

Pacific Valley School

Raeanna Thomasson,
Superintendent/Principal

2005-06 School Accountability Report Card

Pacific Unified School District

*Serving Grades Kindergarten
Through Eleven*

69395 Highway 1
Big Sur, CA 93920

Ph: (805) 927-4507
Fax: (805) 927-8123

www.pacificvalleyschool.com

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District Mission Statement

The mission of Pacific Unified School District is to provide a quality education that will help students function in a changing environment and attain their highest level of potential.

Principal's Message

Pacific Valley School is the only K-12 school in the Pacific Unified School District and thus provides a unique institution for students enrolled in the K-12 program. To achieve our mission, the board and staff has adopted competency standards as a basis of what we expect our students to know and be able to do when they graduate from Pacific Valley School District.

School Vision & Mission Statement

Exiting Standards for Students:

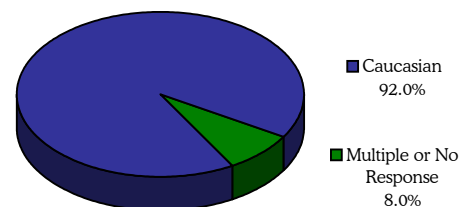
- An **EFFECTIVE COMMUNICATOR** successfully receives & imparts information through speaking, writing, reading, listening, fine arts, & technology.
- A **COMPLEX THINKER** accesses a variety of resources, looks for multiple solutions to a problem, is intellectually curious, & uses creative & critical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

District & School Profile

Pacific Unified School District is located in south Monterey County on the central coast of California, bordered by the Pacific Ocean on the west and the Santa Lucia Mountain Range on the east. Pacific Unified School District is a one school district serving kindergarten through twelfth grades. Pacific Valley School is located on a five acre parcel of land leased from the U.S. Forest Service in the Los Padres National Forest, about 70 miles south of the city of Monterey on California State Highway One. Due to the school's remote location there is little commercial power, TV, or radio in most of the homes.

Due to the school/district's isolation, the Pacific Unified School District has special legislation to provide a four-day school week. For the 2005-06 school year, 25 students were enrolled at Pacific Valley School, of which 24% were students with disabilities, 0% were English Learners, and 57.1% were socioeconomically disadvantaged. Additional student body demographics are shown to the right.

Ethnicity



Discipline & Climate for Learning

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. The goal of Pacific Valley School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and parent-student handbooks. School rules and policies are reviewed with parents at the annual Back-to-School night.

The following table reflects total cases (not students suspended, as students may have been suspended on more than one occasion), as well as percentages of total enrollment. The information is then compared to all elementary schools in the district. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions			
Pacific Valley/PUSD			
	03-04	04-05	05-06
Suspensions	0	0	0
Suspension Rate	0.0%	0.0%	0.0%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

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 schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Student Recognition

Students are recognized for their achievements throughout the year in academics, behavior and attendance. Students with a grade point average (GPA) of over 3.0 are given the distinction of Honor Roll, and those with a 3.8 or above are on the Principal's Honor Roll.

Homework

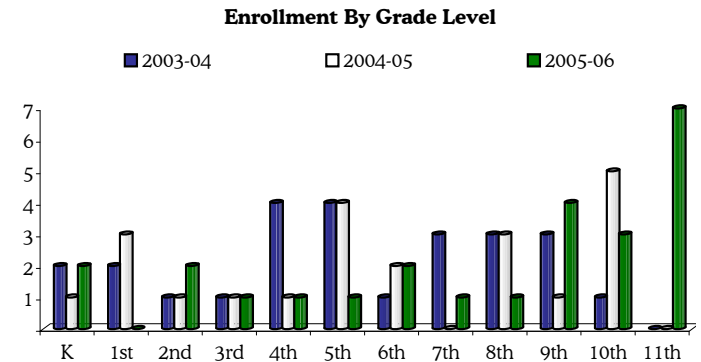
Pacific Valley School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Contact Information

Parents who wish to participate in Pacific Valley School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (805) 927-4507.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. 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. The chart below illustrates the trend in enrollment for the previous three years.



Pacific Valley School encourages regular attendance through both traditional discipline and positive reinforcement. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The table below reflects the dropout and graduation rates for the most recent three year period for which data is available.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	25.0%	0.0%	0.0%
Graduation Rate	89.8%	100.0%	50.0%

Class Size

Pacific Valley School maintained a schoolwide average class size of 6.6 and a student to teacher ratio of 4.4:1 for the 2005-06 school year. The average class size varies by grade level taught. The table below indicates the average class size per grade level as well as the number of classes offered in reference to their enrollment.

