

Pacific Union Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

Annette Machado, Superintendent

 Principal, Pacific Union Elementary

About Our School

This annual School Report is being issued to the school community by the Pacific Union School District Board of Trustees, as required by the 1988 passage of Proposition 98. The information contained within the report is being disseminated to the school community for the purposes of:

- Providing background information about Pacific Union School;
- Explaining the external conditions required to support the school;
- Describing the internal school functions necessary for teaching students; and
- Describing the academic and other important accomplishments of Pacific Union's students.

I hope that after reading this report you will more fully understand Pacific Union's total school program. Should you have questions or suggestions, please feel free to call me (834-2533) or visit our school website at www.pacificunion.k12.ca.us.

Annette S. Machado
Superintendent/Principal

Contact

*Pacific Union Elementary
2065 East Bowles Ave.
Fresno, CA 93725-9630*

*Phone: 559-834-2533
E-mail: amachado@puschool.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Pacific Union Elementary
Phone Number	(559) 834-2533
Superintendent	Annette Machado
E-mail Address	amachado@puschool.org
Web Site	www.pacificunion.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Pacific Union Elementary
Street	2065 East Bowles Ave.
City, State, Zip	Fresno, Ca, 93725-9630
Phone Number	559-834-2533
Principal	Annette Machado, Superintendent
E-mail Address	amachado@puschool.org
County-District-School (CDS) Code	10623566007025

Last updated: 1/9/2018

School Description and Mission Statement (School Year 2017-18)

Pacific Union School's mission is to prepare all students to function as informed, productive citizens; to achieve success in the work environment; and to realize personal fulfillment. Among Pacific Union's major goals are that students will:

- Reach high levels of academic and social achievement;
- Have high self-esteem both as learners and as persons;
- Be able to utilize higher level thinking skills;
- Be good problem solvers, communicators, and decision makers;
- Be competent in group processes;
- Be accountable for their own behavior;
- Be self-directed learners; and
- Have concern for others.

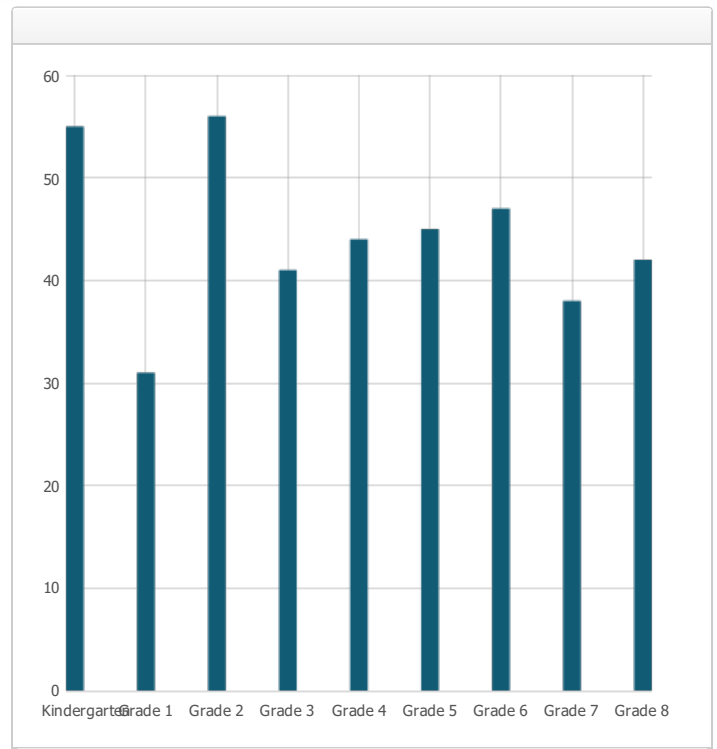
The Pacific Union staff recognizes that the success of its educational mission depends upon the cooperative efforts of parents, students, school, and community. Therefore, the school's goals and priorities are developed and regularly reviewed through the cooperative efforts of all of these groups, through the activities of the following organizations and committees:

- District Board of Trustees;
- School Site Council;
- English Learner Advisory Committee;
- School Advisory Committee; and
- Student Council

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	55
Grade 1	31
Grade 2	56
Grade 3	41
Grade 4	44
Grade 5	45
Grade 6	47
Grade 7	38
Grade 8	42
Total Enrollment	399



Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.8 %
Asian	3.5 %
Filipino	0.0 %
Hispanic or Latino	83.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	10.5 %
Two or More Races	0.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.7 %
English Learners	59.4 %
Students with Disabilities	6.5 %
Foster Youth	1.3 %

Last updated: 1/9/2018

A. Conditions of Learning

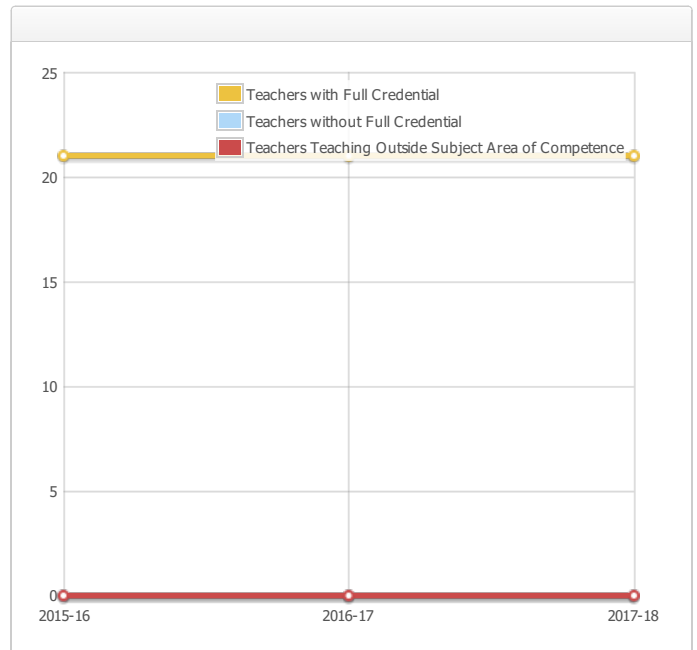
State Priority: Basic

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

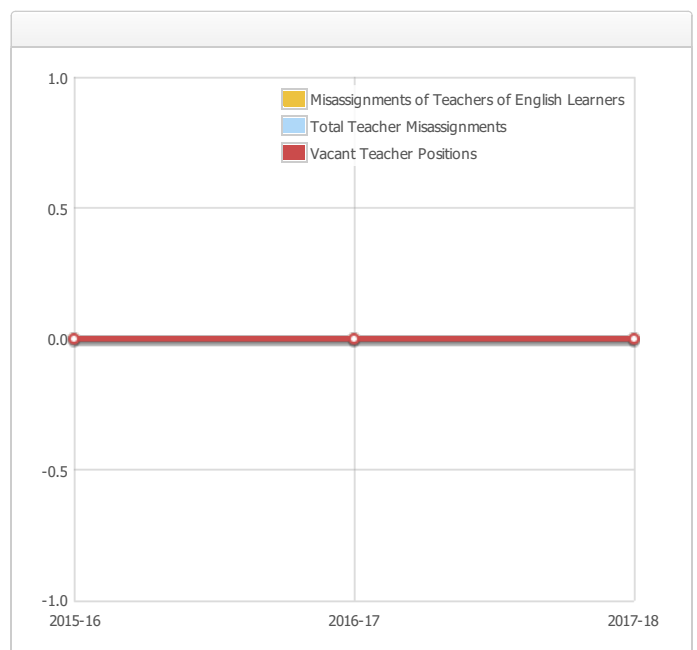
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	21	21	21
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/9/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys - K-5th; Springboard - 6th-8th	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Go Math! K-8th	Yes	0.0 %
Science	Houghton Mifflin - K-5th; Mc Dougal Littell - 6th-8th	Yes	0.0 %
History-Social Science	Houghton Mifflin - K-5th; Mc Dougal Littell - 6th-8th	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

School Safety

To ensure the safety of Pacific Union's students and staff should a major emergency or disaster occur, an Emergency Preparedness Disaster Plan has been developed and implemented. This plan includes provisions for classroom disaster instruction and for regularly scheduled school-wide fire, earthquake, lock-down, and evacuation drills.

