

Pescadero Elementary and Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.

Erica Hays, Principal

 Principal, Pescadero Elementary and Middle

About Our School

Welcome to the Pescadero Elementary/Middle School School Accountability Report Card. This executive summary is intended to provide parents and community members with a quick snapshot of information related to individual public schools. For additional information about the school, parents and community members, please contact me directly. Erica Hays (ehays@lhpusd.com)

Contact

*Pescadero Elementary and Middle
620 North St.
Pescadero, CA 94060*

*Phone: 650-879-0332
E-mail: ehays@lhpusd.com*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	La Honda-Pescadero Unified
Phone Number	(650) 879-0286
Superintendent	Amy Wooliever
E-mail Address	amyw@lhpUSD.com
Web Site	www.lhpUSD.com

School Contact Information (School Year 2016-17)	
School Name	Pescadero Elementary and Middle
Street	620 North St.
City, State, Zip	Pescadero, Ca, 94060
Phone Number	650-879-0332
Principal	Erica Hays, Principal
E-mail Address	ehays@lhpUSD.com
County-District-School (CDS) Code	41689406044085

Last updated: 2/2/2017

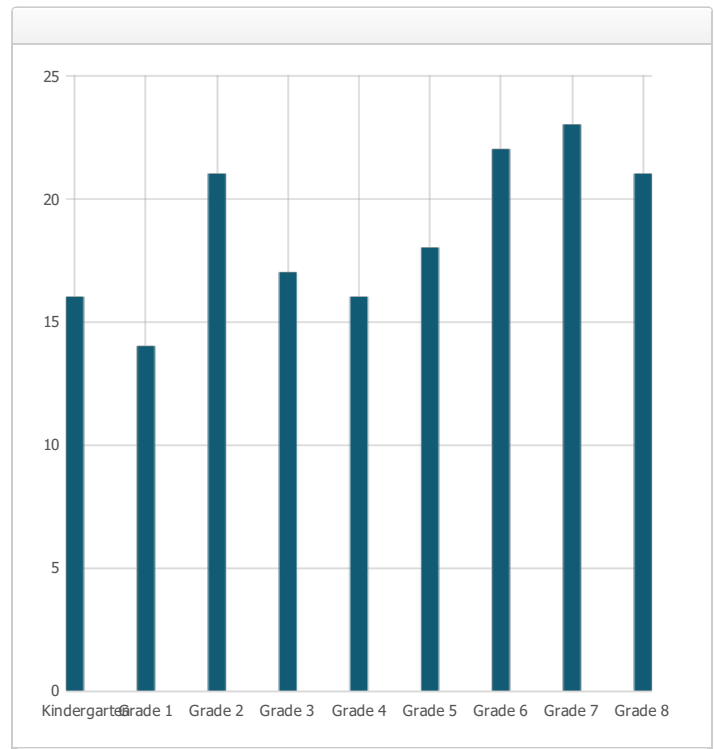
School Description and Mission Statement (School Year 2016-17)

Pescadero Elementary and Middle School is a unique public school in a rural area located in the beautiful South Coast of San Mateo County. Students are drawn from the communities of La Honda, Pescadero, Loma Mar, and San Gregorio. Our location, although remote, is a diverse environmental classroom spanning approximately 175 square miles. Within walking distance is the Pescadero Marsh and state beach. Five miles to the east is a redwood biosphere, which includes several state parks and private land. Pescadero Creek, running through all these areas, is the major stream that drains a large watershed. Pescadero Elementary and Middle School parents participate in school activities, parent education and curriculum enrichment programs. Additionally, an extended day afterschool program is provided with the goal of closing the achievement gap in both literacy and math. Teachers work with small groups of students targeting skills to raise academic achievement levels.