Class Size Distribution									
Average Class Size	Classrooms Containing:								
	1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06
K-3rd	5	5	4	1	1	1			
4th-8th	5	6	3	1	1	3			

The table below indicates the average class size per subject area, as well as the number of classes offered in reference to their enrollment.

	Teaching Load Distribution								
	Average Class Size			Classrooms containing:					
				1-20 Students		21-32 Students		33+ Students	
	04	05	06	04	05	06	04	05	06
English	4	4	6	3	5	6			
Mathematics	3	2	5	3	3	3			
Science	7	5	9	3	3	2			
Social Science	6	6	7	2	3	3			

Minimum Days & Instructional Minutes

For the 2005-06 school year, Pacific Valley School offered 180 days of instruction. During the 2005-06 school year, all instructional minutes offered at Pacific Valley School met or exceeded state requirements.

Counseling & Other Support Services

It is the goal of Pacific Valley School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The following support staff are available to all students at Pacific Valley School.

Gifted and Talented Education (GATE) is available for students who qualify, where students participate in an after-school enrichment program, and receive differentiated instruction in the classroom. Teachers in the district participate in trainings to assist them in providing GATE instruction.

Resource classes are available for those students requiring supplemental instruction, as part of the pull-out/push-in program. A

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.3

Special Day Class is available for students who qualify according to their Individualized Education Plan (IEP).

Curriculum Improvement

All curriculum development at Pacific Valley School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Pacific Valley School's curriculum is an ongoing process, and instructional strategies are continuously refined. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Textbooks & Instructional Materials

Pacific Unified School District held a Public Hearing on October 9, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including Special Education, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used at Pacific Valley School are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards.

Pacific Valley School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. The most recent textbooks as of March 2008 for Pacific Valley School are illustrated below.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Open Court	2002	Yes	0.0%
6th-8th	English/ Language Arts	Holt Rinehart & Winston	2001	Yes	0.0%
9th-12th	English/ Language Arts	Holt Rinehart & Winston	2001	Yes	0.0%
9th-12th	Foreign Language	McGraw Hill	2005	Yes	0.0%
9th	Health	McMillan	2006	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2005	Yes	0.0%
6th-8th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	History/Social Science	Pearson	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2001	Yes	0.0%
6th-8th	Mathematics	Glencoe	2006	Yes	0.0%
9th-12th	Mathematics	Glencoe	2006	Yes	0.0%
K-5	Science	Houghton Mifflin	2005	Yes	0.0%
6th-8th	Science	Houghton Mifflin	2005	Yes	0.0%
9th-12th	Science	Pearson	2006	Yes	0.0%



Student Achievement & Testing

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, the district's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade level standards.

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Norm-Referenced Test (CAT/6) - All Students						
	Pacific Valley			California		
	2004	2005	2006	2004	2005	2006
Reading	70	*	*	43	41	42
Mathematics	65	*	*	51	52	53

* Due to the small number of students tested, scores are not released to ensure privacy.

Academic Performance Index

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

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

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

API School Results				
	03-04	04-05	05-06	2006 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual API Growth	-47	25	-42	748

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Physical Fitness Test

In the spring of each year, Pacific Valley School is required by the state to administer a Physical Fitness Test to all students in fifth, seventh, and ninth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). **Results are not disclosed in order to protect student privacy as a small number of students were tested.**

No Child Left Behind

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

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes; providing technical assistance and coaching for staff; additional tutoring and interventions for students; and transporting students requesting transfers to other schools within the district. **Pacific Valley School and Pacific Unified School District were not in PI during the 2005-06 school year.**

A "Yes" in the chart at right means the school or district was at or above the 2006 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient. Pacific Valley School met all the 2006 AYP criteria.

Scholastic Assessment Test (SAT)

Each year, students have the opportunity to participate in the SAT testing that is designed to assess many of the skills that are important to a student's success in college and their general educational development. **Pacific Valley School has no data to report for the 2005-06 school year.**

Adequate Yearly Progress (AYP)		
Pacific Valley/PUSD		
Made AYP Overall	Yes	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API	Yes	
Graduation Rate	Yes	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science for the most recent three-year period, is shown below. Course specific tests are not shown; for more information please see <http://star.cde.ca.gov>.

California Standards Test (CST) - All Students						
	Pacific Valley			California		
	2004	2005	2006	2004	2005	2006
English/Language Arts	60	61	65	36	40	42
Mathematics	40	50	20	34	38	40
Science	*	*	*	25	27	35
History-Social Science	*	*	45	29	32	33

* Due to the small number of students tested, scores are not released to ensure privacy.

