Pacific School

2012-2013 School Accountability Report Card

Published in the 2013-2014 School Year

Eric Bitter, *Superintendent/Principal*

ebitter@santacruz.k12.ca.us

Grades Kindergarten through Six

www.pacific.santacruz.k12.ca.us

CDS Code: 44-69781-6049621

Address:

50 Ocean Street
Davenport, CA
95017

Phone:

(831) 425-7002

School Board:

Gwyan Rhabyt
President

Patricia Auten
Member

Susan Devergranne
Member

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.

It is the staff's intention 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 2012-13 school year, the school served 104 students in grades Kindergarten through six.

Enrollment by Student Group

2012-13

	Percentage
African American	0.7%
American Indian	-
Asian	-
Filipino	-
Hispanic or Latino	9.2%
Pacific Islander	-
White	52.3%
Two or More	5.9%
None Reported	-
English Learners	6.5%
Socioeconomically Disadvantaged	15.0%
Students with Disabilities	10.5%

Parent Involvement

Parents are an important part of Pacific School. Parents overwhelmingly say they feel welcome and included when surveyed each year, and parent participation is actively encouraged.

Parents should contact their child's teacher if they are interested in volunteering in the classroom on a regular basis. Classroom volunteers are highly valued, however, teachers are not usually available to consult with volunteers before school, so arrangements should be made after the regular school hours. Classroom volunteer needs are discussed each year at Back-to-School Night.

Pacific School Foundation (PSF)/Pacific School Parents' Club is an important volunteer organization that meets monthly and is responsible for managing donations, coordinating several large fundraisers, the fall "Potato Night" event, Bingo Night, and the Annual School Report. PSF is always eager to recruit new members.

Pacific School Site Council is made up of three parent/community members and three staff members. The Site Council is responsible for reviewing and revising the school plans, including the LEA Plan, the School Safety Plan, and the Technology Plan, and they act as an advisory committee to the school board. The Site Council is also responsible for surveying parents to determine concerns and program needs, and the 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. If there are more candidates than seats, an election is held.

Parents who have special artistic skills are encouraged to share their expertise with the children, both as demonstrations and 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. Parents have given art lessons, sewing classes, knitting classes, Spanish lessons, and drama.

Parents are also encouraged to help with the school library, Life Lab garden, and grounds landscaping/ maintenance.

Discipline & Climate for Learning

Students are recognized for their successes and efforts. Student work is displayed throughout the school and student performances are given for other students and/or parents. Students are recognized for good citizenship and parent volunteers are acknowledged in weekly newsletters and during community events. Multi-cultural awareness is promoted throughout the curriculum in displays, materials, performances, and activities.

Older students have opportunities to interact with younger children through activities like “Reading Buddies” and multi-age level games, creating a nurturing environment where children are accepting and feel safe. Good sportsmanship is emphasized over personal success, both in sports and academic endeavors, establishing a friendly, cooperative school spirit.

School Rules are consistent and provide a solid framework for behavior. Rules are clearly structured by staff members and discussed with the students throughout the year. Staff members serve as models of fair, mannerly behavior, helping students learn to be respectful of others and the school environment. In order to be consistent, staff members are trained in problem solving strategies that empower students and allow them to take responsibility for their actions. Bullying, teasing, and exclusion are not tolerated.

It is the goal of Pacific School District to develop strong partnerships with the home. Communications with parents are frequent, clear, and two-way. Parents are treated as collaborators and are encouraged to comment on school policies, share in decision making, and participate in classroom programs. The high level of participation, as well as positive comments on the annual parent survey, indicate that students, parents, community members, and staff work harmoniously to create a close, caring climate.

The suspensions and expulsions table displays the total number and percentage of incidents at the school. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	0	0	0	0	0	0
Suspension Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing: 1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Grade Level												
K	10	12	9	2	3	2	-	-	-	-	-	-
1	21	5	9	1	4	2	-	-	-	-	-	-
2	-	8	6	-	2	2	-	-	-	-	-	-
3	-	6	8	-	2	2	-	-	-	-	-	-
4	20	7	7	1	2	2	-	-	-	-	-	-
5	-	9	7	-	2	2	-	-	-	-	-	-
6	30	9	8	-	2	2	1	-	-	-	-	-
K-3	15	-	-	2	-	-	-	-	-	-	-	-
3-4	20	-	-	1	-	-	-	-	-	-	-	-

Instructional Time (Includes Minimum Days)

For the 2012-13 school year, Pacific Elementary offered 180 days of instruction, comprised of 134 regular days. The additional 46 minimum days were utilized for staff enrichment, and parent-teacher conferences. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	40,500
1st	50,400	51,240
2nd	50,400	51,240
3rd	50,400	51,240
4th	54,000	55,200
5th	54,000	55,200
6th	54,000	55,200

Teacher Assignment

Pacific School recruits and employs the most qualified credentialed teachers.