To further ensure student safety, Pacific Union has a Comprehensive Safety Plan in place for promoting school safety. It was last updated and reviewed in December 2016. All forms of racial and sexual harassment and gang activity have been prohibited. A six-foot tall fence has been constructed around the school parking lot to provide extra security. Privacy fencing and gates were installed in the front of the school in 2006 to increase the safety of students when arriving and leaving school.

In December 2010, privacy fencing was also added on the east side of the school yard near the park. This helped to secure and separate the students from neighboring homes. Fencing and gates were also installed at the main entrance to the school to provide more comprehensive monitoring of visitors to the school campus during school hours. Security cameras and additional lighting were installed during the 2013-2014 school year to further promote safety on campus. Additional cameras were again installed in 2015-2016 and 2016-2017 to provide coverage of all fence lines, playgrounds and buildings.

Last updated: 3/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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Last updated: 1/9/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	27%	28%	27%	28%	48%	48%
Mathematics (grades 3-8 and 11)	20%	22%	20%	22%	36%	37%

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.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	252	100.00%	27.78%
Male	137	137	100.00%	24.82%
Female	115	115	100.00%	31.30%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	58.33%
Filipino				
Hispanic or Latino	207	207	100.00%	24.64%
Native Hawaiian or Pacific Islander				
White	26	26	100.00%	46.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	212	212	100.00%	24.53%
English Learners	164	164	100.00%	23.78%
Students with Disabilities	18	18	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	252	100.00%	21.83%
Male	137	137	100.00%	22.63%
Female	115	115	100.00%	20.87%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	58.33%
Filipino				
Hispanic or Latino	207	207	100.00%	18.84%
Native Hawaiian or Pacific Islander				
White	26	26	100.00%	34.62%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	212	212	100.00%	17.45%
English Learners	164	164	100.00%	18.29%
Students with Disabilities	18	18	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/9/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	23.0%	35.0%	23.0%	35.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/9/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	22.7%	13.6%	29.5%
7	7.9%	28.9%	23.7%

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.

Last updated: 1/9/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The Pacific Union staff recognizes that the success of its educational mission depends upon the cooperative efforts of parents, students, school, and community. The school's goals and priorities are developed and regularly reviewed through the cooperative efforts of all of these groups. At the beginning of each school year, a letter regarding the volunteer program and the many ways in which parents/community members can become involved in the educational process, is sent home with each student. Early in the school year, parents are invited to attend "Back to School Night" to meet their child's teacher and become acquainted with school and classroom procedures. Parents are encouraged to participate in English Learner Advisory Committee (ELAC), School Site Council (SSC), and Local Control Accountability meetings throughout the year. A monthly school activity calendar is sent home with students and posted on the school web site. Additionally, notes are sent home and/or automated phone system is used, reminding parents of events that will take place at school and inviting them to attend.

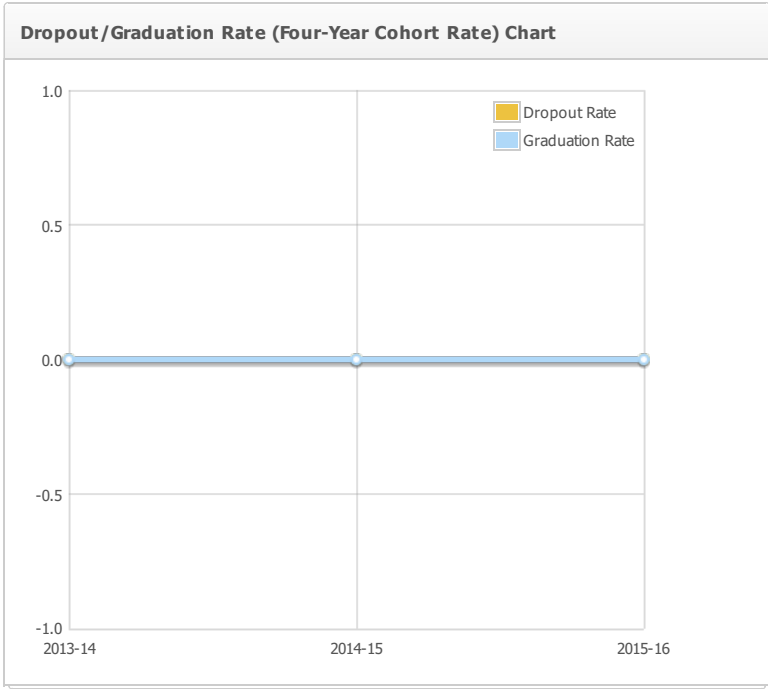
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%



