

Pacific Elementary School

6201 41st Street • Sacramento, CA 95824 • 916.433.5089 • Grades K-6
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2011-12 School Accountability Report Card Published During the 2012-13 School Year



Sacramento City Unified School District

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District Administration

Jonathan P. Raymond
Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916.433.5089.

School Description

EXPERT TEACHING = GREAT LEARNING

Mission Statement: Using collaboration, reflection, continuous improvement, and adopted curricula; Pacific School, through implementation of systematic consistent data driven instruction, will improve student achievement and create a community of learners.

It continues to be a very exciting time at Pacific School. Where academic improvements are needed, the Pacific Staff and School Site Council have spent time analyzing and monitoring achievement data in order to make instructional adjustments for improving student outcomes. The following items reflect major components of the plan for improving academic achievement at Pacific School:

Teachers, guided by the grade-level content standards, use the core curricular materials. Students receive differentiated instruction based on individual learning needs through our ExCel program and departmentalization in the Intermediate grades.

Grade-Level Teams meet weekly, using student assessment data to strategically plan to meet student needs

Continued implementation of School-wide Support Model

Intensive Reading-Language Arts Intervention provided by Resource Teachers for targeted 4th-6th grade students.

All students are eligible to receive Supplemental Educational Services – tutoring.

Literature, reflecting research-based information, is provided to all teachers in support of instructional improvements.

We believe that our focus on standards-based instruction, supported by data-driven grade-level teamwork, and presented with best instructional practices, will provide all children at Pacific School with the knowledge and skills necessary to achieve their full academic potentials.

Opportunities for Parental Involvement

Current opportunities for parent involvement include:

- attendance at parent conferences, Back to School Night, Open House, and monthly Parent Coffee Workshops
- classroom support;
- materials preparation;
- participation in parent/teacher partnerships
- field trip chaperoning;
- attendance and volunteer opportunities for Annual Science Fair and academic Family Nights;
- attendance and leadership of School Site Council and English Language Advisory Committee;
- attendance and participation at Healthy Start parent meetings, trainings, and events;
- participation in CBET classes and kindergarten readiness activities.

For more information, contact Elena Soto-Chapa, Principal at (916) 433-5089.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	69
Gr. 1	88
Gr. 2	85
Gr. 3	77
Gr. 4	70
Gr. 5	71
Gr. 6	62
Total	522

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.4
Asian	29.7
Filipino	0.4
Hispanic or Latino	53.3
Native Hawaiian/Pacific Islander	1.7
White	3.4
Two or More Races	2.5
Socioeconomically Disadvantaged	100
English Learners	67
Students with Disabilities	6.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	21	20	23	2	4	1	2	0	2	0	0	0
Gr. 1	19	20	22	5	5	2	0	0	2	0	0	0
Gr. 2	16	19.8	28.3	4	4	0	1	0	3	0	0	0
Gr. 3	15	19.2	25.7	5	5	0	0	0	3	0	0	0
Gr. 4	25	23.3	23.3	0	0	1	3	3	2	0	0	0
Gr. 5	25	23.3	27.3	0	0	0	3	3	3	0	0	0
Gr. 6	23	24.7	25.5	0	0	0	3	3	2	0	0	0
Other	15			1			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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	2.1	14.8	15.1
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	18.1	17.1	16.2
Expulsions Rate	0	0.03	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive Safe School Plan (CSSP) is updated and shared with staff on an annual basis. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Fire drills
- Earthquake emergency procedure system
- Campus intruder "lock down"
- Flood, evacuation of the site
- Parent/student reunification
- Policies on suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy
- School-wide dress code
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Hate crime reporting procedures

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

The main campus was built in 1951. This school has 16 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 22 portables. 3 portables classrooms were constructed in 1997 and 3 in 1998 for class size reduction. During the 1999 modernization, renovations and upgrades were made in the following areas: health and safety, HVAC, portable buildings and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Number of burn out lights. Lights have been replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Classroom sinks have been cleaned in classroomed.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	35	26	22
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	1920
Without Full Credential	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	87.15	12.85
High-Poverty Schools	86.41	13.59
Low-Poverty Schools	100	0

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Social/Behavioral or Career Development Counselor	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,779	\$2,282	\$4,497	\$60,048
District	♦	♦	\$4,683	\$63,836
State	♦	♦	\$5,455	\$69,404
Percent Difference: School Site/District			-4.0%	-5.9%
Percent Difference: School Site/ State			-17.6%	-13.5%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,184	\$41,455
Mid-Range Teacher Salary	\$52,812	\$66,043
Highest Teacher Salary	\$86,673	\$85,397
Average Principal Salary (ES)	\$99,223	\$106,714
Average Principal Salary (MS)	\$101,385	\$111,101
Average Principal Salary (HS)	\$116,819	\$121,754
Superintendent Salary	\$241,628	\$223,357
Percent of District Budget		
Teacher Salaries	35%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- After School Enrichment programs
- Access to technology
- MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2012

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Elementary School		
Title	Subject	Date of Publication
<i>Open Court Reading, SRA</i>	Reading/Language Arts	2002
<i>Moving Into English, Harcourt</i>	English Language Development	2004
<i>High Point, Hampton Brown</i>	English Language Arts	2002
<i>Avenues, Hampton Brown</i>	English Language Development	2002
<i>English at Your Command, National Geography</i>	English Language Development	1996
<i>California Mathematics, Macmillan McGraw-Hill</i>	Mathematics	2009
<i>California Science, McMillian McGraw-Hill</i>	Science	2008
<i>California Vistas, McMillian McGraw-Hill</i>	History/Social Science	2007

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	40	33	30	48	48	50	52	54	56
Math	51	56	46	46	48	48	48	50	51
Science	21	28	16	46	49	52	54	57	60
H-SS				41	44	44	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	48	52	44
All Student at the School	30	46	16	
Male	28	48	23	
Female	33	43	11	
Black or African American	21	38		
American Indian or Alaska Native				
Asian	31	56	16	
Filipino				
Hispanic or Latino	30	41	14	
Native Hawaiian/Pacific Islander				
White	45	64		
Two or More Races				
Socioeconomically Disadvantaged	31	46	16	
English Learners	16	39	3	
Students with Disabilities	28	40		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13	26.1	21.7

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	19	0	-44
Black or African American			
American Indian or Alaska Native			
Asian	30	8	-47
Filipino			
Hispanic or Latino	-2	7	-50
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	19	0	-45
English Learners	13	9	-40
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	2	3	2
Similar Schools	5	5	5

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	58	
Percent of Schools Currently in Program Improvement	66.7	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	329	31,393	4,664,264
	API-G	700	768	788
Black or African American	Students	22	4,946	313,201
	API-G	697	690	710
American Indian or Alaska Native	Students	2	258	31,606
	API-G		712	742
Asian	Students	105	5,980	404,670
	API-G	711	815	905
Filipino	Students	1	368	124,824
	API-G		850	869
Hispanic or Latino	Students	179	11,507	2,425,230
	API-G	690	730	740
Native Hawaiian/Pacific Islander	Students	5	534	26,563
	API-G		724	775
White	Students	10	6,171	1,221,860
	API-G		840	853
Two or More Races	Students	5	1,597	88,428
	API-G		820	849
Socioeconomically Disadvantaged	Students	322	23,735	2,779,680
	API-G	699	738	737
English Learners	Students	244	11,147	1,530,297
	API-G	705	739	716
Students with Disabilities	Students	23	3,983	530,935
	API-G	628	588	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	No