

# Pacific Valley School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Pacific Valley School
<b>Street</b>	69325 Highway One
<b>City, State, Zip</b>	Big Sur, CA 93920
<b>Phone Number</b>	(805) 927-4507
<b>Principal</b>	Gordon Piffero
<b>E-mail Address</b>	gpiffero@comcast.net
<b>Web Site</b>	<a href="http://www.bigsurunified.org">www.bigsurunified.org</a>
<b>CDS Code</b>	27-75150-2730133

<b>District Contact Information</b>	
<b>District Name</b>	Big Sur Unified School District
<b>Phone Number</b>	(805) 927-4507
<b>Superintendent</b>	Gordon Piffero
<b>E-mail Address</b>	gpiffero@comcast.net
<b>Web Site</b>	bigsurunified.org

### School Description and Mission Statement (School Year 2016-17)

Our mission is to provide the environment and means for each student to become a responsible contributing citizen who is:

- An EFFECTIVE COMMUNICATOR who successfully receives & imparts information through speaking, writing, reading, listening, fine arts, & technology.
- A COMPLEX THINKER who accesses a variety of resources, looks for multiple solutions to a problem, is intellectually curious, & uses creative & critical thinking.
- An INDEPENDENT LEARNER who makes valid judgments about what to learn & how to learn it, & assesses the result. Learning independently does not imply learning alone.
- A QUALITY PRODUCER who uses appropriate resources & technology to create & assess products that achieve their purposes, are appropriate to the intended audiences & reflect pride in craftsmanship; and
- A COLLABORATIVE LEARNER who uses appropriate social skills to work effectively with people varying in race, gender, attitudes, abilities & cultural backgrounds with consideration & mutual respect.

The school goals are detailed in the district LCAP. To summarize, the goals include:

Providing students with high quality instruction provided by Highly Qualified Teachers using state approved Common Core curriculum and access to technology to provide 21st century skills.

Offer instruction and interventions appropriate for each student, according to their individual learning styles, to assist them in meeting or exceeding grade level performance and enabling them to achieve their highest potential

Providing a safe campus and community-like environment that encourages students to reach their full potential.

With our three to one student/teacher ratio, Pacific Valley School provides personalized attention to each of our students. And because our small student population spans preschool through twelfth grade, taught in multi-grade level groupings, our students have the opportunity for collaborative learning between age groups. One-of-a-kind experiences include:

Collaborative learning between grades

Ecologically-based field trips

Occasional P.E. classes on the beach, just across the street from the school

Learning about power generation and sustainability, since our school is off the power grid and we have our own solar, generator and power storage system.

Garden-to-table school meals

Caring for the hundreds of Monarch butterflies that find refuge on our campus throughout the year.

#### Ambassador of the Arts and Environment

The Ambassadors project evolved from an ancient Latin adage, "One who teaches, learns." Our students learn and develop artistic skills and then take their achievements to share with students at neighboring isolated rural schools like ours in Big Sur. In essence, they spread the wealth of learning by performing hands-on community service and peer-teaching projects that incorporate both art and environmental stewardship. In the process, the students gain an incredibly powerful learning experience.

#### Nutrition Services

At Pacific Valley School, we recognize the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. Recognizing that good nutrition is a basic condition of learning, our nutrition program has three primary goals:

1. To introduce a wide variety of nutritious, wholesome, and freshly prepared meals, using unprocessed ingredients from our local region and our very own school garden.
2. To educate students about nutrition, health, and the impact food choices have on their health.
3. To meet and exceed state and federal standards in nutrition and encourage healthy choices through education and example.

