

Pacific Valley School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Pacific Valley School
Street	69325 Highway 1
City, State, Zip	Big Sur, CA 93920
Phone Number	(805) 927-4507
Principal	Dr. Debbie Gold
Email Address	debbie.gold@bigsurunified.org
School Website	https://www.bigsurunified.org
Grade Span	K-12
County-District-School (CDS) Code	27-75150-2730133

2025-26 District Contact Information

District Name	Big Sur Unified School District
Phone Number	805-927-4507
Superintendent	Dr. Debbie Gold
Email Address	debbie.gold@bigsurunified.org
District Website	https://www.bigsurunified.org

2025-26 School Description and Mission Statement

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

- An **EFFECTIVE COMMUNICATOR** who successfully receives & imparts information through speaking, writing, reading, listening, fine arts, & technology.
- A **COMPLEX THINKER** who accesses a variety of resources, looks for multiple solutions to a problem, is intellectually curious, & uses creative & critical thinking.
- An **INDEPENDENT LEARNER** who makes valid judgments about what to learn & how to learn it, & assesses the result. Learning independently does not imply learning alone.

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- A **QUALITY PRODUCER** who uses appropriate resources & technology to create & assess products that achieve their purposes, are appropriate to the intended audiences and reflect pride in craftsmanship; and
- A **COLLABORATIVE LEARNER** who uses appropriate social skills to work effectively with people varying in race, gender, attitudes, abilities & cultural backgrounds with consideration and mutual respect.

The school goals are detailed in the district LCAP. To summarize, the goals include:

Providing students with high quality instruction provided by Highly Qualified Teachers using state approved Common Core curriculum and access to technology to provide 21st century skills.

Offer instruction and interventions appropriate for each student, according to their individual learning styles, to assist them in meeting or exceeding grade level performance and enabling them to achieve their highest potential

Providing a safe campus and community-like environment that encourages students to reach their full potential.

With our low student/teacher ratio, Pacific Valley School provides personalized attention to each of our students. And because our small student population spans TK through twelfth grade, taught in multi-grade level groupings, our students have the opportunity for collaborative learning between age groups. One-of-a-kind experiences include:

Collaborative learning between grades

Ecologically-based field trips

Occasional P.E. classes at Sand Dollar Beach, just across the street from the school

Learning about power generation and sustainability, since our school is off the power grid and we have our own solar, generator and power storage system.

Garden-to-table school meals

STEAM -we are a STEAM school (Science, Technology, Engineering, Art, Math)

Nutrition Services

At Pacific Valley School, we recognize the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. Recognizing that good nutrition is a basic condition of learning, our nutrition program has three primary goals:

1. To introduce a wide variety of nutritious, wholesome, and freshly prepared meals, using unprocessed ingredients from our local region and our very own school garden.
2. To educate students about nutrition, health, and the impact food choices have on their health.
3. To meet and exceed state and federal standards in nutrition and encourage healthy choices through education and example.

Our nutrition services include breakfast and lunch. We believe that healthy meals have a positive impacts on student achievement and concentration. We provide breakfast, lunch and snacks for free to all students, regardless of income. Additionally, our campus does not have vending machines or other competitive foods. We offer healthy snacks , free of charge. We take pride in our menus and strive to provide progressive and delicious meals that appeal to both students and staff. Our menu offers unconventional items like tofu and homemade smoothies. We offer organic ingredients, protein alternatives, gluten-free options, vegetarian options, and dairy alternatives while eliminating many processed foods like hydrogenated oils, high fructose corn syrup, refined flours, chemicals, dyes, additives, and nitrates. We carefully recognize any known food sensitivities or allergies parents list on the school questionnaire. Finally, we engage our students by offering fun and educational projects and incentives that center around wellness. For example, students learn about the importance of growing their own food in the school garden.

School Garden

Pacific Valley School's garden provides fresh fruits and vegetables that the Nutrition Services Program uses directly in its breakfast and lunch menus. The garden serves as an outdoor classroom where students learn all aspects of gardening like composting, horticulture, and sustainability, for example.

Students plant, grow and harvest fresh sugar snap peas, apples, berries, rhubarb, squash, chard, lettuce, potatoes, beets, onions, garlic, carrots, and herbs. Together, the school garden and the nutrition program provide nutritious food that keeps our students healthy.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities include STEAM Festival, beach clean-up, Community Service Projects, yearbook, Winter Show, and four to five field trips per year. High school trips are scheduled

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for college visits, FAFSA assistance, and cultural events. A special high school trip is planned for each year.

