

# Pacific Elementary

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Pacific Elementary
<b>Street</b>	50 Ocean St.
<b>City, State, Zip</b>	Davenport, CA 95017
<b>Phone Number</b>	831.425.7002
<b>Principal</b>	Eric Gross
<b>Email Address</b>	egross@pacificesd.org
<b>School Website</b>	<a href="https://www.pacificesd.org/">https://www.pacificesd.org/</a>
<b>County-District-School (CDS) Code</b>	44697816049621

## 2021-22 District Contact Information

<b>District Name</b>	Pacific Elementary School District
<b>Phone Number</b>	831.425.7002
<b>Superintendent</b>	Eric Gross
<b>Email Address</b>	egross@pacificesd.org
<b>District Website Address</b>	<a href="http://www.pacificesd.org/">http://www.pacificesd.org/</a>

## 2021-22 School Overview

### 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 well cared for, creating beautiful, stimulating environments. Pride in the school is demonstrated in the care that the children show the materials, buildings, and garden.

During the 2020-21 school year, the school served about 138 students in kindergarten through sixth-grade, spread across three programs: Five Day, Independent Studies, and Home Studies.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	20
Grade 3	25
Grade 4	21
Grade 5	15
Grade 6	12
Total Enrollment	141

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.3
Male	61.7
Asian	2.1
Black or African American	0.7
Hispanic or Latino	25.5
Two or More Races	7.1
White	62.4
English Learners	7.1
Homeless	60.3
Socioeconomically Disadvantaged	71.6
Students with Disabilities	9.9

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	2020-21
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 18, 2018, 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 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

1/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adopted in 2017	Yes	0
Mathematics	Eureka Math Adopted in 2014	Yes	0
Science	FOSS Adopted in 2018	Yes	0
History-Social Science	History Alive Adopted in 2006  Scott Foresman Adopted in 2006	Yes	0

## School Facility Conditions and Planned Improvements

The physical environment of Pacific School is continually maintained to the best of our ability. 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.

Year and month of the most recent FIT report

1/13/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			The HVAC furnaces were replaced on 10/18/17 with new, highly efficient models. The stove in the kitchen was replaced on 8/21/19. A broken pipe that connects the property's sewer to the municipal sewer was replaced on 8/29/18.

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X	Several rooms had damaged ceiling tiles that were replaced 8/18 and again in 9/21.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Playground and play structure: Blacktop was repaved on 4/16. Lawn was top-dressed and re-seeded 8/18. A contractor treats for gophers 2x/mo.
<b>Electrical</b>	X		New energy-efficient lighting was installed in entire campus in spring 2016. Solar panels were installed on MU roof 8/18.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Low flow plumbing fixtures were installed in all bathrooms in spring 2017. Drinking fountain was repaired 12/17. A stainless steel back splash was installed in kitchen in 12/19.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		A limited number of cleaning chemicals are stored in the custodial closet.
<b>Structural:</b> Structural Damage, Roofs		X	Roof leak around skylight in hallway and room #3 was repaired 8x in 2017-18. Leaks in room #5 was repaired on 12/19. A broken skylight was repaired 11/17.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Windows in dining rooms were sealed 7/16. A missing segment of the perimeter fence was completed on 4/18. New wood chips were added to playgrounds on 11/14/18 and tilled in 11/19.

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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: (1) volunteering in the classroom, chaperoning on field trips and during events; (2) supporting the Pacific School Foundation/Pacific School Parents' Club; (3) and serving in governance capacities such as the School Site Council or the Board of Trustees. Subject to the vicissitudes of the pandemic, the following is usually the case.

Parents are vitally important to Pacific School and the school actively encourages their participation. Parents overwhelmingly say they feel welcome and included when surveyed each year. Parents contact their child's teacher if they are interested in volunteering in the classroom on a regular basis. Classroom volunteer needs are discussed each year at Back-to-School Night. In our Independent Studies Program, which is a hybrid of homeschooling and a traditional school program, parents are the teachers of their own and each other's children. Field trips are frequent and parents are crucial 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 (PSPC) is a critical volunteer organization that meets at least monthly. PSF/PSPC is responsible for coordinating several large fundraisers, managing donations, and organizing family/community events such as Potato Night and Bingo Night. PSF/PSPC is always eager to recruit new members to maintain and invigorate a culture of active support.

The School Site Council (SSC) is made up of five parent/community members and five staff members. The Site Council is responsible for revising and recommending numerous important plans that provide direction for 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 serve as a 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. The School Board is composed of three elected members. Their job is to set policy for the school district and to direct the Superintendent/Principal in implementing

## 2021-22 Opportunities for Parental Involvement

those policies.

Parents who have special skills are encouraged to share their expertise with the children 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 spaces are 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 in the school library, Life Lab garden, landscaping, and maintenance. Indeed, our school community would be notably deficient without their continued generosity.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	151	149	25	16.8
Female	59	59	12	20.3
Male	92	90	13	14.4
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	36	36	10	27.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	10	0	0.0
White	97	96	15	15.6
English Learners	10	10	0	0.0
Foster Youth	0	0	0	0.0
Homeless	86	85	18	21.2
Socioeconomically Disadvantaged	106	105	23	21.9
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	19	19	4	21.1

## 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.79	0.00	0.79	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.00	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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 Safety Committee in conjunction with the Pacific School Site Council, which is made up of parents and staff members. The Plan is reviewed and revised annually by both the Site Council and the School Board. It is then submitted to the County Office of Education. The School Safety Plan is available for viewing in the school's office.