Our nutrition services includes breakfast and lunch. We believe that breakfast is the most important meal of the day, with positive impacts on student achievement and concentration. Therefore, we provide breakfast for free to all students, regardless of income. Additionally, our campus does not have vending machines or other competitive foods. We offer healthy snacks on occasion, free of charge. Student lunches are very affordable and are based on a sliding scale according to grade level and income. We take pride in our menus and strive to provide progressive and delicious meals that appeal to both students and staff. Our menu offers unconventional items like wild caught fish, coconut-curry tofu, and home-made smoothies. We offer organic ingredients, protein alternatives, gluten-free options, vegetarian options, and dairy alternatives while eliminating many processed foods like hydrogenated oils, high fructose corn syrup, refined flours, chemicals, dyes, additives, and nitrates. We carefully recognize any known food sensitivities or allergies parents list on the school questionnaire. Finally, we engage our students by offering fun and educational projects and incentives that center around wellness. For example, students learn about the importance of growing your own food in the school garden. Unique activities like the "I Tried It!" Campaign, Halloween Food Art Activity, Monthly Birthday Celebrations, and the "I Ate My Greens"! Campaign, increase and foster student participation and interest in food and it's connection to good health.

#### School Garden

Pacific Valley School's garden provides fresh fruits and vegetables that the Nutrition Services Program uses directly in its breakfast and lunch menus. The garden serves as an outdoor classroom where students learn all aspects of gardening like composting, horticulture, and sustainability, for example.

Students plant, grow and harvest fresh sugar snap peas, apples, berries, rhubarb, squash, chard, lettuce, potatoes, beets, onions, garlic, carrots and herbs, for example. Together, the school garden and the nutrition program provide nutritious food that keeps our students healthy.

#### Monarch Butterfly Flyway and Preserve

Our school is on "the front line" in the success of the Monarch butterfly preservation effort. Our school campus is an over-wintering site, official way station, and habitat for hundreds of Western Monarch Butterflies. As part of their curriculum, students collect and input data and information about the Monarchs to share with important conservation organizations like the Xerces Society. Throughout the year, students and staff pause to observe the Monarchs in all stages of their life-cycle—from egg to caterpillar to chrysalis to butterfly on the native Milkweed plants in our flower beds.

#### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities include Ambassadors of the Art and Environment, beach clean up, Jade Festival, Earth day Hike for Health Community Service Projects, Surf and Beach Volley Ball Teams, yearbook, Winter Show, Spring Open House and four to five field trips per year. High school trips are scheduled for college night, FAFSA assistance, college visits and cultural events

#### Student Recognition

Students are recognized at the end of the year with certificates of progress and achievement. Many students are also recognized for ultra curricular accomplishments in academic achievement, community service, art, music, and physical fitness. Student work and projects are displayed at the school, local museums, businesses and public agencies.

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	1
Grade 1	3
Grade 2	2
Grade 3	2
Grade 4	3
Grade 5	2
Grade 6	1
Grade 7	1
Grade 8	2
Grade 10	1
Grade 12	3
<b>Total Enrollment</b>	<b>21</b>

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	0
Asian	4.8
Filipino	0
Hispanic or Latino	42.9
Native Hawaiian or Pacific Islander	0
White	38.1
Two or More Races	9.5
Socioeconomically Disadvantaged	85.7
English Learners	14.3
Students with Disabilities	4.8
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	7	7
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: January, 2016

