

Mary Peacock Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mary Peacock Elementary School
Street	1720 Arlington Drive
City, State, Zip	Crescent City, CA 95531
Phone Number	707-464-0301
Principal	Lara Hirt
Email Address	lhirt@dnusd.org
Website	http://www.mpelementary.org/
County-District-School (CDS) Code	08-61820-6113013

Entity	Contact Information
District Name	Del Norte County Unified School District
Phone Number	707-464-6141
Superintendent	Jeff Harris
Email Address	jharris@dnusd.org
Website	https://dnusd.org/

School Description and Mission Statement (School Year 2019-20)

Mary Peacock Elementary School prepares students to navigate academic and social experiences with pride in themselves and respect for others.

Mary Peacock Elementary is a preschool through fifth grade school with an overall student population of 322. We are an "in town" school with three other elementary schools within a five mile radius. Our school takes pride in its academic and behavioral support structures. We believe it is essential to meet the needs of all students, regardless of background, strengths, or challenges. Our team of experienced staff members work collaboratively to meet students where they begin and provide what they need to be ready for their future success. We have systems that encourage and celebrate safe, respectful, and responsible behaviors and to discourage behaviors that do not promote these values. We have academic supports within in the core instructional day which are available to any student. We have an involved family community that provides enrichment, special events, and community connections.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	40
Grade 1	45
Grade 2	40
Grade 3	53
Grade 4	39
Grade 5	37
Total Enrollment	254

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	7.1
Asian	3.1
Filipino	1.2
Hispanic or Latino	26.4
White	53.9
Two or More Races	7.9
Socioeconomically Disadvantaged	66.9
English Learners	9.4
Students with Disabilities	16.1
Foster Youth	1.6
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	15	15	155
Without Full Credential	0	0	1	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
Mathematics	K-2 - McGraw-Hill - Everyday Math - Adopted May 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015	Yes	0
Science	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	McGraw-Hill IMPACT History/Social Studies - Adopted in 2018 & 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

On, August 30, 2019, 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. For more detailed information, please contact the principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 30, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	42	35	37	50	50
Mathematics (grades 3-8 and 11)	24	27	25	26	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	118	99.16	0.84	41.53
Male	59	59	100.00	0.00	38.98
Female	60	59	98.33	1.67	44.07
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	27.27
Native Hawaiian or Pacific Islander					
White	65	64	98.46	1.54	56.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	37.97
English Learners	12	12	100.00	0.00	25.00
Students with Disabilities	21	20	95.24	4.76	15.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	118	99.16	0.84	27.35
Male	59	59	100.00	0.00	31.03
Female	60	59	98.33	1.67	23.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	18.75
Native Hawaiian or Pacific Islander					
White	65	64	98.46	1.54	35.94
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	24.36
English Learners	12	12	100.00	0.00	27.27
Students with Disabilities	21	20	95.24	4.76	15.79
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.2	16.2	5.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 and craft nights, STEAM night, 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 mentoring program (provided through Del Norte County substance prevention programs). We also have a Dads Of Great Students program that encourages male role models to volunteer in our school.

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 and may contact the office at 707-464-0301 for more parent involvement opportunities.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.0	2.9	1.5	8.4	4.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive Safety Plan was last updated August, 2019. We discuss safety planning and protocols frequently at staff meetings. Our Crisis Response Team plan 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. This plan has been reviewed by local law enforcement to increase our emergency preparedness. Disaster drills are held regularly throughout the year. Fire drills are held monthly, tsunami/earthquake drills are held annually. 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 St. 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. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	2	1		24		2		19	2		
1	28		2		21		2		22		2	
2	23		2		26		2		19	2		
3	20	1	1		22		2		25		2	
4	33		1	1	20	2			25		1	
5	24	1	2		24	1	2		24	1	1	
Other**									14	1		

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	317.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,669	\$4,536	\$9,133	\$75,209
District	N/A	N/A	\$9,227	\$66,169.00
Percent Difference - School Site and District	N/A	N/A	-1.0	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	19.5	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Mary Peacock Elementary has a variety of programs to promote student achievement. Academic services include Specialized Academic Instruction (as per IEPs) and Speech/Language services. Special education programs are run in a "learning lab" model, providing time in general education for all students as well as time to meet specific academic needs. English Language Development strategies are embedded in classroom instruction at every grade level for those learning English as a second language. Two instructional aides are funded to support academic needs at K/1 and 2/3. 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.

There are many opportunities for professional development for staff members. Some are embedded within teachers' duty day (e.g. Staff collaboration meetings, data analysis, CHAMPS training, etc.) and some are offered outside the duty day (PBIS training, Youth Mental Health First Aid, MTSS, Be GLAD training and work time, etc.).

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 prioritizes on student attendance. Classes earn popcorn for accumulated days of high percentage daily attendance. Students are honored each trimester for excellent attendance. Saturday schools are available once a month for a day of attendance recovery. Phone calls are made to parents/guardians for unverified absences and chronic absence concerns.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,281	\$46,208
Mid-Range Teacher Salary	\$68,673	\$72,218
Highest Teacher Salary	\$84,228	\$92,742
Average Principal Salary (Elementary)	\$98,402	\$134,864
Average Principal Salary (Middle)	\$107,218	\$118,220
Average Principal Salary (High)	\$122,171	\$127,356
Superintendent Salary	\$169,260	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

- Early-dismissal Wednesdays provide time for staff to collaborate and learn weekly. Site professional development is offered. Grade level collaboration occurs. The district provides multiple opportunities for professional development, both within and outside the professional duty day.
- 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. Some professional development specifically designed for paraprofessionals is also available.
- 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.
- Ongoing training in a newly-adopted curricula and district and state initiatives is provided. The district has a team of instructional coaches who provide a range of training opportunities ranging from individual support to large-scale classes.
- 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.