

Pacific Valley School

Raeanna Thomasson,
Superintendent/Principal

2007-08 School Accountability Report Card

Pacific Unified School District

*Serving Grades Kindergarten
Through Eleven*

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Board of Education

Lynne Byrne,
President

Tere Haas,
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John Handy,
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Crystal Wilson,
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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.

Principal's Message

Pacific Valley School is a remote 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

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

- 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 2007-08 school year Pacific Valley School had an enrollment of 19 students in grades kindergarten through twelve.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	94.7%
Filipino	0.0%
Hispanic or Latino	5.3%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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.

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. There's schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities include GATE, Ambassadors of the Art and Environment, beach clean up, and the Jade Festival.

Student Recognition

Students are recognized at the end of the year with a certificate. Many students are also recongnized for ultracurricular accomplishments in academic achievement, community service, art, music, and physical fitness.

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.

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, Arts Initiative, and the Big Sur Marathon.

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					
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K-3	4	4	2	1	1	3	-	-	-	-	-	-
3-4	-	5	-	-	3	-	-	-	-	-	-	-
4-8	3	-	4	3	-	2	-	-	-	-	-	-
Other	-	-	6	-	-	3	-	-	-	-	-	-
By Subject Area												
English	6	5	5	6	3	3	-	-	-	-	-	-
Mathematics	5	4	5	3	1	4	-	-	-	-	-	-
Science	9	6	6	2	2	4	-	-	-	-	-	-
Social Science	7	5	8	3	3	1	-	-	-	-	-	-

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

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	2	1	-
1st	-	3	-
2nd	2	-	2
3rd	1	2	-
4th	1	1	2
5th	1	1	2
6th	2	1	1
7th	1	-	1
8th	1	-	2
9th	4	2	2
10th	3	4	2
11th	7	1	4

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. 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. Pacific Valley School utilizes the work study and distance learning programs to discourage dropouts. The table below reflects the dropout and graduation rates for the most recent three year period for which data was available.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.00%	0.00%	0.00%
Graduation Rate	100.00%	50.00%	100.00%

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 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.

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%

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 differentiated instruction.

Special Education is provided for students depending on the needs assessed for them by the IEP team. Resource classes are available for those students requiring supplemental instruction, as part of the pull-out/push-in program. One to one class assignments are available for students who qualify according to their Individualized Education Plan (IEP).

Library Information

The school's library is located in each classroom. Students have access to the library at regularly scheduled times each week, and may also visit throughout the school day. The library is staffed by the classroom teacher.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. The school has PC computers in every classroom with satellite Internet connections. All classrooms have at least 3 computers that are connected to the Internet. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in Microsoft word, and Adobe.

Computer Resources			
	05-06	06-07	07-08
Computers	24	19	25
Students per computer	1.0	1.1	0.8
Classrooms connected to Internet	6	4	7

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.

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. The table lists the support service personnel available at Pacific Valley School.

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

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, 100% of the school's restrooms were in good working order.

Safety

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.

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 2007-08 school year the district allocated \$2600 for the deferred maintenance program. This represents 4% of the district's general fund budget. Being a small necessary school with a very small deferred maintenance budget of \$8,200 annually, Pacific Valley must apply to the California Department of General Services for major deferred maintenance repairs. Currently Pacific Valley has applied for a financial hardship deferred maintenance grant to replace the roof built in 1953 and the existing electrical power system. The power system is comprised of propane generators, solar panels, storage batteries, and inverters. It is necessary to supply our own power because we are off the grid due to our remote location. During the 2007-08 school year, deferred maintenance projects undertaken at the school were installing hard and soft scape and hand rails for the pathway to the upper campus.

Cleaning Process & Schedule

The superintendent/principal works daily with two part-time 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 wellmaintained 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: 06/11/2008				
Overall Summary of School Facility Conditions: Exemplary				
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			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)		X		Pending hardship grant from DGS.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)		X		Needs replacing, pending request with DCS
Playground/School Grounds	X			
Overall Cleanliness	X			

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.

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).

California Standards Test (CST)									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	65	64	61	65	64	61	42	43	46
Mathematics	20	27	24	20	27	24	40	40	43
Science	-	-	-	-	-	-	35	38	46
History/Social Science	45	-	-	45	-	-	33	33	36

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.

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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	8	-	
Similar Schools Rank	N/A	N/A	-	
All Students				
Actual Growth	-42	-	B	669
B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.				

N/A - Means a number is not applicable or not available due to missing data.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 2007-08.*

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 2007-08 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 tested, 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. **Results are not disclosed in order to protect student privacy as a small number of students were tested in 2007-08.**

College Preparation

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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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	91.8%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

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.

School Leadership

Leadership at Pacific Valley (K-12) is a responsibility shared among the superintendent/principal, instructional staff, students, and parents. Raeanna Thomasson is serving her second year as the superintendent/principal of Pacific Valley. Ms. Thomasson possesses over 30 years of educational experience in both teaching and administrative capacities. Prior to her position as superintendent/principal she served as Director of District opportunity Program for Hucimor. There are several opportunities for leadership on campus, including: Department Head of Academic Programs, Programs Directorship of Special Education, Work Experience, and Career Counseling.

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 or the 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 throughout 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 in the 2007-2008 school year were: Language Arts proficiency. 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.

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 four days to staff development annually for the past three years.

Substitute Teachers

The Pacific Unified district has an adequate pool of credentialed and qualified substitutes in order to maintain continuity of instruction at Pacific Valley (K-12). Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the principal assumes the role of substitute.

Teacher Assignment

Pacific Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 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
	05-06	06-07	07-08	07-08
Fully Credentialed	7	7	7	7
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	86.8%	13.2%
District	86.8%	13.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

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.

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$36,397	\$36,658
Mid-Range Teachers	\$42,874	\$53,646
Highest Teachers	\$57,020	\$69,160
Elementary School Principals	-	\$85,019
Middle School Principals	-	\$85,660
High School Principals	-	\$91,134
Superintendent	\$70,000	\$110,844
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.1%	35.2%
Administrative Salaries	9.5%	6.4%

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).

Average Teacher Salaries	
School & District	
School	\$42,874
District	\$42,874
Percentage of Variation	N/A
School & State	
All Unified School Districts	\$54,955
Percentage of Variation	21.98%

District Expenditures

Pacific Unified School District spent an average of \$53,008 to educate each student (based on 2006-07 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$42,874
From Restricted Sources	\$33,423
From Unrestricted Sources	\$11,141
District	
From Unrestricted Sources	\$11,141
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	110.2%

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 1 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

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.