Student Recognition

Students are recognized at the end of the year with certificates of progress and achievement. Many students are also recognized for ultra-curricular accomplishments in academic achievement, community service, art, music, and physical fitness. Student work and projects are displayed at the school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	1
Grade 1	2
Grade 3	1
Grade 4	2
Grade 5	1
Grade 8	2
Grade 12	2
Total Enrollment	11

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Hispanic or Latino	30
English Learners	10
Socioeconomically Disadvantaged	90
Students with Disabilities	10

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	100	4	100		
Intern Credential Holders Properly Assigned	0	0	0	0		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown/Incomplete/NA	0	0	0	0		
Total Teaching Positions	4	100	4	100		

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	100	4	100		
Intern Credential Holders Properly Assigned	0	0	0	0		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown/Incomplete/NA	0	0	0	0		
Total Teaching Positions	4	100	4	100		

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	100	4	100		
Intern Credential Holders Properly Assigned	0	0	0	0		
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0		
Unknown/Incomplete/NA	0	0	0	0		
Total Teaching Positions	4	100	4	100		

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.0	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.	0
Total Out-of-Field Teachers	0.00	0.	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In Big Sur Unified School District, it is determined that each course and each student had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams v. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials available at the time of publication. Students also have books and curriculum online.

Year and month in which the data were collected

January, 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K-5th) McGraw Hill Reading Wonders (subscription) and Literature Anthology Grade 3 and 4 Books. 2017; McGraw Hill Education, Wonders Reading Writing Workshop CA, 2017; McGraw Hill Education, Wonders Literature Anthology CA, 2017; McGraw Hill Education, Your Turn Practice Book, 2017; McGraw Hill Wonders, 4th grade, 2016-17 ; McGraw Hill Wonders program with an on-line component, 2017; (6th-8th) McGraw Hill Connect Ed ELA grade 6,7 Online platform, CA 2017 (9th-12th) McGraw Hill Connect Ed ELA grade 9,10,12 Online platform, CA 2017 (9th-12th)The Saint Martin's Guide to Writing 11th Edition. Bedford St. Martins, 2016 Macmillan higher ed (college and AP) Novels	0.0
Mathematics	<ul style="list-style-type: none"> (K-3rd) Houghton Mifflin Harcourt, CA Go Math, 2015 (4th-5th) Houghton Mifflin, Go Math CA, 2015 / 2015 (4th-8th) Big Ideas Math Common Core Curriculum CA, Course 2 & 3, 2015 / 2015 <p>*Pre calculus *Algebra HMH *IXL</p>	0.0

Science	<ul style="list-style-type: none"> • (1st-5th) Houghton Mifflin Harcourt, Science Fusion, 2017 • (6th-7th) Houghton Mifflin Harcourt, Science Fusion, 2017 • (9th-10th) Glencoe, Earth Science, 2017 • (9th-12th) A.P. Biology: Campbell-Reece, Biology, Eighth Edition / 2014 • (9th-12th) Student Study Guide (companion issue to Campbell-Reece, Biology) / 2014 • (9th-12th) Practicing Biology (companion issue to Campbell Reece, Biology) / 2014 • (9th-12th) AP Biology Investigative Labs; An Inquiry-Based Approach (Download) / 2014 • (9th-12th) The Princeton Review, Cracking the AP Biology Exam / 2014 <p>*STEAM - project based</p>	0.0
History-Social Science	<ul style="list-style-type: none"> • (4th) History-Social Science CA. Studies, Houghton Mifflin Harcourt, 2017 • (5th) Harcourt, The United States: Making a New Nation / 2015 • (6th-7th) A History of the World, McGraw-Hill Education 2018 • (9th-12th) Glencoe, World History and Geography Modern Times, 2018 <p>*AP civics and economics curriculum</p>	0.0
Foreign Language	• (9th-12th) McGraw Hill Education, Edgenuity online if selected as an elective	0.0
Health	• (9th-10th) Glencoe Health, McGraw Hill Education, 2015. Edgenuity online	0.0
Visual and Performing Arts	Theater with Kids Theater director, Art class with art teacher per week	0.0
Science Laboratory Equipment (grades 9-12)	*Current biology program and materials including STEAM kits and project	0.0

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

School Facility Conditions and Planned Improvements

The Pacific Valley School campus was originally constructed in 1953. Our campus is located on a five acre parcel controlled by the United States Forest Service. The campus is located on Highway 1 on a remote stretch of highway that hugs the rugged south coast of Big Sur. Because of our remoteness, there is no available connection to the power grid, sewer system or water system. The campus is independent of county or city services except for phone and garbage. Our campus is powered by a stand-alone power plant comprised of hybrid solar panel grid and 50 KW propane generators that store generated energy batteries. Stored and generated energy is converted to AC by Out Back inverters. A water well, storage tank and gravity fed water lines supply water storage capacity of 18,000 gallons. The power plant, water system and sewer system are included in the comprehensive safety plan and are managed according to the state health department standards and the Office of Public-School Construction facilities standards. Other facilities on campus include the main building with three classrooms and a kitchen, an office portable, a maintenance shop portable with kitchen storage, two relocatable classrooms, triple wide modular

School Facility Conditions and Planned Improvements

unit (community room) with a kitchen and handicap restroom, storage sheds, a generator shed, a hazardous materials storage shed and a cabin for the administrator's overnight lodging. The school is currently researching more solar options and recently purchased new solar batteries.

