

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

Big Sur Unified

Address: 69325 Highway One

Phone: (805) 927-4507

Principal: Gordon Piffero

Grade Span: K-12

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

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

DataQuest

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

Internet Access

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

About This School

District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	Big Sur Unified School District
Phone Number	(805) 927-4507
Superintendent	Gordon Piffero
Email Address	gpiffero@comcast.net
Website	bigsurunified.org

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Pacific Valley School
Street	69325 Highway One
City, State, Zip	Big Sur, CA 93920
Phone Number	(805) 927 - 4507
Principal	Gordon Piffero
Email Address	gpiffero@comcast.net
Website	www.bigsurunified.org
County-District-School (CDS) Code	27-75150-2730133

School Description and Mission Statement (School Year 2018–19)

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

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

The school goals are detailed in the district LCAP. To summarize, the goals include: Providing students with high quality instruction provided by Highly Qualified Teachers using state approved Common Core curriculum and access to technology to provide 21st century skills. Offer instruction and interventions appropriate for each student, according to their individual learning styles, to assist them in meeting or exceeding grade level performance and enabling them to achieve their highest potential Providing a safe campus and community-like environment that encourages students to reach their full potential. With our 1.5 to one student/teacher ratio, Pacific Valley School provides personalized attention to each of our students. And because our small student population spans preschool through twelfth grade, taught in multi-grade level groupings, our students have the opportunity for collaborative learning between age groups. One-of-a-kind experiences include: Collaborative learning between grades Ecologically-based field trips Occasional P.E. classes on the beach, just across the street from the school Learning about power generation and sustainability, since our school is off

the power grid and we have our own solar, generator and power storage system. Garden-to-table school meals Caring for the hundreds of Monarch butterflies that find refuge on our campus throughout the year. In our 2017-18 School Accountability Report Card for Pacific Valley School Page 3 of 15 Nutrition Services at Pacific Valley School, we recognize the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. Recognizing that good nutrition is a basic condition of learning, our nutrition program has three primary goals: 1. To introduce a wide variety of nutritious, wholesome, and freshly prepared meals, using unprocessed ingredients from our local region and our very own school garden. 2. To educate students about nutrition, health, and the impact food choices have on their health. 3. To meet and exceed state and federal standards in nutrition and encourage healthy choices through education and example. Our nutrition services include breakfast and lunch. We believe that breakfast is the most important meal of the day, with positive impacts on student achievement and concentration. Therefore, we provide breakfast for free to all students, regardless of income. Additionally, our campus does not have vending machines or other competitive foods. We offer healthy snacks on occasion, free of charge. Student lunches are very affordable and are based on a sliding scale according to grade level and income. We take pride in our menus and strive to provide progressive and delicious meals that appeal to both students and staff. Our menu offers unconventional items like coconut-curry tofu, and home-made smoothies. We offer organic ingredients, protein alternatives, gluten-free options, vegetarian options, and dairy alternatives while eliminating many processed foods like hydrogenated oils, high fructose corn syrup, refined flours, chemicals, dyes, additives, and nitrates. We carefully recognize any known food sensitivities or allergies parents list on the school questionnaire. Finally, we engage our students by offering fun and educational projects and incentives that center around wellness. For example, students learn about the importance of growing your own food in the school garden. Unique activities like the "I Tried It!" Campaign, Halloween Food Art Activity, Monthly Birthday Celebrations, and the "I Ate My Greens"! Campaign, increase and foster student participation and interest in food and its connection to good health. School Garden Pacific Valley School's garden provides fresh fruits and vegetables that the Nutrition Services Program uses directly in its breakfast and lunch menus. The garden serves as an outdoor classroom where students learn all aspects of gardening like composting, horticulture, and sustainability, for example. Students plant, grow and harvest fresh sugar snap peas, apples, berries, rhubarb, squash, chard, lettuce, potatoes, beets, onions, garlic, carrots and herbs, for example. Together, the school garden and the nutrition program provide nutritious food that keeps our students healthy. Monarch Butterfly Flyway and Preserve Our school is on "the front line" in the success of the Monarch butterfly preservation effort. Our school campus is an over-wintering site, official way station, and habitat for hundreds of Western Monarch Butterflies. As part of their curriculum, students collect and input data and information about the Monarchs to share with important conservation organizations like the Xerces Society. Throughout the year, students and staff pause to observe the Monarchs in all stages of their life-cycle—from egg to caterpillar to chrysalis to butterfly on the native Milkweed plants in our flower beds. Extracurricular Activities Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities include Ambassadors of the Art and Environment, beach cleanup, Jade Festival, Earth day Hike for Health Community Service Projects, Surf and Beach Volley Ball Teams, yearbook, Winter Show, Spring Open House and four to five field trips per year. High school trips are scheduled for college night, FAFSA assistance, college visits and cultural events Student Recognition

