

Potter Valley High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Potter Valley High School
Street	10401 Main Street
City, State, Zip	Potter Valley, CA 95469
Phone Number	(707) 743-1142
Principal	Mikaila Pauli
Email Address	mpauli@pottervalleyschools.us
School Website	http://www.pottervalleyschools.us
Grade Span	9-12
County-District-School (CDS) Code	23 73866 2330041

2025-26 District Contact Information

District Name	Potter Valley Community Unified School District
Phone Number	(707) 743-2101
Superintendent	Bryan Barrett
Email Address	bbarrett@pottervalleyschools.us
District Website	http://www.pottervalleyschools.us

2025-26 School Description and Mission Statement

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 44 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade.

We pride ourselves in providing a uniquely relational and personalized approach to education. As state and federal mandates and increased governmental intrusion place greater emphasis on data driven decision making and increased focus on student

2025-26 School Description and Mission Statement

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. Potter Valley Junior/Senior High Office 707-743-1142.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	21
Grade 10	17
Grade 11	19
Grade 12	22
Total Enrollment	79

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	2.5
Hispanic or Latino	43
Two or More Races	3.8
White	50.6
English Learners	12.7
Homeless	6.3
Socioeconomically Disadvantaged	51.9
Students with Disabilities	20.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.7	81.37	13.5	81.27	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	6	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	13.85	0.8	4.98	11953.1	4.28
Unknown/Incomplete/NA	0.2	4.62	0.2	1.62	15831.9	5.67
Total Teaching Positions	5.8	100	16.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.6	80.21	15	78.34	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	5.22	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2	10.44	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	16.01	0.9	4.85	11746.9	4.23
Unknown/Incomplete/NA	0.2	3.79	0.2	1.15	14303.8	5.15
Total Teaching Positions	5.8	100	19.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	68.37	11.5	66.98	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	7.48	3.8	22.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	23.98	1.6	9.6	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.2	1.16	13705.8	4.91
Total Teaching Positions	5.8	100	17.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	0.9	1.4
Total Out-of-Field Teachers	0.80	0.9	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16	26
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	13.6	3.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, Grade 9, Houghton Mifflin Harcourt - 2017 California Collections, Grade 10, Houghton Mifflin Harcourt - 2017 California Collections, Grade 11, Houghton Mifflin Harcourt - 2017	0
Mathematics	Algebra I and II Big Ideas: Math, Larson - 2014 Geometry Big Ideas: Geometry, Larson - 2014 Pre-Calculus with Limits (A Graphing Approach), Calculus Big Ideas, Cengage Learning - 2017 Mathematics for Business and Personal Finance - 2010	0
Science	Plant and Soil Science: Introduction to Agronomy 2nd Ed, Cengage, Soil Science and Management - 2014 Animal Science: The Science of Animal Agriculture 5th Ed, Cengage - 2019 Ag Chemistry: UCCI Curriculum and Modeling Association Curriculum - 2019 Ag Physics: Managing Our Natural Resources, Cengage - 2016	0
History-Social Science	World History: History Alive! World Connections, TCI - 2013 Civics: We the People: The Citizen and The Constitution, 4th Ed., Center for Civic Education - 2019 Economics, Paradigm - 2010	0
Foreign Language	Buen Viaje, Glenco McGraw Hill - 2008 Encuentros Communication and Cultura, Vistas Higher Learning - 2022	0
Health	Health: A Guide to Wellness, Glencoe - 2003	0
Visual and Performing Arts		0

Science Laboratory Equipment (grades 9-12)	Biology, Glencoe, Copyright 2011, Adopted 2011 Chemistry Visualizing Matter, Holt, Rinehart Winston, Copyright 2000, Adopted 2000 Conceptual Physics, Scott Foresman, Copyright 2000, Adopted 2000 Applied Anatomy & Physiology, Paradigm, Copyright 2008, Adopted 2009	0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The most recent GO Bond has funded upgrades in electrical, plumbing, and climate control. All doors were also upgraded for improved safety locking systems. The lights in the gym have been upgraded to LED as well as all of the classroom lights. The Outdoor Learning Center was completed in 2023.

Year and month of the most recent FIT report				April 23, 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	11	32	28	47	48
Mathematics (grades 3-8 and 11)	9	0	28	24	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21	19	90.48	9.52	10.53
Female	--	--	--	--	--
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21	19	90.48	9.52	0.00
Female	--	--	--	--	--
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.86	0	20.51	28.13	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	38	92.68	7.32	18.42
Female	19	17	89.47	10.53	5.88
Male	22	21	95.45	4.55	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	23.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Potter Valley Schools have a rich tradition of providing high quality CTE Agricultural courses. We currently offer a broad spectrum of agricultural courses including: Introduction to Agriculture, Agricultural Mechanics (including welding), Agricultural Applications in Farming, Landscaping, Woodworking, Animal science, plant and soil science, AG Chemistry and AG physics. Several of our classes are also Dual Enrollment classes with Mendocino College and the school is working to increase this alignment and opportunity in the coming years.

