



# Pacific Elementary School

50 Ocean St. • Davenport, CA 95017 • 831.425.7002 • Grades K-6

Eric Gross, Principal

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<http://www.pacificesd.org>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Pacific Elementary School District**

50 Ocean St.  
Davenport, CA 95017-1007  
831.425.7002  
<http://www.pacificesd.org/>

### **District Governing Board**

Gwyn Rhabyt  
Don Croll  
Leanne Salandro

### **District Administration**

Eric Gross  
**Superintendent**

### **School Description**

#### Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

#### School Profile

Pacific School offers children, parents, and staff the unique opportunity to work together in a small, harmonious environment, giving individual attention and individualized instruction. The School Plan focuses on an integrated curriculum that allows learning to take on greater meaning and connection to the world and to students' lives.

The staff intends to provide a school environment that nourishes each child's emotional, physical, and social development while stimulating curiosity and creativity. The staff endeavors to generate a love of learning, which will sustain children as they grow and develop. Classrooms and materials are meticulously made and cared for, creating beautiful, stimulating environments. Pride in the school is demonstrated in the care that the children show to the materials, buildings, and garden. During the 2015-16 school year, the school served about 110 students in grades Kindergarten through six.

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	22
Grade 1	17
Grade 2	16
Grade 3	17
Grade 4	16
Grade 5	13
Grade 6	14
<b>Total Enrollment</b>	<b>115</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0.9
Filipino	0
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0
White	68.7
Two or More Races	6.1
Socioeconomically Disadvantaged	26.1
English Learners	13
Students with Disabilities	10.4
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Pacific Elementary School	14-15	15-16	16-17
With Full Credential	7	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pacific Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pacific Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Pacific School District endeavors to provide sufficient and current textbooks and materials to support instructional programs. Pacific School District held a Public Hearing on September 29, 2016, and determined that the school has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in October 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: 10/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adopted in 2002  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math Adopted in 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman Adopted in 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive Adopted in 2006  Scott Foresman Adopted in 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

The physical environment of Pacific School is continually maintained. Classrooms and grounds are kept free of litter and graffiti. Students are expected to participate in daily cleanup. The playground, classrooms, fire extinguishers, and emergency exit lights are formally inspected at least monthly. Repairs to damage are made as quickly as possible. The principal conducts at least two comprehensive inspections a year, in the fall and spring, using the inspection checklist from the State Office of Public School Construction. The inspection covers the school site, including office, classrooms, kitchen, and playground safety.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Though still in working order, the HVAC systems are nearing the end of their functional lifespan.
<b>Interior:</b> Interior Surfaces	X			Rooms 4 & 6 have one damaged ceiling tile from a water stain. Library & Multi-Purpose Room: Slight damage to some ceiling tiles due to breakage when setting up theatrical staging. Hallway wall coverings have water damaged due to roof leak.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 3/9/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Playground and play structure: Playing field has a gopher infestation. Blacktop was repaved in 4/16.
<b>Electrical:</b> Electrical	X			New energy-efficient lighting was installed in entire campus in spring 2016.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Faucet in room 1 leaks; 1 urinal in boys' bathroom is plugged.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			The custodian's material need to be labeled.
<b>Structural:</b> Structural Damage, Roofs	X	X		Roof leak around skylight in hallway.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows in dining rooms were sealed July 2016.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	75	75	85	75	75	85	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	69	53	69	53	44	48
<b>Math</b>	64	61	64	61	34	36

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

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	13	13	100.0	84.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	17	17	100.0	47.1
	<b>4</b>	16	15	93.8	53.3
	<b>5</b>	13	12	92.3	66.7
	<b>6</b>	15	13	86.7	46.1
<b>Male</b>	<b>3</b>	14	14	100.0	35.7
	<b>6</b>	11	9	81.8	33.3
<b>White</b>	<b>3</b>	13	13	100.0	61.5
	<b>6</b>	14	12	85.7	50.0

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	17	17	100.0	64.7
	<b>4</b>	16	15	93.8	53.3
	<b>5</b>	13	12	92.3	58.3
	<b>6</b>	15	13	86.7	66.7
<b>Male</b>	<b>3</b>	14	14	100.0	57.1
	<b>6</b>	11	9	81.8	50.0
<b>White</b>	<b>3</b>	13	13	100.0	69.2
	<b>6</b>	14	12	85.7	72.7

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Pacific Elementary School values parents as an integral part of the educational process. To that end, the following is a summary of our three major areas for parental involvement: volunteering in the classroom, on field trips, and during events, joining the Pacific School Foundation/Pacific School Parents' Club, and serving on committees such as the School Site Council or Board of Trustees.

Parents are an important part of Pacific School and the school actively encourages their participation. Parents overwhelmingly say they feel welcome and included when surveyed each year. Parents should contact their child's teacher if they are interested in volunteering in the classroom on a regular basis. Volunteering works best when scheduled beforehand with the teacher. Classroom volunteer needs are discussed each year at Back-to-School Night. In our Independent Studies Program, which is a hybrid between home schooling and a traditional school program, parents are the teachers of their own and each others' children. Field trips are frequent and parents are integral to their smooth functioning. Some field trips, for the older students, involve multi-day excursions and depend upon actively involved parents to make them possible.

The Pacific School Foundation (PSF)/Pacific School Parents' Club is an important volunteer organization that meets at least monthly. PSF/PSPC is responsible for coordinating several large fundraisers, managing donations, organizing family/community events such as the fall Potato Night and Bingo Night. PSF/PSPC is always eager to recruit new members to maintain and invigorate our culture of active support.

