

# Pescadero Elementary and Middle

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/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 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.



### Mr. Kevin Allen (6-8), Mr. Phil Hophan (K-5)

Principal, Pescadero Elementary and Middle

#### About Our School

Phil Hophan, Principal, Pescadero Elementary School

Kevin Allen, Principal, Pescadero Middle School

#### Contact

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

Phone: 650-879-0274  
Email: [kallen@hpusd.com](mailto:kallen@hpusd.com)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	La Honda-Pescadero Unified
<b>Phone Number</b>	(650) 879-0286
<b>Superintendent</b>	Amy Wooliever
<b>Email Address</b>	<a href="mailto:amyw@lhpUSD.com">amyw@lhpUSD.com</a>
<b>Website</b>	<a href="http://www.lhpUSD.com">www.lhpUSD.com</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Pescadero Elementary and Middle
<b>Street</b>	620 North St.
<b>City, State, Zip</b>	Pescadero, Ca, 94060
<b>Phone Number</b>	650-879-0274
<b>Principal</b>	Mr. Kevin Allen (6-8), Mr. Phil Hophan (K-5)
<b>Email Address</b>	<a href="mailto:kallen@lhpUSD.com">kallen@lhpUSD.com</a>
<b>Website</b>	<a href="https://www.lhpUSD.com/">https://www.lhpUSD.com/</a>
<b>County-District-School (CDS) Code</b>	41689406044085

*Last updated: 1/29/2020*

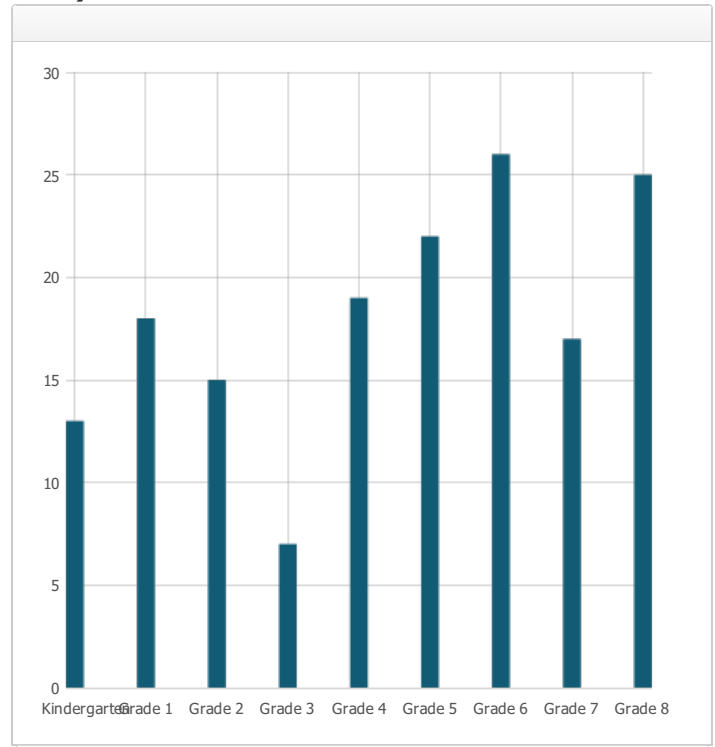
### School Description and Mission Statement (School Year 2019—20)

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: 1/29/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	13
Grade 1	18
Grade 2	15
Grade 3	7
Grade 4	19
Grade 5	22
Grade 6	26
Grade 7	17
Grade 8	25
<b>Total Enrollment</b>	<b>162</b>



Last updated: 1/29/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.60 %
Asian	%
Filipino	%
Hispanic or Latino	79.90 %
Native Hawaiian or Pacific Islander	%
White	18.20 %
Two or More Races	1.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.60 %
English Learners	67.90 %
Students with Disabilities	18.20 %
Foster Youth	1.90 %
Homeless	%