Last updated: 2/2/2017

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

Grade Level	Number of Students
Kindergarten	16
Grade 1	14
Grade 2	21
Grade 3	17
Grade 4	16
Grade 5	18
Grade 6	22
Grade 7	23
Grade 8	21
Total Enrollment	168



Last updated: 2/8/2017

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

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	73.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	25.0 %
Two or More Races	1.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.7 %
English Learners	61.3 %
Students with Disabilities	10.7 %
Foster Youth	0.0 %

Last updated: 2/8/2017

A. Conditions of Learning

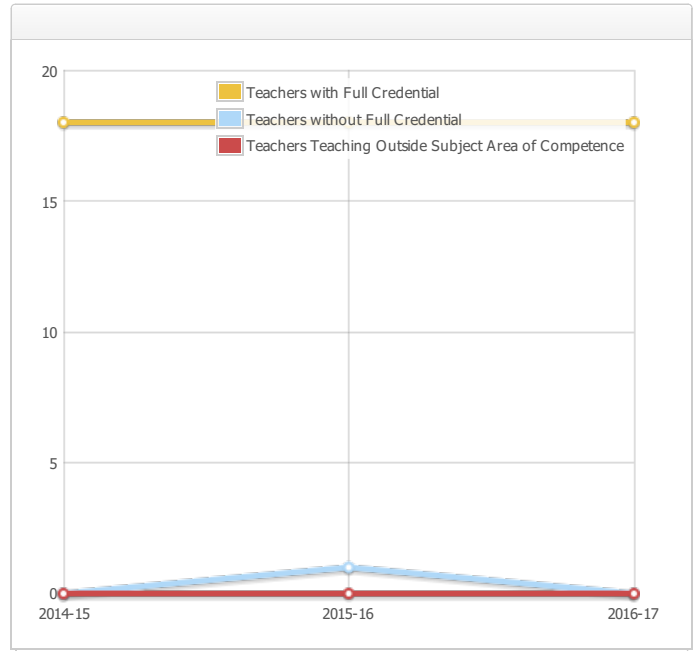
State Priority: Basic

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	18	18	28
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/2/2017

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 2/2/2017

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

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

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

Last updated: 2/2/2017

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

Year and month in which the data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Readers and Writers Workshop Grades K-5 Prentice Hall Literature Grades 6-8 Revised Core Literature List aligned with CCSS		0.0 %
Mathematics	Context for Learning Grades K-5 Holt Rinehart and Winston Grades 6-8		0.0 %
Science	Harcourt Grades K-5 Holt Grades 6-8	No	0.0 %
History-Social Science	Harcourt Grades K-5 Prentice Hall Grades 6-8	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/2/2017

School Facility Conditions and Planned Improvements

During 2015-2016, preschool students and K-5 students were housed in two main buildings. Middle school students are housed at the Pescadero High School campus in four portable buildings situated at the back of the property and adjacent to the high school. The district works to ensure that all buildings are clean, safe, and functional. Facilities are cleaned daily and students are encouraged to keep the campuses clean by recycling. Many beautification projects are led by the Pescadero Education Foundation each year including seeding of flower boxes and planters, planting trees, weeding, and painting. In 2011, a Director of Facilities position was added to the district to improve facilities.

Pescadero Elementary and Middle School is located in a combination of portable and permanent buildings. Pescadero Elementary is comprised of one modular building which houses four classrooms, grades 1-4, and two portable classrooms, one of which houses grade 5 and one of which is used for the after school program/pullout classes, reading intervention, etc. Pescadero Preschool and Kindergarten are located in a modular building which was previously the district office and boardroom building. Pescadero Elementary also has a large multi-purpose room that houses students for lunch and assemblies. There is a new portable office building for the secretarial and management staff. Pescadero Middle School is currently located on the Pescadero High School site in four portables.

The district maintains a Deferred Maintenance Program, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Last updated: 2/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

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	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	<p>Kindergarten: two windows show evidence of termites and need to be treated. One window leaks and has been repaired.</p> <p>Playground structure shows evidence of peeling rubber and some parts are rusty and will be replaced when funds allow.</p>

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
----------------	------

Last updated: 2/2/2017

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 (School Year 2015-16)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	41.0%	34.0%	48.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	26.0%	29.0%	31.0%	36.0%	34.0%	36.0%

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.