The School Site Council (SSC) is made up of four parent/community members and four staff members. The Site Council is responsible for revising and recommending several important plans that provide direction of the school in key areas. The SSC reviews the Local Control Accountability Plan (LCAP), the Comprehensive School Safety Plan, the Wellness Plan, and the Technology Plan. They also act as an advisory committee to the school board. The Site Council is also responsible for surveying parents to determine concerns and program needs. In this capacity, parent members are an important link between parents, staff, and the governing board. When there is an empty seat available on the Site Council, all parents are encouraged to participate in the election of a new member. All meetings are open to the public.

Parents who have special skills are encouraged to share their expertise with the children, both as demonstrations and as lessons during school hours. Also, parents sometimes seek the opportunity to give classes to students after school. The school is happy to provide support for these classes when scheduling and space is available. In the past, parents have given lessons in art, dance, sewing, knitting, Spanish, music, and drama. Parents are also actively involved in helping to meet needs with the school library, Life Lab garden, landscaping, and maintenance. Indeed, our school would be notably deficient without their continued generosity.

### State Priority: School Climate

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

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

### School Safety Plan

Pacific School District has developed a comprehensive School Safety Plan that addresses the emotional safety as well as the physical safety of all members of the school community. The School Safety Plan was developed by the Pacific School Site Council, made up of parents and staff members, and is reviewed and revised annually. The School Safety Plan is available for viewing in the school's office.

Components of the Pacific School Safety Plan:

#### Section 1. A Safe and Orderly Environment

##### A. Social Climate

1. Mission and Vision
2. Current assessment of school crime
3. Supervision
4. Rules, Problem Solving, and Discipline Procedures
5. Support Programs
6. Staff Development

##### B. Physical Environment

1. Safe and clean facilities
2. Supervision
3. Security
4. Safety Inspections

##### C. Emergency Procedures

1. Illness

2. Injury
3. Fire & Earthquake drills and procedures (evacuation)
4. Lockdown procedures
5. Bomb threats
6. Emergency Response/Crisis Management

Pacific Elementary School District Board Policies in the following areas support the Comprehensive Safe School Plan:

1. Disaster Procedures & Crisis Response
2. Safe Ingress and Egress
3. Child Abuse Reporting
4. Suspension and Expulsion
5. Notifying teachers of dangerous pupils
6. Discrimination and Harassment
7. School-wide dress code
8. Discipline Procedures
9. Hate Crimes
10. Uniform Complaint Procedures

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist	.8
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>K</b>	5	8	8	3	2	2						
<b>1</b>	8	7	7	2	2	2						
<b>2</b>	8	9	9	2	2	2						
<b>3</b>	7	8	8	2	2	2						
<b>4</b>	8	7	7	2	2	2						
<b>5</b>	9	8	8	2	2	2						
<b>6</b>	7	9	9	2	2	2						

**Professional Development provided for Teachers**

Pacific School professional development activities are designed by staff, in conjunction with the other three single school districts in the county, to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and classroom management skills.

Pacific School’s staff meets throughout the year, in various settings, to both plan and deliver the training in a reciprocal fashion. First, the needs are identified during the previous year. Second, the teachers and principal meet monthly to discuss needs and share best practices. Any new opportunities are discussed at that time. Third, subcommittees of teachers meet to work on various aspects of improving our practice on a monthly basis. The work of these groups is then brought to the entire faculty for implementation. Assessments of student progress and staff strengths and competencies are considered when professional development is planned.

Recommendations from the School Board and the School Site Council are considered when planning activities. Staff members are encouraged to participate in professional development programs given by Santa Cruz County Office of Education, and Pacific School staff members collaborate with the other three small school districts in the county for at least one professional development day per year. Whenever possible, the principal takes part in professional development programs along with staff members.

Teachers are provided with release time to attend special workshops and classes, and time is allowed at staff meetings and in-service days for staff members to share information they have gained that will benefit other staff members. Mentor teachers provide expertise in areas of strength and the school’s Technology Coordinator provides technical assistance and staff technology training on a frequent basis.

Since the 2011-12 school year, two professional development days are scheduled in coordination with the three other small school districts to collaborate and share best practices. The staff continues to assess needs and either take advantage of minimum days every Wednesday, or take individual staff development opportunities to attend workshops. Staff have focused on math, writing, science with a focus on garden curriculum, English Language Development, and differentiating instruction to meet the needs of gifted students. Other staff development topics include Step Up To Writing, the Common Core Standards implementation, Environmental Education, and the Visual And Performing Arts (VAPA) standards.

A restructured week with four longer days and a shorter day on Wednesdays provides time for weekly meetings and collaboration, as well as development of curriculum and materials in each classroom.

The school participates in the state-sponsored Beginning Teachers Support and Assessment program (BTSA), as appropriate. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary		\$116,069
Percent of District Budget		
Teacher Salaries	25%	33%
Administrative Salaries	9%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,844	2,167	7,677	54,972
District	◆	◆	7,677	54,972
State	◆	◆	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			35.2	-9.9

\* Cells with ◆ do not require data.

### Types of Services Funded

The Local Control Funding Formula (LCFF) and federal grants (Title II A and REAP) provide the following services at Pacific Elementary School:

- Technology/Media Literacy
- Art & Music instruction
- Gifted and Talented Education (GATE)
- Instructional Materials
- Classroom Aide support
- Teacher Professional Development
- Response to Intervention Services
- Special Education
- Physical Education materials
- Educational Field Trips
- Food Lab
- Life Lab

### DataQuest

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

### Internet Access

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