Big Sur Unified School District held a public hearing on September 28, 2015 and determined that each course and each student had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials available at the time of publication.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(K-5th) SRA Open Court, 2002/2008 (6th-8th) Holt, Rinehart&Winston, Handbook, 1st Course, CA, 2003/2008 (6th-8th) Holt, Rinehart & Winston, Elements of, Literature, 2nd Course, 2007/2008 (6th-8th) Holt, Rinehart &Winston, Literature & Language Arts, 2nd Course, 2010/2010 (7th-8yh) Worldly Wise 3000, Book 8, 2012/2012 (9th-12th) Holt, Rinehart & Winston,Elements of Literature, 6th Course, 2008/2008	Yes	0.0
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• (K-3rd) Scott Foresman, Addison-Wesley, Pearson Envision Math, CA, 2010 / 2012</li> <li>• (4th-8th) Big Ideas Math Common core Curriculum CA, Course 2 &amp; 3, 2015 / 2015</li> <li>• (4th-5th) Houghton Mifflin, Go Math CA, 2015 / 2015</li> <li>• (9th-12th) Prentice Hall, California Algebra 2, 2008 / 2008</li> <li>• (9th-12th) Brocks/Cole Publishing Co, Calculus Early Transcendentals, 4th Ed, 1999 / 2008</li> <li>• (9th-12th) Penguin Group, The Humongous Book of Calculus Problems, 2006 / 2008</li> </ul>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<ul style="list-style-type: none"> <li>• (1st-5th) Scott Foresman, Addison-Wesley, Science, 2000 / 2000</li> <li>• (6th) Holt, Rinehart &amp; Winston, Modern Earth Science, CA, 1998 / 2001</li> <li>• (7th-8th) Holt, Rinehart &amp; Winston, Life Science, CA, 2001 / 2002</li> <li>• (8th-12th) Holt, Rinehart &amp; Winston, Science Spectrum Physical Science CA, 2007 / 2008</li> <li>• (8th) Pearson, Prentice Hall CA, Focus on Physical Science, 2008 / 2008</li> <li>• (9th-10th) Holt, Rinehart &amp; Winston, Biology: Principles &amp; Exploration, 2001/ 2001</li> <li>• (10th-11th) Prentice Hall/Addison-Wesley, Chemistry, 2002 / 2002</li> <li>• (9th-12th) A.P. Biology: Campbell-Reece, Biology, Eighth Edition / 2014</li> <li>• (9th-12th) Student Study Guide (companion issue to Campbell-Reece, Biology) / 2014</li> <li>• (9th-12th) Practicing Biology (companion issue to Campbell Reece, Biology) / 2014</li> <li>• (9th-12th) AP Biology Investigative Labs; An Inquiry-Based Approach (Download) / 2014</li> <li>• (9th-12th) The Princeton Review, Cracking the AP Biology Exam / 2014</li> <li>• (9th-12th) BF Worth, Myer's Psychology for AP, 2nd Edition, 2014 / 2015</li> <li>• (12th) Glencoe/McGraw Hill, Physics: Principles &amp; Problems, 1999 / 2001</li> <li>• (12th) Pearson Education, Conceptual Physics, 2009 / 2014</li> <li>• (12th) McGraw-Hill, Schaum's Outlines College Physics, Ninth Ed, 1997 / 2001</li> <li>• (12th) John Wiley &amp; Sons, Fundamentals of Physics, 9th Ed, 2011 / 2014</li> </ul>	Yes	0.0
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>• (K-5) Houghton Mifflin 2005</li> <li>• (4th) Harcourt Brace, California Social Studies, 2000 / 2008</li> <li>• (5th) Harcourt, The United States: Making a New Nation / 2015</li> <li>• (6th-8th) Holt, Rinehart &amp; Winston, World Geography Today / 2008</li> <li>• (6th-8th) Holt, Rinehart &amp; Winston, World History: Medieval to Early Modern Times, 2006 / 2008</li> <li>• (8th) Holt, Rinehart &amp; Winston, US History: Call to Freedom 2000 / 2008</li> <li>• (9th-12th) Prentice Hall, Economics 2010 / 2010</li> <li>• (10th) McDougall Littell, World History: Patterns of Interaction, 2003 / 2008</li> </ul>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>• (9th-12th) McGraw-Hill, Destino's, 2nd Ed Alternate Ed, 2002 / 2005</li> <li>• (9th-12th) McGraw-Hill, Destino's, An Introduction to Spanish: Workbook/Study Guide I, 1992 / 2005</li> </ul>	Yes	0.0
<b>Health</b>	<ul style="list-style-type: none"> <li>• (1st-8th) Harcourt 2006</li> <li>• (4th) Harcourt, Health &amp; Fitness, 2006 / 2008</li> <li>• (9th) MacMillan 2006</li> <li>• (12th) Prentice Hall, Health: Skills for Wellness, 1998 / 2000</li> </ul>	Yes	0.0
<b>Visual and Performing Arts</b>	<ul style="list-style-type: none"> <li>• (9th-12, A.P.) Design Basics, Fifth Edition, Harcourt College Publishers, 5th Ed, 2002</li> <li>• (9th-12th A.P.) Drawing on the Artist Within, Simon and Schuster, 1986</li> </ul>	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	<ul style="list-style-type: none"> <li>• Glencoe Physics equipment 2004</li> <li>• Chemical Laboratory Materials 2015</li> <li>• Flinn Scientific, materials and equipment for Chemistry, 2013</li> <li>• Flinn Scientific materials and equipment, for AP Biology, 2014</li> <li>• Carolina Biological Supply, materials and equipment for AP Biology, 2014</li> <li>• Pasco Advanced Physics, Starter Bundle, 2014</li> </ul>	Yes	0.0

