

# Mary Peacock Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Mary Peacock Elementary School
<b>Street</b>	1720 Arlington Drive
<b>City, State, Zip</b>	Crescent City, CA 95531
<b>Phone Number</b>	707-464-0301
<b>Principal</b>	Lara Hirt
<b>E-mail Address</b>	lhirt@delnorte.k12.ca.us
<b>Web Site</b>	<a href="https://sites.google.com/a/delnorte.k12.ca.us/marypeacock">https://sites.google.com/a/delnorte.k12.ca.us/marypeacock</a>
<b>CDS Code</b>	08-61820-6113013

<b>District Contact Information</b>	
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>E-mail Address</b>	jharris@delnorte.k12.ca.us
<b>Web Site</b>	www.delnorte.k12.ca.us

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

Mary Peacock Elementary School prides itself on providing excellent education through strong teacher, student, parent, and community relationships. Our goal is to instill in children the ability to think, to learn, to achieve, and to care.

Mary Peacock Elementary is a Preschool through fifth grade school with an overall student population of 370. We are an "in town" school with three other elementary schools within a five mile radius. Our community is a rural town with a population of 7188. We are fortunate to live in an area of great natural beauty: Redwood forests, the Smith and Klamath rivers, and Pacific Ocean beaches. We are also a community that struggles with the effects of poverty. US Census data reports a per capita income in past 12 months (2013 dollars) of \$11,152. Our community is culturally rich, with people representing local tribes (Tolowa and Yurok tribes) and the Hmong, Hispanic, and other cultures. Our experienced teaching staff meets the students' needs through engaging instruction that is conceptually rich and fosters vocabulary development. We work hard to address students' academic and social-emotional needs.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	76
Grade 1	48
Grade 2	48
Grade 3	69
Grade 4	55
Grade 5	47
<b>Total Enrollment</b>	<b>343</b>

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.6
American Indian or Alaska Native	8.7
Asian	2.9
Filipino	0.9
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0
White	62.1
Two or More Races	4.1
Socioeconomically Disadvantaged	60.6
English Learners	7.9
Students with Disabilities	18.4
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	13	13	161
Without Full Credential	0	0	2	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.1	0.9
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	90.5	9.5

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

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

Year and month in which data were collected: October, 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Developmental Studies Center – SIPPS, Making Meaning and Being a Writer McDougal Littell – Adopted 2006	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	K-2 - McGraw-Hill - Everyday Math - Adopted May 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015	Yes	0
<b>Science</b>	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
<b>History-Social Science</b>	Pearson/Scott Foresman – Adopted 2006 (No longer in print)  Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental)	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

On, October 12, 2016, This School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made to ensure a safe environment for the students, staff and community members at Mary Peacock School.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 12, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Repairs to be made as needed for safety.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 12, 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	38	34	35	44	48
Mathematics	16	23	23	23	34	36

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.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	69	97.2	37.7
	4	55	54	98.2	29.6
	5	45	44	97.8	47.7
Male	3	40	40	100.0	30.0
	4	30	29	96.7	27.6
	5	20	20	100.0	35.0
Female	3	31	29	93.5	48.3
	4	25	25	100.0	32.0
	5	25	24	96.0	58.3
Hispanic or Latino	3	13	13	100.0	30.8
	5	13	13	100.0	61.5
White	3	51	50	98.0	42.0
	4	37	36	97.3	33.3
	5	28	28	100.0	42.9
Socioeconomically Disadvantaged	3	42	41	97.6	26.8
	4	32	32	100.0	18.8
	5	28	27	96.4	44.4
Students with Disabilities	3	12	12	100.0	

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	71	69	97.2	31.9
	<b>4</b>	55	54	98.2	20.4
	<b>5</b>	45	44	97.8	13.6
<b>Male</b>	<b>3</b>	40	40	100.0	30.0
	<b>4</b>	30	29	96.7	27.6
	<b>5</b>	20	20	100.0	15.0
<b>Female</b>	<b>3</b>	31	29	93.5	34.5
	<b>4</b>	25	25	100.0	12.0
	<b>5</b>	25	24	96.0	12.5
<b>Hispanic or Latino</b>	<b>3</b>	13	13	100.0	15.4
	<b>5</b>	13	13	100.0	23.1
<b>White</b>	<b>3</b>	51	50	98.0	38.0
	<b>4</b>	37	36	97.3	27.8
	<b>5</b>	28	28	100.0	10.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	42	41	97.6	19.5
	<b>4</b>	32	32	100.0	9.4
	<b>5</b>	28	27	96.4	11.1
<b>Students with Disabilities</b>	<b>3</b>	12	12	100.0	8.3

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

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	51	47	51	51	49	46	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	45	43	95.6	51.2
<b>Male</b>	20	20	100.0	60.0
<b>Female</b>	25	23	92.0	43.5
<b>Hispanic or Latino</b>	13	12	92.3	41.7
<b>White</b>	28	28	100.0	53.6
<b>Socioeconomically Disadvantaged</b>	28	26	92.9	53.9

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

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	31.1	20	8.9

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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Parents and the community are very supportive of the educational programs at Mary Peacock Elementary School. The school is very lucky to have an active parent and community volunteer base. Parents may participate in the Parent/Teacher/Student Organization (PTSO), which organizes fundraisers and assists in school events. We also have an active and supportive School Site Council. Mary Peacock Elementary School hosts Back to School Night, Family Movie Night each month, STEAM night in the spring, Family Reading Picnic, student music concerts, and Parent Conferences. The school benefits from partnerships with local businesses and services, including the Foster Grandparent Program, and fifth grade teen mentoring program (provided through Del Norte County substance prevention programs).

