



Pacific Elementary School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Pacific Elementary School District

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District Governing Board

Gwyn Rhabyt

Don Croll

Roger Knapp

District Administration

Kris Stanga
Superintendent

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 2013-14 school year, the school served 106 students in grades Kindergarten through six.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 831.425.7002.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	15
Gr. 1	16
Gr. 2	15
Gr. 3	13
Gr. 4	16
Gr. 5	17
Gr. 6	14
Total	106

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	17.9
Native Hawaiian/Pacific Islander	0.0
White	72.6
Two or More Races	7.5
Socioeconomically Disadvantaged	38.7
English Learners	12.3
Students with Disabilities	14.1

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	12-13	13-14	14-15
Fully Credentialed	7	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pacific Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	7
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pacific Elementary School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

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 18, 2014, 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 2014 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	MacMillan/McGraw Hill Adopted in 2007
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
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	Scott Foresman Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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: 01/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Independent Study and gr. 5/6 classroom has 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. Hallway wall coverings have water damaged due to roof leak.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			. Playground & Climber: Playing field has a gopher infestation.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof leak around skylight in hallway as well as water leaks under upper grade lunch room windows.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	77	86	75	77	86	75	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	79	63	74	79	63	74	54	56	55
Math	79	71	74	79	71	74	49	50	50
HSS							48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	7	8
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5		30.8	61.5

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	75
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	37	-44	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	25	-63	
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

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- classroom volunteering, Parents' Club and School Site Council:

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, organizing family/community nights such as the fall "Potato Night" event and Bingo Night. PSF is always eager to recruit new members.

Pacific School Site Council is made up of four parent/community members and four staff members. The Site Council is responsible for reviewing and revising the school plans, including the Local Control Accountability Plan (LCAP), the Comprehensive School Safety Plan, Wellness 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, 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 available, an election is held. 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 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.

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 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

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	11-12	12-13	13-14
Suspensions Rate	0	0	0
Expulsions Rate	0	0	0
District	11-12	12-13	13-14
Suspensions Rate	0	0	0
Expulsions Rate	0	0	0
State	11-12	12-13	13-14
Suspensions Rate			4.4
Expulsions Rate			0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	12	9	5	3	2	3	0			0		
Gr. 1	4.5	9	8	4	2	2	0			0		
Gr. 2	8	6	8	2	2	2	0			0		
Gr. 3	6	8	7	2	2	2	0			0		
Gr. 4	7	7	8	2	2	2	0			0		
Gr. 5	8.5	7	9	2	2	2	0			0		
Gr. 6	8.5	8	7	2	2	2	0			0		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40583	\$38,970
Mid-Range Teacher Salary	54784	\$56,096
Highest Teacher Salary	67289	\$71,434
Average Principal Salary (ES)	NA	\$91,570
Average Principal Salary (MS)	NA	\$97,460
Average Principal Salary (HS)	NA	\$99,544
Superintendent Salary	106200	\$107,071
Percent of District Budget		
Teacher Salaries	37	36
Administrative Salaries	10	7

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9427	1859	7568	53123
District	♦	♦	7568	53123
State	♦	♦	\$4,690	\$57,931
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			61.4	-8.3

Types of Services Funded at Pacific Elementary School

The Local Control Funding Formula (LCFF) and Federal monies (Title IIA and REAP) provide the following services at Pacific Elementary School:

Technology/Media Literacy
Art & Music
Gifted and Talented Education (GATE)
Instructional Materials
Classroom Aide support
Teacher Professional Development
Intervention Services
Special Education

Professional Development provided for Teachers at Pacific Elementary School

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.

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 and the Common Core Standards implementation.

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.