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

The Pacific Valley School campus was originally constructed in 1953. Our campus is located on a five acre parcel controlled by the United States Forest Service. The campus is located on Highway one on a remote stretch of highway that hugs the rugged south coast of Big Sur. Because of our remoteness, there is no available connection to the power grid, sewer system or water system. The campus is independent of county or city services except for phone and garbage. Our campus is powered by a stand alone power plant comprised of hybrid solar panel grid and propane generators that store generated energy to 32 deep cell batteries. Stored and generated energy is converted to AC by Out Back inverters. A water well, storage tank and gravity fed water lines supply water storage capacity of 18,000 gallons. The power plant, water system and sewer system are included in the comprehensive safety plan and are managed according to the state health department standards and the Office of Public School Construction facilities standards. The most recent renovations are a \$540,000 up grade to our power plant which included the installation of a new roof, solar panels and 50KW generator. Other facilities on campus include the main building with three classrooms and a kitchen, an office portable, a maintenance shop portable with kitchen storage, two relocatable classrooms, triple wide modular unit with a kitchen and handicap restroom, storage sheds, a generator shed, a hazardous materials storage shed and a recently donated cabin for the administrator's overnight lodging. At the time of publication, 100% of the school's restrooms were in good working order.

### Deferred Maintenance Budget

The district maintains its own roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems with a combination of maintenance staff and hiring of outside contractors. The annual maintenance budget of \$31,820 represents 3.5% of the district's general fund budget. Big Sur Unified recently completed a \$550,000 construction project through a California State Hardship Grant upgrade to its power system and roof on the main building, originally built in 1953. The power system is comprised of propane generators, solar panels, storage batteries, inverters, that have just been upgraded. It is necessary to supply our own power because we are off the grid due to our remote location. Pacific Valley School follows the five year maintenance plan each year so that upgrades are on schedule. An example is the rewiring of the electrical system, and installation of a new battery bank in November of 2015, new ramps and steps in 2009 and 2010 school years. Plans for the immediate future are to replace flooring in one classroom of the main building and remove an inside wall in a modular unit.

**Cleaning Process & Schedule**

The superintendent/principal works with one part-time custodial staff person to ensure campus facilities are kept clean and safe for students and staff. All classrooms are vacuumed and cleaned every other day. The kitchen and bathrooms are cleaned daily. Teachers and students maintain daily clean up for student projects. A summary of the district's cleaning standards is available at the school office.

**Maintenance & Repair**

Pacific Valley School provides a safe and clean environment for students, staff, and volunteers. District administrators utilize a scheduled maintenance program, which includes regular facilities inspections to ensure that all classrooms and facilities are well maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			PROJECT COMPLETED 2017
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Working on funding to upgrade restrooms
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Repairs to SCCLT building fire alarm system is required and in process
<b>Structural:</b> Structural Damage, Roofs		X		Project completed for new power system and roof 2015
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: August, 2015				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	50	60	44	48
Mathematics	--	--	23	34	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Male	3	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Female	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	4	--	--	--	--
	8	--	--	--	--
Students with Disabilities	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Male	3	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Female	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	4	--	--	--	--
	8	--	--	--	--
Students with Disabilities	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--		--	--		55	60		54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2015-16)

Students participate in Community College concurrent enrollment classes. Local Professionals have provided after school programs for engineering, architectural and design project enrichment courses. Videography, animation and photography projects have also been implemented for interested students.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	0
<b>% of pupils completing a CTE program and earning a high school diploma</b>	0
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
<b>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	23.08
<b>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Parents are encouraged to become volunteers at the school and in the classroom. Parents may also participate in the following committees and events: Budget Committee, LCAP development, School Site Council, Garden Committee, PTO and/or run for the School Board.