The following is the table of contents for the School Safety Plan:

Purpose of the Comprehensive School Safety Plan (CSSP).....	4
Plan Development and Approval.....	5
Current Status of School Crime.....	6
School Safety Strategies and Programs.....	7
Child Abuse Reporting Procedures.....	8
Emergency/Disaster Preparedness Training Schedule.....	9
Procedures for Emergency Use by Public Agency – BP 3516.....	9
Suspension/Expulsion Policies – BP 5144.1.....	9
Procedures to Notify Teachers of Dangerous Pupils – BP 5148.....	9
Nondiscrimination/Harassment Policy – BP 5145.3.....	9
Dress Code – BP 5132.....	10
Rules and Procedures for School Discipline – BP 5144.....	10
Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees.....	10
Bullying Prevention – BP 5131.2.....	10
Positive School Climate – BP 5137.....	11
Uniform Complaint Procedure – BP 1312.3.....	11
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act.....	11
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school.....	12
Appendix.....	12
Board Policy 5141.4 Child Abuse Prevention and Reporting.....	12
Board Policy 3516 Emergencies and Disaster Preparedness.....	12
Board Policy 5144.1 Suspension and Expulsion/Due Process.....	12
Board Policy 5148 Employee Security/Teacher Notification.....	12
Board Policy 5145.3 Nondiscrimination/Harassment.....	12
Board Policy 5132 Dress and Grooming.....	12
Board Policy 5144 Discipline.....	12



## 2021-22 School Safety Plan

Board Policy 5131.2 Bullying Prevention.....	12
Board Policy 5137 Positive School Climate.....	12
Board Policy 1312.3 Uniform Complaint Procedure.....	12

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	13	1		
2	11	1		
3	16	1		
4	12	1		
5	10	1		
6	15	1		
Other	19	2		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
1	8	1		
2	10	1		
3	9	1		
4	12	1		
5	12	1		
6	9	1		
Other	22	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	1		
1	10	1		
2	25		1	
3	20	1		
4	27		1	
5	15	1		
6	10	1		

## 2020-21 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	0:0

## 2020-21 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0.1
<b>Psychologist</b>	0.1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0.8

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$11,207	\$2,603	\$7,389	\$68,925
<b>District</b>	N/A	N/A	8,796	\$68,925
<b>Percent Difference - School Site and District</b>	N/A	N/A	-17.4	0.0
<b>State</b>			\$8,444	\$72,352
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.3	-4.9

## 2020-21 Types of Services Funded

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

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$43,000	\$47,265
<b>Mid-Range Teacher Salary</b>	\$57,150	\$69,813
<b>Highest Teacher Salary</b>	\$70,000	\$91,237
<b>Average Principal Salary (Elementary)</b>	\$0	\$113,466
<b>Average Principal Salary (Middle)</b>	\$0	\$115,186
<b>Average Principal Salary (High)</b>	\$0	\$0
<b>Superintendent Salary</b>	\$118,661	\$131,359
<b>Percent of Budget for Teacher Salaries</b>	29%	30%
<b>Percent of Budget for Administrative Salaries</b>	8%	7%

## Professional Development

Pacific School professional development activities are usually designed by staff, in conjunction with the other three single-school districts in the county, and sometimes in conjunction with Bay Sci and/or the County Office of Education 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 the principal meet at least monthly to discuss needs, review research, and share best practices. Any new opportunities are discussed at that time. Third, the subcommittees of teachers meet to work on various aspects of improving our practice. 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 offered by the Santa Cruz County Office of Education. Special Education staff and aides have taken advantage of several workshops offered through the county SELPA. 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. The staff has focused on math, writing, science (including the Life Lab 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, Next Generation Science Standards, and the Visual And Performing Arts (VAPA) standards.

During the 2018-19 and 2019-20 school years, Pacific contracted with a private consultant (Rebecca Setziol) to provide professional development in mathematics instruction. Specifically, Ms. Setziol coached teachers in Teaching Through Problem-Solving, using a gradual release of responsibility model. In 2020-21, teachers met with staff from the County Office of Education for professional development in mathematics instruction in the distance learning environment. During 2021-22, the focus is on Social Emotional Academic Learning (SEAD), working with consultants Wendy Baron and Suzanne Denham.

A restructured weekly schedule with four longer days and a shorter day on Wednesdays provides time for weekly meetings and collaboration, as well as the 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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Pacific Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Pacific Elementary School District
<b>Phone Number</b>	831.425.7002
<b>Superintendent</b>	Eric Gross
<b>Email Address</b>	<a href="mailto:egross@pacificesd.org">egross@pacificesd.org</a>
<b>District Website Address</b>	<a href="http://www.pacificesd.org/">http://www.pacificesd.org/</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Student Groups	All Total Enrollment	All Number Tested	All Percent Tested	All Percent Not Tested	All Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.



## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Student Groups	All Total Enrollment	All Number Tested	All Percent Tested	All Percent Not Tested	All Percent At or Above Grade Level
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.