

# Potter Valley Junior 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 Junior 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	23-73866-0107250

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.

## 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	47	40	29	43	41	31	54	56	55
Mathematics	30	17	12	35	27	27	49	50	50
Science	78	61	32	52	60	40	57	60	59
History-Social Science	50	30	18	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	29	12	32	18
Male	33	17		
Female	22	6	33	17
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	25	8		
Native Hawaiian/Pacific Islander				
White	30	11	33	27
Two or More Races				
Socioeconomically Disadvantaged	18	7	23	8
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
7	27.8	33.3	22.2

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	5	6	2
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	31	-70	-94
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	35	629	184	689	4,655,989	790
Black or African American	1		1		296,463	708
American Indian or Alaska Native	1		11	698	30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	8		63	684	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	24	607	106	685	1,200,127	853
Two or More Races	1		3		125,025	824
Socioeconomically Disadvantaged	24	605	137	663	2,774,640	743
English Learners	6		45	666	1,482,316	721
Students with Disabilities	6		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	N/A	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 7	21
Grade 8	20
Total Enrollment	41

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.4	White	68.3
American Indian or Alaska Native	2.4	Two or More Races	2.4
Asian	0.0	Socioeconomically Disadvantaged	68.3
Filipino	0.0	English Learners	19.5
Hispanic or Latino	24.4	Students with Disabilities	14.6
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	25.5	0	2	0	14.7	3	0	0	10	4		
Mathematics	0	0	0	0	14.7	3	0	0	10	4		
Science	0	0	0	0	22	2	0	0	21	2		
Social Science	0	0	0	0	14.7	3	0	0	14	3		

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.

## Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	8.33	9.0	19.5	8.3	7.2	6.2
<b>Expulsions</b>	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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	

**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	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	The roof of the "Hang Out" Room, which is used for the After School Program needs to be resurfaced.
<b>External:</b> 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
<b>With Full Credential</b>	14	9	10	2
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2011-12	2012-13	2013-14
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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/](http://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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.5	1.5
<b>High-Poverty Schools in District</b>	98.4	1.6
<b>Low-Poverty Schools in District</b>	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	41
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	0.4	---
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: 2008

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, Holt Rinehart Winston - 2003	Yes	0
Mathematics	Math Course 2, McDougal Little - 2008 Algebra One, McDougal Little - 2008	No	0
Science	CPO Focus on Life Science, School Specialties - 2011 CPO Focus on Physical Science, School Specialties - 2011	Yes	0
History-Social Science	Medieval & Early Modern Times, Glenco - 2006 The American Journey, Glenco 2006	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	\$4,082	\$148	\$3,934	\$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>.

### 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. 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 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.