2017-18 School Accountability Report Card for Pacific Valley School Page 4 of 15 Students are recognized at the end of the year with certificates of progress and achievement. Many students are also recognized for ultra-curricular accomplishments in academic achievement, community service, art, music, and physical fitness. Student work and projects are displayed at the school, local museums, businesses and public agencies.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	1
Grade 4	2
Grade 5	0
Grade 6	1
Grade 7	1
Grade 8	1
Ungraded Elementary	0
Grade 9	1
Grade 10	2
Grade 11	0
Grade 12	1
Ungraded Secondary	0
Total Enrollment	11

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.0
White	45.4
Two or More Races	27.3
Socioeconomically Disadvantaged	0.0
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	0.0

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	7	5	7	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: January , 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	DPL(K-5th) McGraw Hill Reading Wonders (subscription) and Literature Anthology Grade 3 and 4 Books. 2017; McGraw Hill Education, Wonders Reading Writing Workshop CA, 2017; McGraw Hill Education, Wonders Literature Anthology CA, 2017; McGraw Hill Education, Your Turn Practice Book, 2017; McGraw Hill Wonders, 4th grade, 2016-17 ;McGraw Hill Wonders program with on-line component, 2017; Steck-Vaughn Spelling, 4th grade, 2002. (6th-8th) McGraw Hill Connect Ed ELA grade 6,7 Online platform, CA 2017 (9th-12th) McGraw Hill Connect Ed ELA grade 9,10,12 Online platform, CA 2017 (9th-12th)The Saint Martin's Guide to Writing 11th Edition. Bedford St. Martins, 2016 Macmillan higher ed (college and AP)	Yes	0.0
Mathematics	(K-3rd) Houghton Mifflin Harcourt, CA Go Math, 2015 • (4th-5th) Houghton Mifflin, Go Math CA, 2015 / 2015 • (4th-8th) Big Ideas Math Common core Curriculum CA, Course 2 & 3, 2015 / 2015 • (9th-12th) Glencoe McGraw-Hill, Algebra 1, 2008 • (12th) Cengage Learning, Calculus for AP, 2017; Brooks/Cole, Physics: Calculus, 2000	Yes	0.0