Teacher Credential Status

	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	7	7	7	7
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies

	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Enrollment by Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
K	18	21	17
1st	15	13	17
2nd	11	16	12
3rd	16	12	15
4th	14	14	14
5th	16	17	14
6th	20	17	15

Staff Development

Pacific School professional development activities are designed by staff 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 management skills.

Pacific School's staff meets in May and June to plan professional development for the following year. Also, the teachers and principal meet twice a month and any new opportunities are discussed at that time. 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 a 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 weekly basis.

In the 2010-11 school year, due to reduction in state funding, staff development days were reduced to zero. In 2011-12 and 2012-13, two development days were offered. 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 and The Common Core.

A restructured week with four longer days and a shorter day on Wednesday 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). 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.

The school's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/. *Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.*

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Counseling & Support Staff (School Year 2012-13)

It is the goal of Pacific School to assist students in their academic, social, and personal development. We provide special attention to students who experience academic or behavioral difficulty. The school does not have an academic counselor. The table lists the support service personnel available at Pacific School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Psychologist	1	0.15
Resource Specialist Program (RSP) Teacher	1	0.97
Speech and Language Specialist	1	0.3

Curriculum Development

It is the expectation of Pacific School that all students will reach and/or exceed State Standards. Attention is given to the acquisition of basic skills using concrete, manipulative learning materials and allowing children to progress at their own pace. Children work individually or in small groups and are given opportunity to practice freedom of choice within a carefully prepared environment, becoming active participants in their own learning. Enrichment programs are provided to enhance all curricular areas including music, visual arts, a Life Lab gardening program, and Food Lab, where students learn about health and nutrition while preparing the school lunch.

Pacific School stresses the need to address individual learning styles and abilities. Programs are tailored to fit each child's needs with the least restrictive environmental placements, with classroom and specialist teacher collaboration.

Staff members communicate regularly across grade levels about student needs, curriculum, and behavior. Students are identified early to have special needs or to be "at-risk" of academic failure. Interventions are provided to ensure success for those students. Special Needs and Intervention programs include RSP, Title I, Lindamood Bell, GATE, English Language Development (ELD), and Speech & Language.

The school's curriculum, benchmarks, and assessments are based on the California State Content Standards. Students are assessed through a multiple assessment program based on standardized tests, report cards reflecting daily class work, and student portfolios containing performance tasks and the use of rubrics. Children who score below the mid-BASIC level on the California Standards Test, or who are working at a level below proficiency on the district's multiple measures of assessment, receive extra help from a Title I teacher, a special reading tutor, the Resource Specialist, or Instructional Aide.

While enrolled at Pacific School, English Learners participate in the regular classroom program and use the adopted materials aligned to State Standards, which are provided in English. In addition, they receive appropriate materials for the adopted ELD program in English or their primary language. English Language Development is provided through differentiated instruction throughout the day by teachers who have the appropriate authorization and qualified instructional aides.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually.

Evaluation criteria are: Engaging and Supporting All Students In Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Instructional Materials (School Year 2013-14)

Pacific School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Pacific School District held a Public Hearing on September 19, 2013, 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 November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
6th	History/Social Studies	History Alive	2006	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-6	Science	Scott Foresman	2007	Yes	0.0%

Additional Internet Access/Public Libraries

The Santa Cruz Public Library including the Central, Garfield Park, and Branciforte Branches of the Santa Cruz Public Library provide free internet access to all community members, including Pacific School students. In addition, the Santa Cruz Public Library Bookmobile visits Pacific School every other week, where internet access and other resources are made available to students.

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 (English/language arts 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.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2013-14)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.0%

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)

Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	79	63	74	79	63	74	54	56	55
Mathematics	79	71	74	79	71	74	49	50	50
Science	73	77	86	73	77	86	57	60	59
History/Social Science	*	*	*	*	*	*	48	49	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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.