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. Our career aptitude and interest exploration are for jobs specific to the needs in Mendocino county. The A-G courses added include Animal Science, Agriculture Chemistry, and Agriculture Physics. In addition, a dual enrollment course with Mendocino College was added to our master schedule in the Agriculture department.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	82
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	88.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.73
Graduates Who Completed All Courses Required for UC/CSU Admission	61.11

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental 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 District Advisory Committee (DAC), English Learner Advisory Committee (ELAC), Parent Athletic

2025-26 Opportunities for Parental Involvement

Boosters, field trips, fundraising events, and parent committees. Our active District Advisory Committee (DAC) has important responsibilities in the ongoing development and implementations of the Local Control Accountability Plan as well as the development of the ESSER III Plan, the Educator Effectiveness Block Grant Plan, and the A-G completion grant plan. DAC meets four times per year with open meetings accessible to all community members. 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.

The District's ELAC committee provides opportunities to make connections with parents of English Learners, provide opportunities for input on the LCAP, ESSER III Plan, and other grants, as well as provide education regarding Reclassification and the ELPAC.

Parents interested in meeting with teachers or administrators are encouraged to call the high school office at 707-743-1142 and speak with Principal Mikaila Pauli or the Academic Counselor, Joleen Logan. Additionally, parent input is gathered for programs such as Title I, English Language Learners, and Special Education.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4	0	5.3	4	0	4.5	8.2	8.9	8
Graduation Rate	96	100	94.7	96	100	95.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	19	18	94.7
Female	--	--	--
Male	11	10	90.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	87	84	16	19.0
Female	40	39	11	28.2
Male	47	45	5	11.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	37	8	21.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	40	6	15.0
English Learners	13	11	2	18.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	48	45	7	15.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	18	6	33.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.45	13.95	4.6	5.19	8.97	3.91	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.60	0.00
Female	5.00	0.00
Male	4.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.32	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Potter Valley Community Unified School District maintains a Comprehensive School Safety Plan to support the already safe, clean, friendly and positive learning environment at Potter Valley High School. The comprehensive school safety plan is updated annually. The Comprehensive School Safety Plan is updated each year after assessment with specific regard to school discipline, suspension, and other safety considerations. This plan was most recently reviewed by the staff as a whole, with the District Advisory Committee and is adopted by the school board. The plan is also reviewed with local law enforcement and the fire department. This comprehensive plan addresses school culture, anti-bullying initiatives, school discipline policies, and emergency procedures within the school and district.

Safety concerns are addressed routinely at Administrative Team meetings, Maintenance Operations Transportation and Safety Committee meetings. Concerns regarding safety, including those related to student behavior are addressed immediately. Students participate in fire, earthquake, lock-down and shelter-in-place drills throughout the school year.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	5	1	0
Mathematics	11	5	1	0
Science	1	1	0	0
Social Science	10	5	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	10		
Mathematics	7	8	1	
Science				
Social Science	5	5		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	9		
Mathematics	9	7	1	
Science				
Social Science	12	5		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,636	\$2,714	\$8,922	\$51,991
District	N/A	N/A	\$5,317	\$61,358
Percent Difference - School Site and District	N/A	N/A	50.6	-15.4
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-18.8	-40.8

Fiscal Year 2024-25 Types of Services Funded

Through the site supplemental LCAP funds the district supports art education, CTE courses for 9 - 12 and A-G approved courses for all students. Through the agriculture incentive grant and the CTEIG grant the career pathways in the field of agriculture are supported. There is an academic counselor available to students to support career and college planning, scholarships, and community college dual enrollment opportunities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,462	\$54,773
Mid-Range Teacher Salary	\$64,555	\$78,981
Highest Teacher Salary	\$87,376	\$117,337
Average Principal Salary (Elementary)	\$106,154	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$114,584	\$138,809
Superintendent Salary	\$130,000	\$176,162
Percent of Budget for Teacher Salaries	27.34%	24.71%
Percent of Budget for Administrative Salaries	7.18%	5.91%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0
Where there are student course enrollments of at least one student.	

Professional Development

In addition the the 4 days of professional development scheduled before the school year, there are 33 minimum days that are used for collaborative professional development. Teachers, administrators, and classified staff, can also participate in professional development outside of the district. In the fall of 2021-2022 a focus on returning from distance learning and learning loss was added. In 2022-2023, the professional development focus was on PBIS and MTSS implementation school wide. In 2023-2024, the professional development continued to focus on PBIS and MTSS implementation systems as well as developing our focus on UDL based instructional strategies in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4