Last updated: 2/2/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17.0	17.0	100.0 %	41.2 %
Male			100.0 %	63.6 %
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15.0	15.0	100.0 %	33.3 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	14.0	14.0	100.0 %	35.7 %
English Learners	12.0	12.0	100.0 %	33.3 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16.0	16.0	100.0 %	25.0 %
Male				
Female			100.0 %	27.3 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12.0	12.0	100.0 %	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged			100.0 %	18.2 %
English Learners	12.0	12.0	100.0 %	
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17.0	17.0	100.0 %	52.9 %
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			100.0 %	36.4 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged			100.0 %	45.5 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22.0	22.0	100.0 %	40.9 %
Male				
Female	12.0	12.0	100.0 %	58.3 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12.0	12.0	100.0 %	25.0 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	12.0	12.0	100.0 %	25.0 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23.0	23.0	100.0 %	39.1 %
Male				
Female	17.0	17.0	100.0 %	41.2 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18.0	18.0	100.0 %	33.3 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	19.0	19.0	100.0 %	36.8 %
English Learners	12.0	12.0	100.0 %	16.7 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23.0	21.0	91.3 %	47.6 %
Male				
Female	15.0	13.0	86.7 %	61.5 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15.0	14.0	93.3 %	35.7 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	14.0	14.0	100.0 %	35.7 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

ELA - Grade 11

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17.0	17.0	100.0 %	29.4 %
Male			100.0 %	45.5 %
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15.0	15.0	100.0 %	26.7 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	14.0	14.0	100.0 %	21.4 %
English Learners	12.0	12.0	100.0 %	25.0 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16.0	16.0	100.0 %	18.8 %
Male				
Female			100.0 %	18.2 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12.0	12.0	100.0 %	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged			100.0 %	
English Learners	12.0	12.0	100.0 %	
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17.0	17.0	100.0 %	11.8 %
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			100.0 %	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged			100.0 %	
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22.0	22.0	100.0 %	27.3 %
Male				
Female	12.0	12.0	100.0 %	41.7 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12.0	12.0	100.0 %	25.0 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	12.0	12.0	100.0 %	25.0 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23.0	23.0	100.0 %	26.1 %
Male				
Female	17.0	17.0	100.0 %	23.5 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18.0	18.0	100.0 %	22.2 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	19.0	19.0	100.0 %	26.3 %
English Learners	12.0	12.0	100.0 %	
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23.0	21.0	91.3 %	57.1 %
Male				
Female	15.0	13.0	86.7 %	69.2 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15.0	14.0	93.3 %	50.0 %
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	14.0	14.0	100.0 %	50.0 %
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

Mathematics - Grade 11

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/24/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	34.0%	52.0%	37.0%	50.0%	60.0%	56.0%

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

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

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/24/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	40	38	95.0%	50.0%
Male	15	15	100.0%	60.0%
Female	25	23	92.0%	43.5%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	26	25	96.2%	36.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	13	12	92.3%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	40.0%
English Learners	18	17	94.4%	11.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 1/24/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation

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

Last updated: 1/24/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

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

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

Last updated: 1/24/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parent involvement is critical to student success. The education process is structured to encourage parental involvement and enlist their support in the education of their children. The Pescadero Education Foundation supports the school through its fundraising activities and many committees, coordinating services and organizing celebrations and events such as the school picnic, field trips, assemblies, and the annual music/winter program.

The Pescadero Education Foundation was established in 1997 under the umbrella of Southcoast Children’s Services for the purpose of funding educational enrichment at Pescadero. The foundation became a separate entity in 2000, and through its popular town and school events, continues to fund various needs of the elementary and middle schools. In 2015, the PTA and the Pescadero Education Foundation merged into one organization in order to strengthen their effects and pool their talents. Parents also have opportunities to be involved with decision-making at both the school and district levels by serving as members and school representatives on the school’s School Site Council, English Learner Advisory Committee, and various district committees. Parents are involved as classroom volunteers, participants in fund-raising events, school field trip helpers and in supporting their children’s learning at home.