California Standards Test (CST) - Subgroups				
2006	Female	Male	Caucasian	Socioeconomically Disadvantaged
English/Language Arts	55	*	71	67
Mathematics	27	*	24	17
Science	*	*	*	*
History-Social Science	*	*	*	*

* Due to the small number of students tested, scores are not released to ensure privacy.

College Preparation

The district offers college-bound students many opportunities to get a head start on their future. Students are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than "C" each semester. The chart at right illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
68.2%	0.0%

Work Force Preparation

It is the goal of Pacific Valley School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to students to ensure work-readiness skills. Students in grades nine through eleven receive counseling from school personnel regarding career paths and courses of study. **The school does not offer a Career Technical Education Program.**

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs>. **Pacific Valley School has no data to report for the 2005-06 school year.**

Teacher Assignment

Pacific Valley School recruits and employs the most qualified credentialed teachers available. For the 2005-06 school year, Pacific Valley School had seven fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	Pacific Valley		
	03-04	04-05	05-06
Fully Credentialed	7	7	7
Without Full Credentials*	0	1	0
Teaching Outside Subject Area	0	0	0

*Data reflects teachers with emergency credentials, waivers, district interns, pre-interns, and university interns as reported by the CDE DataQuest reporting source <http://data1.cde.ca.gov/dataquest/>.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current data are reported.

Misassignments/Vacancies			
	04-05	05-06	06-07
	Misassignments of Teachers of English Learners	0	0
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Courses in Core Academic Subjects	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
Pacific Valley/PUSD	87.5%	12.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. If Pacific Valley School is unable to obtain a substitute, the principal or assistant principal will fill in for the absent teacher.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually 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. Evaluation criteria consists of the following: 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, 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 throughout the year. The district offered 5 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 in the 2005-06 school year were community meetings.

Teachers in the Pacific Unified School District have the opportunity to participate in the Peer Assistance and Review (PAR) program, 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.

School Facility

The Pacific Valley School campus was originally constructed in 1953. Recent renovations have included the addition of a triplewide community center/classroom. The school is currently comprised of a main building with three classrooms and a kitchen, an office portable, a shop portable with kitchen storage, two relocateable classrooms, storage sheds, a generator shed, and a hazmat shed. At the time of, 50% of the school's restrooms were in good working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. In the 2006-07 school year the district allocated \$7,631 for the deferred maintenance program. During the 2006-07 school year, the following deferred maintenance projects were undertaken at the school: solar energy supplies, lighting and brickwork.

Cleaning Process & Schedule

The superintendent/principal works daily with the custodial staff to ensure campus facilities are kept clean and safe for students and staff.

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. A summary of the district's cleaning standards is available at the school office. The table shows the results of the most recent school facilities inspection provided by the district in August 2008.

School Facility Conditions			
Date of Last Inspection: n/a			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information		
Teachers - Principal - Superintendent		
2004-2005		
	PUSD	California
Beginning Teachers	*	\$33,023
Mid-Range Teachers	*	\$49,273
Highest Teachers	*	\$64,426
Superintendent/Principal	*	\$99,982
Salaries as a Percentage of Total Budget		
Teachers Salaries	31.0%	36.1%
Administrative Salaries	8.9%	6.5%

* Salary information is not available for this district.

School Leadership

Leadership at Pacific Valley School is a responsibility shared amongst the Superintendent/Principal, instructional staff, students, and parents. Primary leadership duties for Pacific Valley School during the 2005-06 school year were undertaken by Gordon Piffero. Beginning in the 2006-07 school year Mrs. Raeanna Thomasson will assume the role of Superintendent/Principal. Mrs. Thomasson possesses over ___ years of educational experience in both teaching and administrative capacities.

Parent & Community Involvement

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, Blue Ribbon Committee and Gate Advisory.

The local community is also very supportive of the school. Pacific Valley School has forged partnerships with several area businesses, including Community Land Trust and Arts.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having less than 1,000 average daily attendance throughout the state. The following information is based upon data from the 2004-05 school year. The table below illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries		
School & State	Pacific Valley	\$36,299
	All Unified School Districts	\$51,006
	Percentage of Variation: 28.83%	

Expenditures & Services Funded

Pacific Unified School District spent an average of \$35,146 to educate each student (based on 2004-05 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

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

- Title I Part A
- Gifted and Talented Education
- Special Education
- School Safety and Violence
- Peer Assignment and Review
- Rural Education
- Title II Part B
- Title VI Part B
- Economic Impact

Expenditures per Pupil		
Pacific Valley	Total	\$42,845
	From Restricted Sources	\$17,609
	From Unrestricted Sources	\$25,236
California	From Unrestricted Sources	\$4,743
	Percentage of Variation Between School & California: 432.06%	