Science	<ul style="list-style-type: none"> • (1st-5th) Houghton Mifflin Harcourt, Science Fusion, 2017 • (6th-7th) Houghton Mifflin Harcourt, Science Fusion, 2017 • (9th-10th) Glencoe, Earth Science, 2017 • (12th) Schaum's, College Physics, 2012 • (9th-12th) A.P. Biology: Campbell-Reece, Biology, Eighth Edition / 2014 • (9th-12th) Student Study Guide (companion issue to Campbell-Reece, Biology) / 2014 • (9th-12th) Practicing Biology (companion issue to Campbell Reece, Biology) / 2014 • (9th-12th) AP Biology Investigative Labs; An Inquiry-Based Approach (Download) / 2014 • (9th-12th) The Princeton Review, Cracking the AP Biology Exam / 2014 	Yes	0.0
History-Social Science	<p>(4th) History-Social Science CA. Studies, Houghton Mifflin Harcourt, 2017</p> <ul style="list-style-type: none"> • (5th) Harcourt, The United States: Making a New Nation / 2015 • (6th-7th) A History of the World, McGraw-Hill Education 2018 • (9th-12th) Glencoe, World History Modern Times, 2006 • (9th-12th) Glencoe, World History and Geography Modern Times, 2018 • (12th) Kernell, S., The Logic of American Politics, CQ Press, 2009 • (12th) Holt McDougal, Civics in Practice, 2009 • (12th) Dalton, D., Power Over People, The Teaching Company, 1998 • (12th) Krugman, P, and Wells, R., Microeconomics, Worth Publishers, 2012 • (12th) Isbister, J., Promises Not Kept, Kumarian Press 2006 	Yes	0.0
Foreign Language	(9th-12th) McGraw Hill Education, Asi se Dice, 2016	Yes	0.0
Health	(9th-10th) Glencoe Health, McGraw Hill Education, 2015	Yes	0.0
Visual and Performing Arts	(9th-12, A.P.) Design Basics, Fifth Edition, Harcourt College Publishers, 5th Ed, 2002	Yes	0.0
	<ul style="list-style-type: none"> • (9th-12th A.P.) Drawing on the Artist Within, Simon and Schuster, 1986 		

Science Laboratory Equipment (grades 9-12)	Glencoe Physics equipment 2004 • Chemical Laboratory Materials 2015 • Flinn Scientific, materials and equipment for Chemistry, 2013 • Flinn Scientific materials and equipment, for AP Biology, 2014 • Carolina Biological Supply, materials and equipment for AP Biology, 2014 • Pasco Advanced Physics, Starter Bundle, 2014	Yes	0.0
---	--	-----	-----

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

School Facility Conditions and Planned Improvements

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

Deferred Maintenance Budget The district maintains its own roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems with a combination of maintenance staff and hiring of outside contractors. The annual maintenance budget of \$31,820 represents 3.5% of the district's general fund budget. Big Sur Unified recently completed a \$550,000 construction project through a California State Hardship Grant upgrade to its power system and roof on the main building, originally built in 1953. The power system is comprised of propane generators, solar panels, storage batteries, inverters, that have just been upgraded. It is necessary to supply our own power because we are off the grid due to our remote location. Pacific Valley School follows the five-year maintenance plan each year so that upgrades are on schedule. An example is the rewiring of the electrical system, and installation of a new battery bank in November of 2015, new ramps and steps in 2009 and 2010 school years. Plans for the immediate future are to replace flooring in one classroom of the main building and remove an inside wall in a modular unit. The District is currently working on further upgrading its energy efficacy with its \$71,000 Grant from Prop. 39. We also have applied for a \$188,000 Hardship Grant to repair our septic system.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August, 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	State funding approved to upgrade restrooms
Safety: Fire Safety, Hazardous Materials	Good	Repairs to SCCLT building fire alarm system is required and in process
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2015

Overall Rating: Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	51.0	69.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	41.0	61.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education (CTE) Programs (School Year 2017–18)

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

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	45.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5		--	--
7	**	**	100
9	**	**	100

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018–19)

Parents are encouraged to become volunteers at the school and in the classroom. Parents may also participate in the following committees and events: Budget Committee, LCAP development, School Site Council, PTO and/or run for the School Board. The local community is also very supportive of the school. Pacific Valley School has forged partnerships with several area businesses and agencies, including South Coast Community Land Trust, Big Sur Health Center, US Forest Service, Big Sur Fire Brigade, Big Sur Education Council, CalTrans and Arts Council for Monterey County.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0	0	--	--	--	--
Graduation Rate	100	100	--	--	--	--

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	--	--	--
Graduation Rate	--	--	--

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements – Graduating Class of 2017
(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	1	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015– 16	School 2016– 17	School 2017– 18	District 2015– 16	District 2016– 17	District 2017– 18	State 2015– 16	State 2016– 17	State 2017– 18
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	--	--	--
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	--	--	--

School Safety Plan (School Year 2018–19)