## A. Conditions of Learning

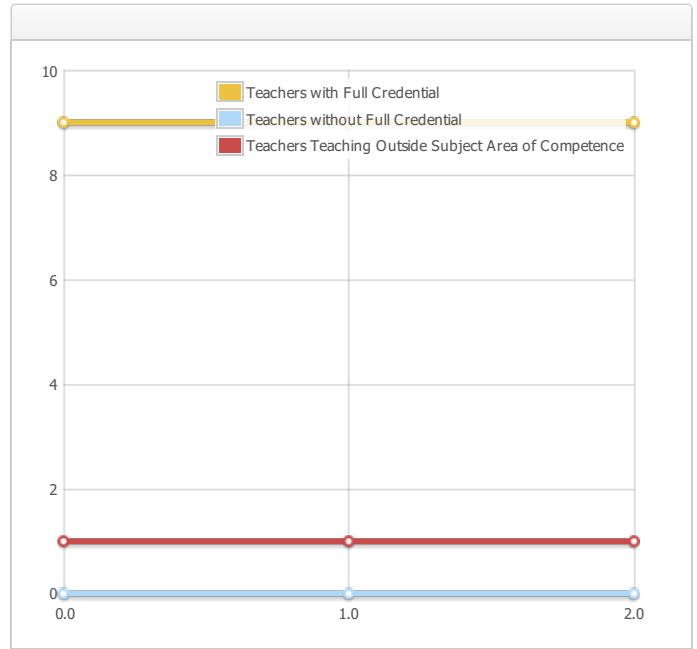
### State Priority: Basic

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	9	9	24
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1



Last updated: 1/29/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/29/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Prentice Hall Literature (2002) Grades 6-8 Revised Core Literature  Reading Workshop Units of Study by Heineman (K-5) Writing Workshop Units of Study by Heineman (K-5) Leveled Literacy Intervention by Fountas and Pinnell (K-5)	Yes	0.00 %
Mathematics	Bridges in Mathematics by The Math Learning Center (K-5)  Context for Learning Grades K-5  Holt Rinehart and Winston Grades 6-8 2004	Yes	0.00 %
Science	Harcourt Grades K-5  Holt Grades 6-8 2007	Yes	0.00 %
History-Social Science	Harcourt Grades K-5  Prentice Hall Grades 6-8 2007	Yes	0.00 %
Foreign Language	Risas y Sonrisas K-5  Scholastic Leveled Books in Spanish K-5	Yes	0.00 %
Health	Puberty Talk for Grades 5 & 6 by Health Connected	Yes	0.00 %
Visual and Performing Arts	N/A		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: 1/29/2020

## School Facility Conditions and Planned Improvements

During 2019-2020, 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 and other community partnerships, including garden committees and work with the County Office of Sustainability, each year including seeding of flower boxes and planters, planting trees, weeding, painting and other beautification projects.

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 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: 1/29/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Good	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	None
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Good	Some leaks around skylights and doors.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

## Overall Facility Rate

Year and month of the most recent FIT report: September 2019

Overall Rating	Good
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*Last updated: 1/29/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	32.0%	40.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	18.0%	22.0%	31.0%	38.0%	39.0%

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.

*Last updated: 1/29/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	116	99.15%	0.85%	31.90%
Male	52	51	98.08%	1.92%	29.41%
Female	65	65	100.00%	0.00%	33.85%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	87	86	98.85%	1.15%	19.77%
Native Hawaiian or Pacific Islander					
White	28	28	100.00%	0.00%	67.86%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	81	81	100.00%	0.00%	22.22%
English Learners	78	77	98.72%	1.28%	16.88%
Students with Disabilities	27	27	100.00%	0.00%	7.41%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless					

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.

*Last updated: 1/29/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	116	99.15%	0.85%	18.10%
Male	52	51	98.08%	1.92%	21.57%
Female	65	65	100.00%	0.00%	15.38%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	87	86	98.85%	1.15%	12.79%
Native Hawaiian or Pacific Islander					
White	28	28	100.00%	0.00%	35.71%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	81	81	100.00%	0.00%	11.11%
English Learners	78	77	98.72%	1.28%	10.39%
Students with Disabilities	27	27	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless					

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.

*Last updated: 1/29/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/29/2020*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

# 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 2018—19)

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	25.00%	30.00%	--
7	29.40%	17.60%	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/29/2020

## 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 2019—20)

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.

LHPUSD allocates resources for a full time Community Liaison and part time Community Engagement personnel whose sole purpose is to provide greater parent involvement. Activities include, home visits with administration and staff, monthly parent meetings, focal student interventions and parent academies. Bilingual weekly bulletins keep parents updated on school events and engagement opportunities. The school has as well adopted the communication program Talking Points to better communicate with families over text message.

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, special projects, garden programs, 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 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. In 2018, a teacher and parent combined to organize and begin the PUMA Event Planners, a diverse group of parent volunteers whose work is to provide for events and occasions that celebrate the Pescadero Elementary School's culture, talents, and academic success. At the middle school level, students participate in sports which are supported by the Viking Boosters parent and community group that fundraises to support student uniforms, equipment, and transportation. Further, the Washington, DC group at the middle school, utilizes fundraising throughout the year and during the summer at the local art and music festival, with the goal of raising funds to support students' 8th grade travel to Washington, DC.