Routine Maintenance Budget (General Fund - State required minimum of 3% of total general fund expenditures) The district maintains its own roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems with a combination of maintenance staff and hiring of outside contractors. In 2024, a full-time maintenance worker was hired so as to alleviate the need to hire outside contractors for minor maintenance needs. The budget for 25-26 has a routine maintenance budget of \$73,560, which exceeds the state's minimum requirement of 3% of the district's general fund expenditures. The maintenance budget pays for routine maintenance projects. Other major maintenance projects have been funded through state & federal grants. In 19-20 the district completed a \$170,889 construction project through a California State Hardship Grant to upgrade the district's septic system. The district supplies its own power sources because the district is off the power grid due to its remote location. Prop 39 funding in the amount of \$71,000 enabled the district to upgrade its energy efficiency by upgrading lighting and heaters. The superintendent/principal coordinates with one part-time custodian and one full time maintenance worker to ensure campus facilities are kept clean and safe for students and staff. Teachers and students maintain daily cleanup for student projects.

A maintenance lead reviews conditions and makes recommendations for improvement. A new fence was put up in December 2023. New door locks were installed in December 2023. A new office was brought in as well as a new food storage container. Exterior walls on the portables were repaired and painted. The playground structure was repaired with new parts added in September 2024 and is in compliance. New tanbark was also added in September 2024.

Year and month of the most recent FIT report

April 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			New fence, repairs to playground structure were made in September 2024- a new solar gate was installed in 2025-

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	63	56	65	47	48
Mathematics (grades 3-8 and 11)	47	48	44	48	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	54	54	100.00	0.00	62.96
Female	25	25	100.00	0.00	72.00
Male	28	28	100.00	0.00	53.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	64.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	25	25	100.00	0.00	68.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	22	22	100.00	0.00	59.09
Socioeconomically Disadvantaged	15	15	100.00	0.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	54	54	100.00	0.00	48.15
Female	25	25	100.00	0.00	40.00
Male	28	28	100.00	0.00	53.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	25	25	100.00	0.00	60.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	22	22	100.00	0.00	54.55
Socioeconomically Disadvantaged	15	15	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	46.15	--	--	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	13	100.00	0.00	46.15
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to become volunteers at the school and in the classroom. Parents may also participate in the following committees and events: LCAP development, School Site Council, field trips, PTO and/or run for the Board of Trustees. We have an active PTO where all parents are encouraged to attend. Parent teacher conferences are offered twice per year. Parents are welcome on campus.

The local community is also very supportive of the school. Pacific Valley School has forged partnerships with several area businesses and agencies, including South Coast Community Land Trust, Big Sur Health Center, US Forest Service, Big Sur Fire Brigade, Big Sur Wine and Food Marathon, CABS, CalTrans and Monterey Peninsula Foundation.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	11	0	0	0
Female	6	0	0	0
Male	5	0	0	0
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	3	0	0	0
Native Hawaiian or Pacific Islander				
Two or More Races				
White	8	0	0	0
English Learners	1	0	0	0
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	10	0	0	0
Students Receiving Migrant Education Services		0	0	0
Students with Disabilities	1	0	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern at Pacific Valley School. A recent audit found the school in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards, water safety, and

2025-26 School Safety Plan

facilities safety. The School Site Safety Plan includes the school's disaster preparedness plan, which outlines steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held throughout the year. Pacific Valley School's Site Safety Plan is updated by the Superintendent. The plan is officially revised by March each year and the entire site participates in the statewide "The Great California ShakeOut" each year. The classified staff monitor students during lunch. All visitors to the campus must sign in at the office. Students and staff have been trained in ALICE training.