The local community is also very supportive of the school. Pacific Valley School has forged partnerships with several area businesses and agencies, including South Coast Community Land Trust, Big Sur Health Center, US Forest Service, Big Sur Fire Brigade, Big Sur Education Council and the Arts Council for Monterey County.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00			0.00			11.40	11.50	10.70
Graduation Rate	100.00			100.00			80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

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

#### School Safety Plan (School Year 2016-17)

Safety

The safety of students and staff is a primary concern at Pacific Valley School. A recent audit found the school in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards, water safety and facilities safety. The School Site Plan includes the school's disaster preparedness plan, which outlines steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held quarterly throughout the year.

Pacific Valley School's Site Safety Plan is updated by the principal and staff. The plan is officially revised by October each year and the entire site participates in the state wide "shake out event" each year. Teachers supervise students during recess and the classified staff monitor students during lunch. All visitors to the campus must sign in at the office.

Students at Pacific Valley School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each school year through summer student-parent meetings with the principal, classroom orientation, parent-student handbooks, opening of school assembly and Back-to-School night.

The Suspensions and Expulsions table illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. There is no current data for this school year because there have been no expulsions.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

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

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	3	2			3	3						
1	2	1			2	1						
2	3	1			2	1						
3	2	1			3	1						
4					1	1						
5	1	3										
6	2	8										
Other	8	6							11	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	2			2	3			2	1		
Mathematics	2	2			1	5			1	1		
Science	2	2			2	2			2	2		
Social Science	2	2			1	3			1	3		

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	3	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$54,166	\$7,156	\$47,010	\$46,827
District	N/A	N/A	\$47,010	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	728.1	-22.9

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

### Types of Services Funded (Fiscal Year 2015-16)

Big Sur Unified School District spent an average of \$54,166 to educate each student at Pacific Valley School. The figures shown in the table for School Site reflect the direct cost of educational services per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. The figures shown in the table for District reflect the direct cost of educational services per ADA for Pacific Valley School. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, Big Sur Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I Part A (Basic Grant)

- Title II Part A (Teacher Quality)
- Special Education
- Educator Effectiveness Funding
- Title VI, Small Rural School Achievement Grant (SRSA, REAP Flexibility)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Pacific Valley School's elementary program (Kindergarten - 8th grade) is funded under Level 1 (Average Daily Attendance less than 25) of the Necessary Small Elementary formula. The school's high school program (9th - 12th grade) is funded as a Necessary Small High School at Level 3, based on the number of Full Time High School Teachers. Regular attendance at Pacific Valley School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

#### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>		\$40,430
<b>Mid-Range Teacher Salary</b>		\$58,909
<b>Highest Teacher Salary</b>		\$77,358
<b>Average Principal Salary (Elementary)</b>		\$94,634
<b>Average Principal Salary (Middle)</b>		\$97,839
<b>Average Principal Salary (High)</b>		\$100,453
<b>Superintendent Salary</b>		\$123,728
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	8%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

#### Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>		N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>		N/A
<b>Science</b>	1	N/A
<b>Social Science</b>		N/A
<b>All courses</b>	2	4.2

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

#### Professional Development (Most Recent Three Years)

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal and informal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the superintendent/principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops through out the year. The district offered four staff development days annually for the past three years, in which teachers were offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development were: Language Arts proficiency, criteria for an effective school and increased learning engagement. Teachers in the Big Sur Unified School District have the opportunity to participate in improving their teaching through peer assistance which uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. In addition, staff members are encouraged to attend workshops and conferences. Teaching staff utilize courses on line, workshops presented by the Monterey County Office of Education (MCOE) and workshops by various other Professional Educational Organizations. Beginning teachers participate in MCOE 's Teacher Credentialing Induction Program and are mentored by a veteran teacher through that program.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. Teachers follow up by sharing their experiences and knowledge with district colleagues, and report implementation of new knowledge.