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.

Finally, beginning in 2018, a middle school transition parent, teacher group has been developed for the purpose of planning events related to easing the transition from elementary school to middle school.

To learn more about specific opportunities for getting involved, please contact Phil Hophan or Kevin Allen at 650-879-0332.

### State Priority: Pupil Engagement

*Last updated: 1/29/2020*

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

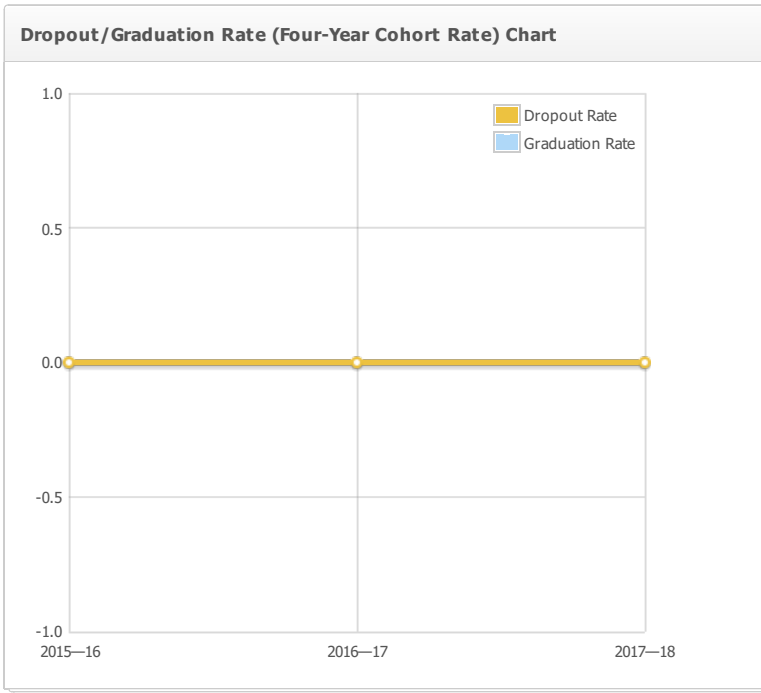
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%

Graduation Rate	--	--	93.80%	95.80%	82.70%	83.00%
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For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/29/2020*

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.20%	1.30%	1.20%	2.70%	1.90%	1.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/29/2020*

## School Safety Plan (School Year 2019—20)

La Honda-Pescadero Unified School District, along with other San Mateo County School Districts, endorse and support The Big Five as part of our Comprehensive Safety Plan. The Big Five supports a common language in the event of the following emergencies: Shelter in Place, Secure Campus, Drop/Cover/Hold On, Evacuation and Lockdown/barricade. Staff have been trained in the protocols and students and parents have been presented with the information pertaining to The Big Five. We have monthly Evacuation Drills with Fire Alarm, as well as other drills related to The Big Five.

All classroom and shared spaces have regularly updated emergency bags that contain the following: emergency folders, safety handbook, first aid kit, social emotional supplies to comfort students, and color cards. In addition to emergency bags, each classroom and shared space has a supply of water and food in case of emergency.

The Comprehensive Safety Plan Handbook is revised yearly and reviewed with all staff. It was most recently updated in the summer of 2019. In addition to the Comprehensive Safety Plan Handbook The Big Give resources and materials are reviewed, shared and discussed for clarification at the start of each year and throughout the school-year as needed.

*Last updated: 1/29/2020*

## 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.

### 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	11.00	1	0	0
1	12.00	1	0	0
2	16.00	1	0	0
3	21.00	1	0	0
4	18.00	1	0	0
5	13.00	1	0	0
6	14.00	7	0	0
Other**			0	0

\* 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	17.00	1	0	0
1	14.00	1	0	0
2	6.00	1	0	0
3	19.00	1	0	0
4	21.00		1	0
5	18.00	1	0	0
6	12.00	8	0	0
Other**			0	0

\* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	6.00	2	0	0
1	18.00	1	0	0
2	15.00	1	0	0
3	6.00	1	0	0
4	19.00	1	0	0
5	22.00		1	0
6	19.00	4	3	0
Other**			0	0

\* 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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	5	0	0
Mathematics	8.00	6	0	0
Science	13.00	3	0	0
Social Science	22.00	2	0	0

\* 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	9.00	5	0	0
Mathematics	9.00	5	0	0
Science	14.00	3	0	0
Social Science	18.00	1	1	0