To learn more about specific opportunities for getting involved, please contact Erica Hays at 650-879-0332.

State Priority: Pupil Engagement

Last updated: 1/24/2017

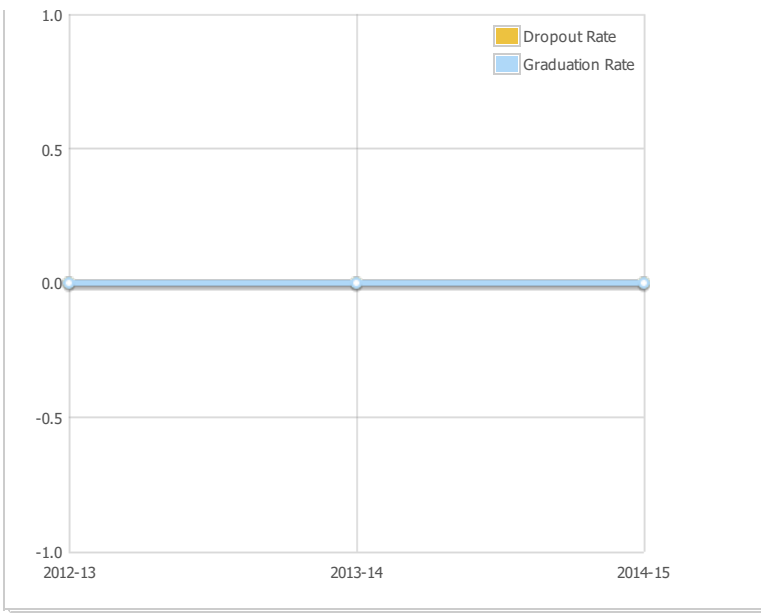
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	0.0%	87.5%	95.7%	87.5%	80.4%	81.0%	82.3%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/24/2017

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

Student Group	School	District	State
All Students	--	95.0%	85.9%
Black or African American	--	0.0%	78.0%
American Indian or Alaska Native	--	0.0%	78.1%
Asian	--	0.0%	93.3%
Filipino	--	0.0%	93.2%
Hispanic or Latino	--	100.0%	83.0%
Native Hawaiian or Pacific Islander	--	0.0%	84.9%
White	--	88.0%	90.5%
Two or More Races	--	100.0%	89.3%
Socioeconomically Disadvantaged	--	100.0%	77.6%
English Learners	--	100.0%	54.0%
Students with Disabilities	--	80.0%	66.1%
Foster Youth	--	--	--

