

Pacific Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Pacific Elementary
Street	50 Ocean St.
City, State, Zip	Davenport, CA 95017
Phone Number	831.425.7002
Principal	Eric Gross
Email Address	egross@pacificesd.org
School Website	https://www.pacificesd.org/
Grade Span	P-6
County-District-School (CDS) Code	44697816049621

2024-25 District Contact Information

District Name	Pacific Elementary School District
Phone Number	831.425.7002
Superintendent	Eric Gross
Email Address	egross@pacificesd.org
District Website	http://www.pacificesd.org/

2024-25 School Description and Mission Statement

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,

2024-25 School Description and Mission Statement

giving personal attention and individualized instruction. Pacific focuses on an integrated curriculum that allows learning to take on greater meaning and connection to the world and to students' lives.

The staff provides 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 learning environments. Pride in the school is demonstrated in the care that the children show the materials, buildings, and garden.

During the 2023-24 school year, the school served about 182 students in preschool through sixth-grade, spread across three programs: Five Day, Independent Studies, and Home Studies.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	19
Grade 2	21
Grade 3	23
Grade 4	24
Grade 5	23
Grade 6	25
Total Enrollment	167

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.7
Male	59.3
Asian	0.6
Black or African American	1.2
Hispanic or Latino	25.1
Two or More Races	12
White	59.9
English Learners	6
Homeless	11.4
Migrant	2.4
Socioeconomically Disadvantaged	33.5
Students with Disabilities	6.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.70	72.69	4.70	72.69	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	27.31	1.80	27.31	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	6.50	100.00	6.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.10	74.25	5.10	74.25	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	14.31	1.00	14.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	11.44	0.80	11.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	6.90	100.00	6.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	100.00	8.10	100.00	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	8.10	100.00	8.10	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.80	0.80	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.80	0.80	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.50	16.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 holds a Public Hearing at a regularly-scheduled board meeting each fall to determine 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 (as needed). 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

1/2024

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	San Francisco Mathematics Adopted 2022	Yes	0
Science	FOSS Adopted in 2018	Yes	0
History-Social Science	History Alive Adopted in 2006 Scott Foresman Adopted in 2006 Social Studies themes are also integrated into the Reading/Language Arts adoption - Benchmark (adopted 2017)	Yes	0

Note: Cells with N/A values do not require data.

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

10/19/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: 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. The ansul fire suppression system built in to the hood above the stove was newly installed along with a new range in 2019. The water main was fixed on 12/2/22. A new dishwasher was installed in the fall of 2023. HVAC filters are replaced on a regular schedule. A walk-in cooler was installed in 1/25.
Interior: Interior Surfaces	X			Several rooms had damaged ceiling tiles that were replaced in 8/18, 9/21, & 9/24. The broken tile flooring in both dining rooms was replaced in 8/24. New epoxy floors replaced the tiles in the dining rooms in fall 2024. Shelves were installed in the kitchen in 12/24.
Cleanliness: 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, 1/24, & 12/24. A contractor treats for gophers 1x/mo. Parents replaced rusted sections of the play structure on 11/22 & 11/24.
Electrical	X			New energy-efficient lighting was installed throughout the entire campus in spring 2016. Solar panels were installed on MU roof 8/18. A light was repaired by a parent who is an electrician in 2023.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain was repaired 12/17. Low flow plumbing fixtures were installed in all bathrooms in spring 2017. A stainless steel back splash was installed in the kitchen in 12/19. Hydration stations were installed on 1/24 and 9/24.
Safety: Fire Safety, Hazardous Materials	X			A very limited number of regular cleaning chemicals are stored in the custodial closet. Fire extinguishers are recharged annually by a professional service, and inspected monthly.
Structural: Structural Damage, Roofs	X			Roof leak around skylight in hallway and room #3 was repaired 8x in 2017-18. Leaks in room #5 were repaired on 12/19. A broken skylight was repaired 11/17. The roof to the main building was replaced in 9/24. New fascia was installed in 9/24. New soffit vents were installed in 11/24.
External: 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 are added, and the playground is rototilled each year. A concrete walkway to the

School Facility Conditions and Planned Improvements

cooler was poured in 10/24. A new fence was installed around the walk-in cooler in 11/24. A gate was added to the back patio in 11/24. The main gate was replaced in 11/24.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	60	62	60	46	47
Mathematics (grades 3-8 and 11)	62	60	62	60	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	96	89	92.71	7.29	59.77
Female	42	39	92.86	7.14	73.68
Male	54	50	92.59	7.41	48.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	44.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	64.29

White	58	53	91.38	8.62	65.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	28	93.33	6.67	42.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	96	90	93.75	6.25	60.00
Female	42	40	95.24	4.76	57.50
Male	54	50	92.59	7.41	62.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	58	54	93.10	6.90	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	30	28	93.33	6.67	42.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	66.67	71.43	66.67	71.43	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	21	91.30	8.70	71.43
Female	12	11	91.67	8.33	72.73
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	76.92
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91	86	91	73	91

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.