Mary Peacock School implements positive behavioral interventions and supports (PBIS). The link between families and PBIS is an important one. We know that when families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development. The presence of parents in schools not only provides additional academic supports but also creates community and cultural connections. We have an open door policy and parents are always welcome to visit and volunteer in our classrooms and throughout the school.

Parents are encouraged and welcome to become involved in classrooms or in various school groups and committees.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	2.5	2.2	9.8	6.6	6.4	4.4	3.8	3.7
Expulsions	1.6	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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The Comprehensive Safety Plan was last updated September, 2016. We discuss safety planning and protocols frequently at staff meetings. Our Crisis Response Team is updated annually. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster drills are held regularly throughout the year. Fire drills are held monthly, tsunami/earthquake drills are held twice a year. In the event of an off-campus evacuation, students will be assembled and dismissed from the Del Norte High School tennis courts at the corner of Washington Blvd. and Arlington Dr. Procedures are in place in the event the campus needs to be secured or evacuated. To ensure student safety, supervision is provided on campus at all times. All visitors to the campus must sign in at the office and display a visitor's pass at all times.



## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	63.6

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		20	2	3		18.5	2	2	
1	25		3		25		1		22		2	
2	22	1	2		24		3		21.5	1	1	
3	24		2		27		2		24		3	
4	32		1		30		1		22.5	1	1	
5	30		2		32		2		20.5	1	1	
Other	10	1							16	1		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	40%	N/A
Library Media Teacher (Librarian)	3%	N/A
Library Media Services Staff (Paraprofessional)	47%	N/A
Psychologist	17%	N/A
Social Worker		N/A
Nurse	9%	N/A
Speech/Language/Hearing Specialist	23%	N/A
Resource Specialist	50%	N/A
Other		N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,633	\$4,645	\$6,988	\$61,512
District	N/A	N/A	\$6,988	\$62,872
Percent Difference: School Site and District	N/A	N/A	0.0	-2.2
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	23.1	-8.7

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

**Types of Services Funded (Fiscal Year 2015-16)**

Mary Peacock Elementary has a variety of programs to promote student achievement. Academic services include Special Day Class programs, Resource program, and Speech/Language services. English Language Development strategies are embedded in classroom instruction at every grade level for those learning English as a second language. An instructional aide is funded to provide support for our Kindergarten and first grade students. We have school counseling services available, focusing on the academic and social behaviors that lead to student success. We have a GATE program for our intellectually gifted students.

We are able to address the social/emotional development of our students through a school-wide focus on Positive Behavior Intervention and Supports (PBIS) program. Students are recognized regularly for safe, respectful, and responsible behavior. We have a Responsible Student club to recognize students who make responsible choices routinely.

Mary Peacock focuses on student attendance. Classes earn popcorn for accumulated days of high percentage daily attendance. Students are honored each trimester for perfect attendance. Saturday schools are available once a month for a day of attendance recovery.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,602	\$42,063
Mid-Range Teacher Salary	\$63,093	\$64,823
Highest Teacher Salary	\$77,384	\$84,821
Average Principal Salary (Elementary)	\$92,039	\$101,849
Average Principal Salary (Middle)	\$89,651	\$107,678
Average Principal Salary (High)	\$112,625	\$115,589
Superintendent Salary	\$152,069	\$169,152
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

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- Professional Learning Communities: District-wide grade level PLC groups meet almost weekly to focus on three big ideas. 1. Ensuring that students learn. 2. Ensuring a culture of collaboration. 3. A focus on results. These meetings are a powerful opportunity for teachers to work together to improve student learning throughout our county. These meetings take place on Wednesday early-out dismissal days.
- Be GLAD strategy training has been provided to all teachers, K-5, in 2015-2016.
- Positive Behavior Intervention and Support (PBIS): Our school PBIS team has developed a school-wide matrix of behavior expectations in common areas on campus. Teachers have developed a corresponding matrix of expectations for their own classrooms. Students are positively acknowledged for being safe, respectful, and responsible in all areas at school. Teachers are trained in teaching a social/emotional development curriculum called Second Step. Trainings and discussions take place in staff meetings and after-school team meetings.
- New teachers in year 1 or 2 of their career participate in the Beginning Teacher Support Program (BTSA). This takes the form of evening meetings and classroom observations.
- Systematic Instruction in Phonemic Awareness and Phonics (SIPPs), Making Meaning, and Being a Writer: The Developmental Studies Center (DSC) has created language arts programs that are at the core of our daily instruction. Training is provided through core-day release time and after school trainings.
- Technology: In a world of ever-changing technology skills, we strive to engage our students in creative uses of computers, digital tablets, and other forms of technology. Technology training for teachers comes in many forms: staff meeting demonstrations, weekend and after school trainings. Participation in the Hour of Code (computer coding) is growing each year and Digital Citizen lessons are taught at all grade levels.