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	77	75	86	*
School	77	75	86	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White	*	*	*	*
Males	*	*	*	*
Females	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

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. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Physical Fitness (School Year 2012-13)

In the spring of each year, Pacific School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). The table shows the percent of students who met the fitness standards.

Percentage of Students in Healthy Fitness Zone
2012-13

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)

	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group.

API School Results

	2010	2011	2012
Statewide	8	9	7
Similar Schools	-	-	-
Group	**10-11**	**11-12**	**12-13**
All Students at the School			
Actual API Change	37	-44	24
White			
Actual API Change	25	-63	-

The second table displays, by student group, the Growth API at the school, district, and state level.

2013 Growth API Comparison

	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	67	867	67	867	4,655,989	790
White	49	895	49	895	1,200,127	853
Socioeconomically Disadvantaged	26	791	26	791	2,774,640	743
Students with Disabilities	13	620	13	620	527,476	615

Safe School 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 plan was last reviewed and updated on November 2013 by the School Site Council. 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

Board Policies for the Following Areas:

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

Data Sources

Data within the SARC was provided by Pacific School, retrieved from the 2012-13 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

School Facilities

The physical environment of Pacific School is carefully maintained. Classrooms and grounds are kept litter and graffiti free. Students are expected to participate in daily cleanup, and the playground and gardens are inspected at least weekly. Repairs to damage are made quickly. The principal conducts two comprehensive inspections a year, in the fall and spring, using the inspection checklist from the district's property and liability insurance group. The inspection covers the custodian's site, office, classrooms, and playground safety.

In November 2005, the School Board adopted the Interim Evaluation Instrument from the Office of Public Schools Construction to be used as an additional inspection tool each year in November. The table displays data collected in November 2013.

School Facility Conditions

Date of Last Inspection: 11/04/2013

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Preschool: Some rust on metal eaves overhanging entrance and occasional minor sewer problems.
Interior	X			Independent Study Room: One damaged ceiling tile from water stain. Library & Multi-Purpose Room: Slight damage to some ceiling tiles due to breakage when setting up theatrical staging.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Rec. Room/ IS K/1: Top of cabinet needs to be keep cleared and some other housekeeping needs attention. Playground & Climber: Playing field has a gopher infestation.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Kitchen: Stove top/Oven sprinkler system needs recertification.
Structural (Structural Damage, Roofs)	X			Playground & Climber: New sand is needed in the sand area.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. Facility needs are assessed throughout the year, with maintenance needs reported to the School Board at each monthly meeting.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year, the district allocated $6,081.00 for deferred maintenance program. This represents 0.59% of the district's general fund budget.

Deferred Maintenance Projects

During the 2013-14 school year, the district's governing board approved deferred maintenance projects for the school, which included: roof repair, HVAC repair, painting and blacktop resurface.

Contact Information

Interested volunteers should contact the Superintendent/Principal, Eric Bitter, or administrative assistant, Noel Bock, in the office at (831) 425-7002.

Teacher & Administrative Salaries (Fiscal Year 2011-12)

Because the school is a single-site school district, the comparison of teacher and administrative salaries is not required. Detailed information regarding salaries may be found on the CDE website.

School Site Teacher Salaries (Fiscal Year 2011-12)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$52,660
School & State	
All Elementary School Districts	$57,720
Percentage of Variation	-8.8%

School Expenditures (Fiscal Year 2011-12)

The expenditures per pupil data is based on 2011-12 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. *Basic/Unrestricted* expenditures, except for general guidelines, are not controlled by law or 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$9,612
From Supplemental/Restricted Sources	$2,079
From Basic/Unrestricted Sources	$7,533
District	
From Basic/Unrestricted Sources	$7,533
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	$5,537
Percentage of Variation between School & State	26.5%

District Revenue Sources (Fiscal Year 2013-14)

In addition to general state funding, Pacific School receives state and federal funding for the following categorical funds and other support programs:

- Art & Music
- EIA
- Enhancing Education Through Technology
- Gifted and Talented Education (GATE)
- Instructional Materials
- Lottery
- PAR
- Professional Development
- REAP
- SIP
- Special Education
- Title II A
- Targeted Improvement