D. Safety The safety of students and staff is a primary concern at Pacific Valley School. A recent audit found the school in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards, water safety and facilities safety. The School Site Plan includes the school's disaster preparedness plan, which outlines steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held quarterly throughout the year. Pacific Valley School's Site Safety Plan is updated by the Principal and staff. The plan is officially revised by October each year and the entire site participates in the state wide "The Great California Shake Out" every year. Teachers supervise students during recess and the classified staff monitor students during lunch. All visitors to the campus must sign in at the office. Students at Pacific Valley School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each school year through summer student-parent meetings with the principal, classroom orientation, parent-student handbooks, opening of school assembly and Back-to-School night. The Suspensions and Expulsions table illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. There is no current data for this school year because there have been no expulsions.

Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5	2		
1	3	1		
2	2	1		
3	2	1		
4	3	5		
5	4	5		
6	1	4		
Other**	8	4		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	4	2		
1				
2	1	2		
3	1	1		
4	1	1		
5	3	1		
6	2	5		
Other**	4	8		

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1	1	2		
2				
3	1	1		
4	1	10		
5				
6	1	8		
Other**	2	4		

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	4			
Mathematics	4			
Science	4			
Social Science	5			

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	5			
Mathematics	2			
Science	4			
Social Science	4			

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6			
Mathematics	4			
Science	3			
Social Science	3			

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

Academic Counselors and Other Support Staff (School Year 2017–18)

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$43,790	\$9,708	\$34,082	\$47,359
District	N/A	N/A	\$34,082	\$46,625
Percent Difference – School Site and District	N/A	N/A	0.0	0
State	N/A	N/A	\$7,125	\$63,590
Percent Difference – School Site and State	N/A	N/A	135.3	-27.4

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

Types of Services Funded (Fiscal Year 2017–18)

Big Sur Unified School District spent an average of \$54,166 to educate each student at Pacific Valley School. The figures shown in the table for School Site reflect the direct cost of educational services per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. The figures shown in the table for District reflect the direct cost of educational services per ADA for Pacific Valley School. This calculation is required by law annually and compared with other districts statewide. In addition to general state funding, Big Sur Unified School District receives state and federal funding for the following categorical, special education, and support programs: • Title I Part A (Basic Grant) • Title II Part A (Teacher Quality) • Special Education • Educator Effectiveness Funding • Title VI, Small Rural School Achievement Grant (SRSA, REAP Flexibility) School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Pacific Valley School's elementary program (Kindergarten - 8th grade) is funded under Level 1 (Average Daily Attendance less than 25) of the Necessary Small Elementary formula. The school's high school program (9th - 12th grade) is funded as a Necessary Small High School at Level 3, based on the number of Full Time High School Teachers. Regular attendance at Pacific Valley School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. We require notes to be turned into the upon returning to school.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,653	\$42,990
Mid-Range Teacher Salary	\$75,150	\$61,614
Highest Teacher Salary	\$59,871	\$85,083
Average Principal Salary (Elementary)	\$0	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$0	\$106,243
Superintendent Salary	\$40,000	\$132,653
Percent of Budget for Teacher Salaries	36.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	1	9.1

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

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

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal and informal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the superintendent/principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Staff members build teaching skills and concepts through participation in conferences and workshops 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 were: Language Arts proficiency, criteria for an effective school and increased learning engagement. Teachers in the Big Sur Unified School District have the opportunity to participate in improving their teaching through peer assistance which uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. In addition, staff members are encouraged to attend workshops and conferences. Teaching staff utilize courses on line, workshops presented by the Monterey County Office of Education (MCOE) and workshops by various other Professional Educational Organizations. Beginning teachers participate in MCOE's Teacher Credentialing Induction Program and are mentored by a veteran teacher through that program. Many of our Teaching Staff have taken numerous AP Trainings to provide a well-rounded educational program for those students who wanted to be challenged in their educational course work. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. Teachers follow up by sharing their experiences and knowledge with district colleagues, and report implementation of new knowledge.