

# Pacific Valley School

Raeanna Thomasson,  
**Superintendent/Principal**

## 2006-07 School Accountability Report Card

### Pacific Unified School District

*Serving Grades Kindergarten  
Through Twelve*

69325 Highway 1  
Big Sur, CA 93920

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

www.pacificvalleyschool.com

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**President**

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#### District Mission Statement

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

### Principals Message

Pacific Valley School is a small necessary 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. At the beginning of the 2006-07 school year Pacific Valley School had an enrollment of 21 students in grades kindergarten through twelve.

### 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. 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. For the past three years Pacific Valley School has had no suspensions or expulsions.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
Asian	4.8%
Caucasian	85.7%
Hispanic	4.8%
Multiple or No Response	4.8%

## School Attendance & Enrollment

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 table illustrates the trend in enrollment for the previous three years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	1	2	1
1st	3	0	3
2nd	1	2	0
3rd	1	1	2
4th	1	1	1
5th	4	1	1
6th	2	2	1
7th	0	1	0
8th	3	1	0
9th	1	4	2
10th	5	3	4
11th	0	7	1
12th	0	0	5

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.

## Dropout & Graduation Rates

Pacific Valley School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The table 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	25.00%	0.00%	0.00%
Graduation Rate	89.80%	100.00%	50.00%

## Parent 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.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (805) 927-4507 or [pusd@thegrid.net](mailto:pusd@thegrid.net).

## Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level and subject area, 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					
	05	06	07	05	06	07	05	06	07	05	06	07
By Grade Level												
K-3	5	4	4	1	1	1	-	-	-	-	-	-
3-4	-	-	5	-	-	3	-	-	-	-	-	-
4-8	6	3	-	1	3	-	-	-	-	-	-	-
By Subject Area												
English	4	6	5	5	6	3	-	-	-	-	-	-
Mathematics	2	5	4	3	3	1	-	-	-	-	-	-
Science	5	9	6	3	2	2	-	-	-	-	-	-
Social Science	6	7	5	3	3	3	-	-	-	-	-	-

## Counseling & Support Staff

It is the goal of Pacific Valley School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Counseling and support services are available on an as needed basis.

## Curriculum Development

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.

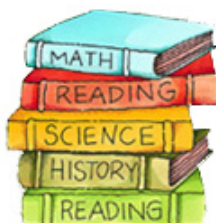
## Instructional Materials

Pacific Unified School District held a public hearing on October 9, 2007, and determined that each school within the district 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 California 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.

### Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library located in the city of Big Sur which contains numerous computer workstations. For additional information including hours of operation, please visit [www.co.monterey.ca.us/library](http://www.co.monterey.ca.us/library).



### Teacher A

Pacific Unified and employs the most qualified credentialed teachers. For the 2006-07 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	School/District		
	04-05	05-06	06-07
	Fully Credentialed	7	7
Without Full Credentials	0	0	0
Working Outside Subject	0	0	2

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 2007-08 school year, the most current data are reported.

### Highly Qualified Teachers

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.

### Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 5 days to staff development annually for the past three years.

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%

Misassignments/Vacancies	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	86.2%
District	86.2%	13.8%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	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.

### CAT-6

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 table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

CAT/6 Norm Referenced Test									
Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	*	*	*	*	*	*	41	42	42
Math	*	*	*	*	*	*	52	53	53

\* To ensure student privacy, scores are not released when fewer than 10 students are tested.

### 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 similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	25	-42	-	-
N/A - Means a number is not applicable.				

### Physical Fitness

In the spring of each year, Pacific Valley school is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. 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 in 2006-07.**

### Adequate Yearly Progress

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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.



Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	No		No	

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## 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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).



Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California Standards Test (CST)									
Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	61	65	64	61	65	64	40	42	43
Mathematics	50	20	27	50	20	27	38	40	40
Science	*	*	*	*	*	*	27	35	38
History/Social Science	*	45	*	*	45	*	32	33	33

\* To ensure student privacy, scores are not shown when fewer than 10 students are tested.

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. **Due to the small number of students scores are not available.**

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	*	49.0	*	*	51.1	*	*	48.6
Mathematics	*	*	45.2	*	*	46.8	*	*	49.9

\* To ensure student privacy, scores are not released when there are fewer than 10 students tested.

## UC/CSU Course Completion

Students at Pacific Valley School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.



UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	56.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements:"

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Safe School Plan

The safety of students and staff is a primary concern at Pacific Valley School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. 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 of each year and shared with staff. A copy of the safety plan is available to the public at the school office.

To ensure student safety, supervision is provided on campus at all times. Before school, supervision is provided by the teaching staff. Teachers supervise students during recess and the classified staff monitor students during lunch. All visitors to the campus must sign in at the office and display their pass at all times.

## School Facilities

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 publication, 66% 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: May 2007

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			Chemicals leftover
Structural Damage	X			
Fire Safety	X			Fire alarm only in one building
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			Parking lots not illuminated
Overall Cleanliness	X			

## School Site Teacher Salaries

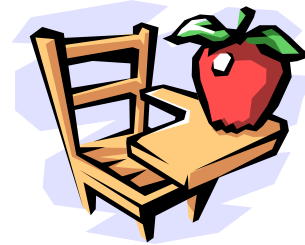
The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at [www.ed-data.k12.ca.us/welcome.asp](http://www.ed-data.k12.ca.us/welcome.asp).

Average Teacher Salaries	
School & District	
School	\$36,299
District	\$36,299
Percentage of Variation	N/A
School & State	
All Unified School Districts	\$52,361
Percentage of Variation	30.67%

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$34,000	\$34,363
Mid-Range Teachers	\$38,000	\$50,814
Highest Teachers	\$49,602	\$65,731
Superintendent/Principal	\$70,000	\$103,105
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.6%	35.8%
Administrative Salaries	12.2%	6.5%



## District Expenditures

Pacific Unified School District spent an average of \$37,336 to educate each student (based on 2005-06 audited financial statements). The figures shown in the table 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
- Title II Part B
- Gifted and Talented Education
- Title VI Part B
- Special Education
- Economic Impact
- School Safety and Violence
- Peer Assignment and Review
- Rural Education

Expenditures per Pupil	
School/District	
Total Expenditures Per Pupil	\$37,350
From Restricted Sources	\$8,301
From Unrestricted Sources	\$29,049
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	487.6%

## Data Sources

Data within the SARC was provided by Pacific Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest <http://data1.cde.ca.gov/dataquest>. Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.