Students at Pacific Valley School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent-student handbooks, opening of school assembly and Back-to-School night. There have been no suspensions in the last seven years. Restorative justice is practiced

D. Other SARC Information **Information Required in the SARC**

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	1	0	0	0
K	0	0	0	0
1	0	0	0	0
2	2	0	0	0
3	1	0	0	0
4	2	0	0	0
5	1	0	0	0
6	0	0	0	0
Other	2	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1	0	0
1		1	0	0
2		1	0	0
3	2	1	0	0
4	2	1	0	0
5		1	0	0
6	0	1	0	0
Other	2	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	1	1		
K	1	1		
2	2	1		
3	1	1		
4	2	1		
5	1	1		
Other	2	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$67,623	\$18,136	\$49,487	\$46,819
District	N/A	N/A	\$49,487	\$46,819
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$20,591	\$78,981
Percent Difference - School Site and State	N/A	N/A	82.5	-51.1

Fiscal Year 2024-25 Types of Services Funded

In 24-25 Big Sur Unified School District spent an average of \$67,623 to educate each student at Pacific Valley School. The figures shown in the table for School Site reflect the direct cost of educational services per enrollment. This calculation is required by law annually and compared with other districts statewide.

In addition to the state's Local Control Funding, Big Sur Unified School District receives state, federal and local funding for the following grants and entitlements:

STATE PROGRAMS:

Supplemental Funding - additional LCFF funding with emphasis on foster, low economical and non-English speaking students.
Home to School Transportation

Lottery - restricted that can only be used for instructional materials and unrestricted lottery that can be used at the district's discretion.

ELO-P - Expanded Learning Opportunity Program (summer and after school programs)

EPA - Education Protection Act - a carve out of LCFF funding that can be used for anything except administration

Fiscal Year 2024-25 Types of Services Funded

Special Education - regular SPED 602, SPED mental health and SPED Low Incidence funding

Art, Music and PE Grant

Art and Music Grant (AMS)

Learning Recovery

LCFF Equity funding

Classified School Employees Assistance Program - grant to help classified employees not working in the summer (state matches employees' contributions)

STRS on Behalf - certificated employees' retirement (state assistance to STRS deficit funding)

Other State funding - Literacy Testing

FEDERAL PROGRAMS:

Special Education - Federal SPED

REAP - Rural Educational Assistance Program which is used for technology expenditures

LOCALLY FUNDS PROGRAMS - DONATIONS:

Fundraising/donation Account

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Pacific Valley School's elementary program (Kindergarten - 8th grade) is funded under Level 1 (Average Daily Attendance less than 25) of the Necessary Small Elementary formula. The school's high school program (9th - 12th grade) is funded as a Necessary Small High School at Level 3, based on the number of Full Time High School Teachers. Regular attendance at Pacific Valley School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced. Student attendance is carefully monitored to identify those students exhibiting excessive absences. We require doctor notes to be turned into the district upon returning to school.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,783	\$54,773
Mid-Range Teacher Salary	\$46,370	\$78,981
Highest Teacher Salary	\$61,668	\$117,337
Average Principal Salary (Elementary)	N/A	\$128,425
Average Principal Salary (Middle)	N/A	\$137,947
Average Principal Salary (High)	N/A	\$138,809
Superintendent Salary	\$70,000	\$176,162
Percent of Budget for Teacher Salaries	19.70	24.71%
Percent of Budget for Administrative Salaries	4%	5.91%

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal and informal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. First and second-year teachers are evaluated two to three times annually and all other teachers are evaluated every other year. Evaluations are conducted by the superintendent/principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: The California

Professional Development

Standards for the Teaching Profession: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction, and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offered four staff development days annually for the past five years, in which teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development were: Language Arts proficiency, criteria for an effective school, and increased learning engagement, high school health, and social emotional learning. Teachers in the Big Sur Unified School District have the opportunity to participate in improving their teaching through peer assistance which uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. In addition, staff members are encouraged to attend workshops and conferences. Teaching staff utilizes courses online, workshops presented by the Monterey County Office of Education (MCOE), and workshops by various other Professional Educational Organizations. Beginning teachers participate in MCOE's Teacher Credentialing Induction Program and are mentored by a veteran teacher through that program. Teachers are encouraged to observe other teachers.

During the 2021-22 school year, the District had STEAM training. During the first part of 2022, the training focused on math. All teachers are able to attend conferences using the Teacher Educators Block Grant.

During the 23-24 school year, the teachers and principal participated on the ILC Conference regarding new methodologies, cutting edge curriculum including AI, and science.

The 23-24 school year is the third year of STEAM implementation. Teachers continue their STEAM conferences.

In 25-26, PD included Social Emotional Learning presented by MCOE at PV School. High school teachers were trained in health education.

New teachers are in induction with coaches.

All staff participated in a Non-violent Communication training.

In September 2024, all teachers participated in Erika's Lighthouse Training which is a recommended Social Emotional Learning Curriculum.

In February 2025, all teachers will participate in STEAM training through the University of San Diego.

Teachers are given the opportunity to attend the yearly math conference (in 2024, two teachers attended)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. Teachers follow up by sharing their experiences and knowledge with district colleagues and report the implementation of new knowledge.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5