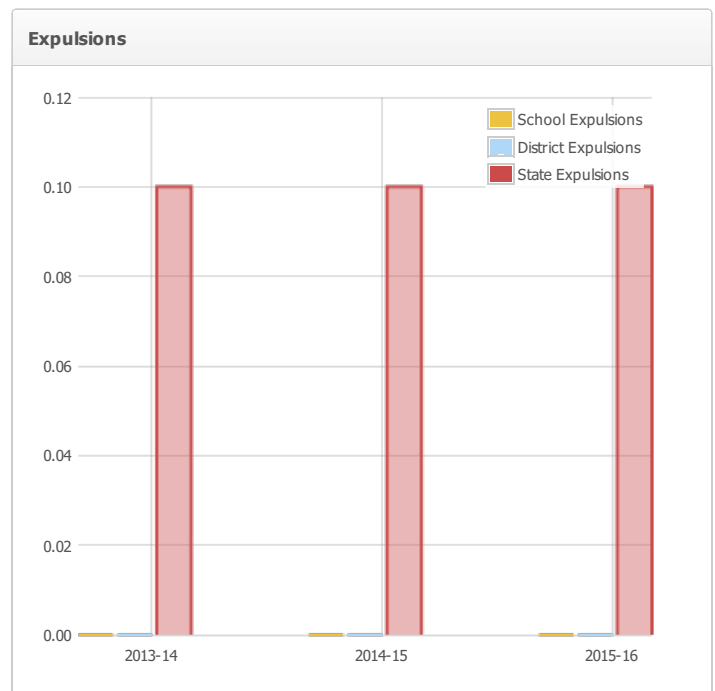
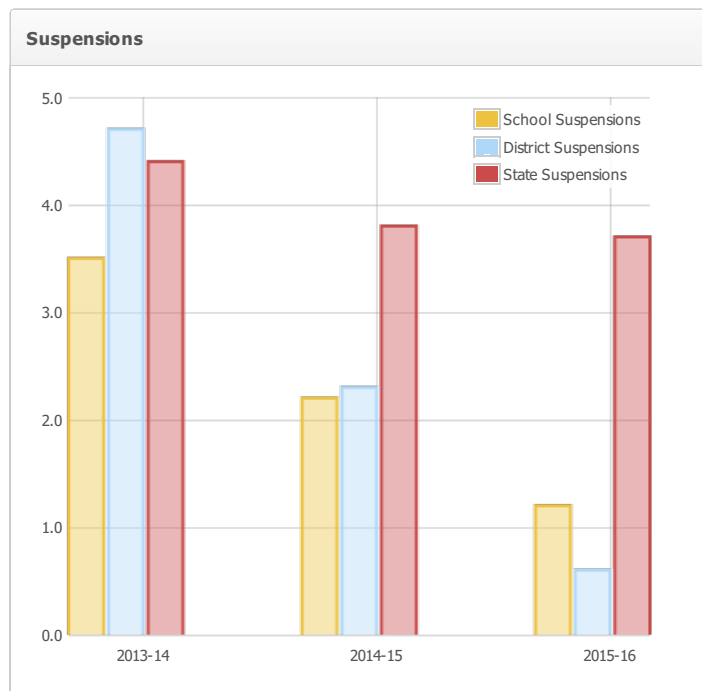
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.5%	2.2%	1.2%	4.7%	2.3%	0.6%	4.4%	3.8%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/24/2017

School Safety Plan (School Year 2016-17)

A district disaster plan covering fire, flood, and earthquake exists and is reviewed annually. Fire and earthquake drills are also held regularly. Emergency food/water supplies and first aid kits are located in each classroom. Procedures have been written and practiced for keeping students safe in the event of a terrorist attack. The school safety plan is updated and reviewed annually and at the beginning of each school year. The plan was last reviewed, updated, and discussed with school faculty in August 2016.

Last updated: 1/24/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2003-2004	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13.0	1	1	0	10.0	2	0	0	12.0	1	0	0
1	18.0	1	0	0	23.0	0	1	0	14.0	1	0	0
2	19.0	1	0	0	18.0	1	0	0	21.0	0	1	0
3	8.0	2	0	0	19.0	1	0	0	20.0	1	0	0
4	14.0	1	0	0	17.0	1	0	0	15.0	1	0	0
5	0.0	0	0	0	14.0	1	0	0	18.0	1	0	0
6	13.0	8	0	0	18.0	1	3	0	22.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0			0	0

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

Last updated: 2/8/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.0	6	1	0	14.0	3	0	0	22.0	1		
Mathematics	17.0	3	0	0	9.0	5	0	0	22.0	1		
Science	25.0	1	1	0	23.0	1	1	0	22.0	1		
Social Science	25.0	0	2	0	14.0	2	1	0	22.0	1		

* 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.

Last updated: 2/8/2017

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

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

Last updated: 2/8/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10422.0	\$4057.0	\$6364.0	\$62396.0
District	N/A	N/A	\$11137.0	\$66236.0
Percent Difference – School Site and District	N/A	N/A	-42.9%	-5.8%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	N/A	N/A	12.1%	2.8%

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

Last updated: 1/24/2017

Types of Services Funded (Fiscal Year 2015-16)