\* 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 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	4	0	0
Mathematics	9.00	5	0	0
Science	13.00	3	0	0
Social Science	22.00	1	1	0

\* 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: 1/29/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	1

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/29/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	

\*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: 1/29/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10945.80	\$3446.84	\$7498.96	\$67795.00
District	N/A	N/A	\$14299.14	\$70010.00
Percent Difference – School Site and District	N/A	N/A	48.00%	3.00%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	0.00%	-5.00%

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

*Last updated: 1/29/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

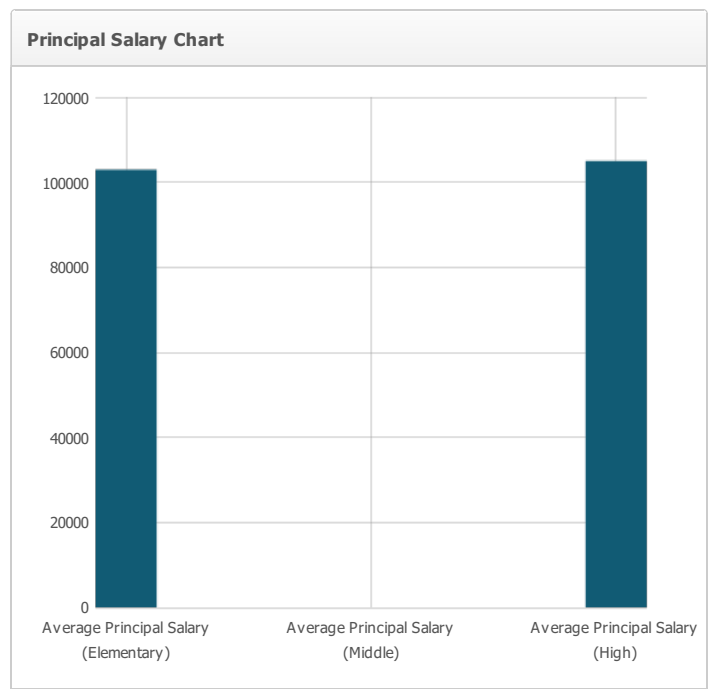
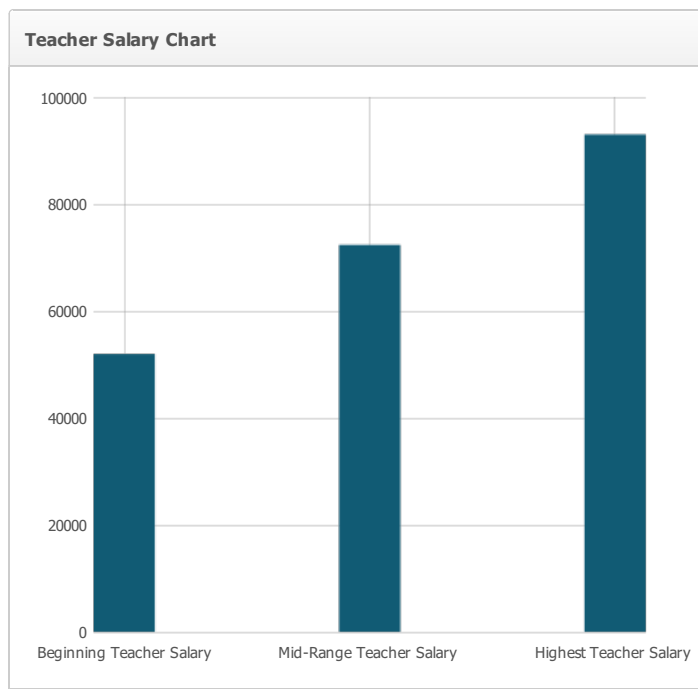
Pescadero Elementary/Middle School provides a variety of academic and enrichment programs, as well as support programs such as: Care Team for struggling students, math intervention and enrichment programs, ASES After School Program, reading intervention, instructional aides, Grade 4/5 Enrichment, weekly science teacher, hands-on agriculture/science/food lab with science and garden professionals.

*Last updated: 1/29/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,974	\$43,574
Mid-Range Teacher Salary	\$72,369	\$63,243
Highest Teacher Salary	\$93,017	\$86,896
Average Principal Salary (Elementary)	\$102,949	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$104,987	\$108,954
Superintendent Salary	\$120,584	\$136,125
Percent of Budget for Teacher Salaries	32.00%	30.00%
Percent of Budget for Administrative Salaries	9.00%	6.00%

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



Last updated: 1/29/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

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	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 1/29/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

*Last updated: 1/29/2020*