2024-25 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 at school, chaperoning on field trips, and helping during school events; (2) supporting the Pacific School Foundation (Parents' Club); (3) and serving in governance capacities such as the School Site Council, the Bond Oversight Committee, or the Board of Trustees.

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. 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. Because Pacific's budget does not support staffing levels necessary to meet all the needs, Pacific relies heavily on parent volunteers to meet many crucial functions, including maintenance, grounds, and custodial. There are no passengers on this boat -- everyone rows, contributing in whatever way they are able. There is always a need.

The Pacific School Foundation (Parents' Club) is a critical volunteer organization that meets at least monthly. PSF is responsible for coordinating several large fundraisers, managing donations, and organizing family/community events such as Potato Night, Bingo Night, and Bid & Sip. PSF 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 reports and plans such as 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 role is to set policy for the school district and to direct the Superintendent/Principal

2024-25 Opportunities for Parental Involvement

in implementing 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 also host field trips when their home or workplace are of interest to the educational program. 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	174	174	37	21.3
Female	71	71	16	22.5
Male	103	103	21	20.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	17	38.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	3	15.0
White	105	105	16	15.2
English Learners	11	11	4	36.4
Foster Youth	--	--	--	--
Homeless	19	19	7	36.8
Socioeconomically Disadvantaged	61	61	21	34.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	16	3	18.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

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

2024-25 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 in the early spring 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

2024-25 School Safety Plan

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
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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	7	4		
1	6	3		
2	8	3		
3	6	3		
4	8	3		
5	7	3		
6	7	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	5	5		
1	7	3		
2	6	3		
3	9	3		
4	7	3		
5	8	3		
6	6	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	9	2		
1	19	1		
2	7	3		
3	8	3		
4	8	3		
5	8	3		
6	8	3		

2023-24 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

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,119	\$3,908	\$9,210	\$69,050
District	N/A	N/A	\$9,210	\$59,038
Percent Difference - School Site and District	N/A	N/A	0.0	15.6
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-15.6	-14.0

Fiscal Year 2023-24 Types of Services Funded

California's Local Control Funding Formula (LCFF), state Expanded Learning Opportunities Program (ELOP), and federal categorical grants (Title II-A, Title III-LEP, and REAP) provide the following services at Pacific Elementary School:

Technology/Media Literacy

Fiscal Year 2023-24 Types of Services Funded

Art & Music instruction
 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
 After-school Recreation programs

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,000	\$51,352
Mid-Range Teacher Salary	\$61,150	\$80,424
Highest Teacher Salary	\$75,500	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$129,785	\$145,237
Percent of Budget for Teacher Salaries	32.33	26.17
Percent of Budget for Administrative Salaries	6.65	6.29

Professional Development

Pacific School professional development activities are usually designed by the Superintendent, in consultation with staff, and in conjunction with the other three single-school districts in the county, and sometimes in conjunction with the County Office of Education or other professional organizations, such as Bay Sci. The aim is to be pertinent to the needs of staff in their quest to 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 faculty meets throughout the year, in various settings, to both plan and deliver professional development. First, the needs are identified throughout the year. Second, the teachers and the principal meet at least monthly to discuss needs, review research, and/or share best practices. Third, 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

Professional Development

members.

Teachers may request release time to attend special workshops and classes. When the budget allows, the board offers teachers "floating" PD days, where teachers choose a topic of interest on their own and then share their learning with their peers. 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. For example, teachers who participated in an optional workshop on social-emotional learning presented to faculty in January, 2024. 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, one or 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 the restructured minimum days every Wednesday or take individual staff development opportunities to attend workshops. The staff has focused on math, writing, science (including both FOSS and 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, San Francisco Math curriculum, 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. We also received training from Kevin Drinkard, from the COE, in math instruction, and Amity Sandage, also from the COE, in Environmental Literacy. In 2022-23, presenters helped teachers think about meeting the needs of students who identify as LGBTQ+. In 2023-24, teachers worked with consultants from the COE on trauma-informed instruction, and emergency protocols. In 2024-25, PD focused on math along the rest of the LEAs in the county as part of the Santa Cruz Math Initiative. PD also included learning about strategies to instruct students with ADHD.

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3