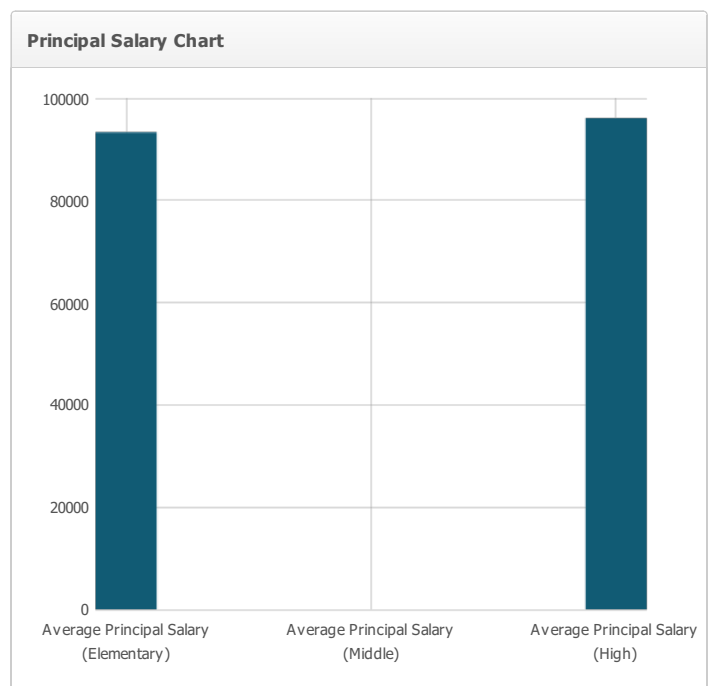
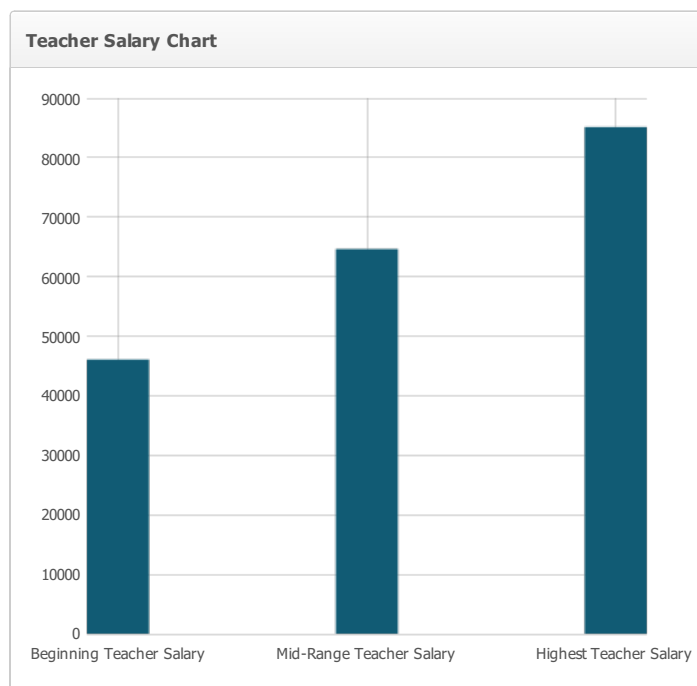
Categorical funds are used for ELD instruction with our newcomers and second language learners scoring at beginning and early intermediate levels on CELDT. ELAP funds support the middle school after-school tutoring program. Title I funds, along with CSR funds, support smaller class size in grades K-3. English language learners are also supported in a pull-out program at the middle school level.

Last updated: 1/24/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,079	\$40,430
Mid-Range Teacher Salary	\$64,650	\$58,909
Highest Teacher Salary	\$85,147	\$77,358
Average Principal Salary (Elementary)	\$93,333	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$96,105	\$100,453
Superintendent Salary	\$114,842	\$123,728
Percent of Budget for Teacher Salaries	38.0%	32.0%
Percent of Budget for Administrative Salaries	9.0%	6.0%

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



Last updated: 1/24/2017

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

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

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

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

Last updated: 1/24/2017

Professional Development

Professional development activities are conducted before the opening of school (one day) and two times during the school year for three total days and continue each Wednesday during the "early out" afternoons (39 days total). Staff meetings are conducted to recognize challenges and successes with professional development and to identify next steps. Staff also participate in week-long summer professional development for readers and writers workshop through Teachers College.

Last updated: 1/24/2017