,449	\$45,347
District	---	---		\$44,134
Percent Difference: School Site and District	---	---		
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---		

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 Local Improvement Plan. School staff, school site councils, other site personnel, and advisory committees provide oversight of categorical funds. Advisory Committees, 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 new NCLB Reauthorization Act, 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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,680	\$38,390
Mid-Range Teacher Salary	\$43,587	\$55,793
Highest Teacher Salary	\$58,994	\$72,306
Average Principal Salary (Elementary)	\$0	\$88,846
Average Principal Salary (Middle)	\$65,814	\$92,801
Average Principal Salary (High)	\$65,814	\$95,916
Superintendent Salary	\$90,000	\$116,026
Percent of Budget for Teacher Salaries	32.0%	34.0%
Percent of Budget for Administrative Salaries	8.0%	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.00	0.00	0.00	16.70	0.00	0.00	16.60	14.70	13.10
Graduation Rate	100.0	26.67	100.00	95.24	26.67	100.00	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	19	20	418,598
Black or African American			28,078
American Indian or Alaska Native	1	1	3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	3	4	193,516
Native Hawaiian/Pacific Islander			2,585
White	15	15	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	11	12	217,915
English Learners	2	3	93,297
Students with Disabilities	1	1	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Potter Valley Schools have a rich tradition of providing high quality CTE courses. The seven period day provides all students the opportunity to take CTE courses, even if they are pursuing extra academic course work. We currently offer a broad spectrum of agricultural courses, a full slate of computer technology courses, woodworking, and office experience internships. Students are encouraged to attend a variety of career exploration events and the school hosts presentations by several vocational training and technical institutes. Several of our graduates have gone on to attend technical or career schools after high school.

Current CTE Courses include: Introduction to Agriculture, Agricultural Mechanics (including welding), Agricultural Applications in Farming, Landscaping, Woodworking, Computer Applications, Computer Applications II, Desk-top Publishing, Computer Careers, Office Occupations.

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

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	62
% of pupils completing a CTE program and earning a high school diploma	62
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	8

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	60.4
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	21.1

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

In addition the the 5 days of professional development scheduled into the school year, there are 17 minimum days that are used for professional development. Teachers, administrators, and classified staff, can also participate in professional development outside of the district.