Last updated: 1/9/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	87.1%
Black or African American	--	--	79.2%
American Indian or Alaska Native	--	--	80.2%
Asian	--	--	94.4%
Filipino	--	--	93.8%
Hispanic or Latino	--	--	84.6%
Native Hawaiian or Pacific Islander	--	--	86.6%
White	--	--	91.0%
Two or More Races	--	--	90.6%
Socioeconomically Disadvantaged	--	--	85.5%
English Learners	--	--	55.4%
Students with Disabilities	--	--	63.9%
Foster Youth	--	--	--

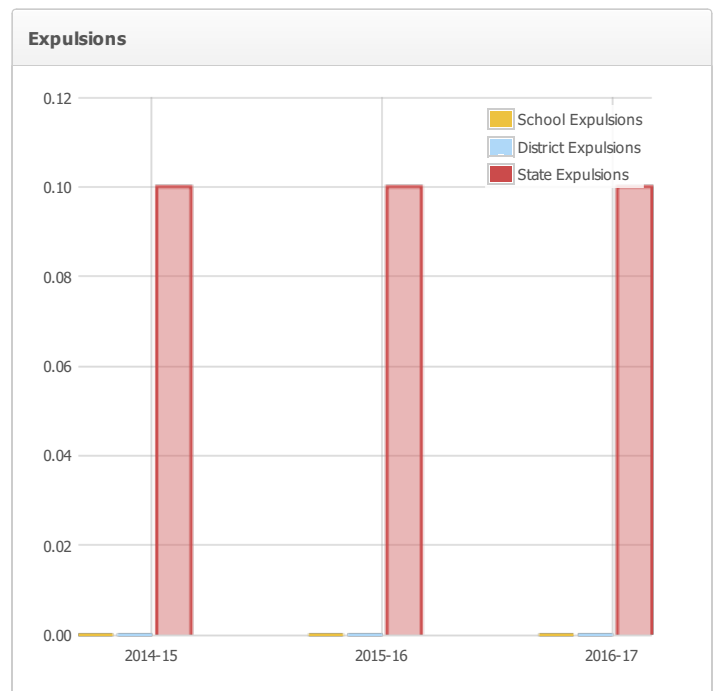
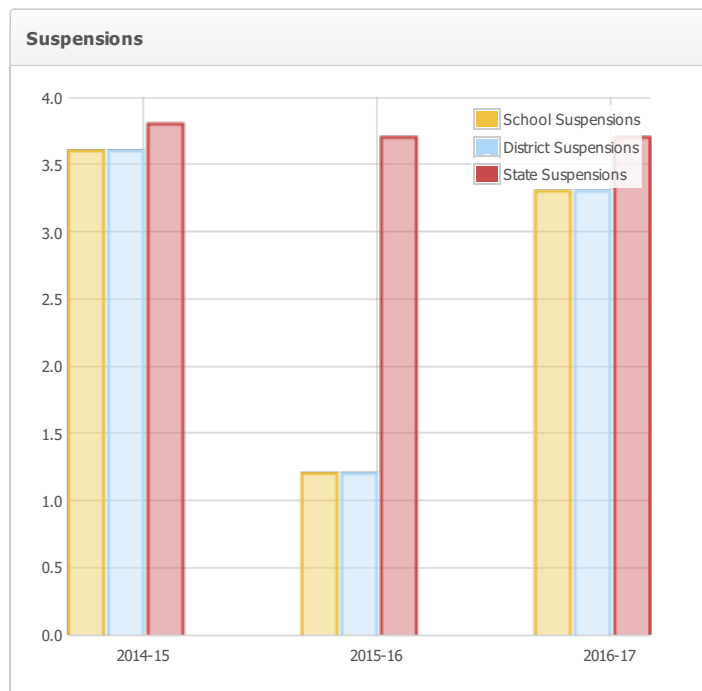
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.6%	1.2%	3.3%	3.6%	1.2%	3.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

Pacific Union School has a School Safety Plan that is reviewed and updated annually with all stake holders. Emergency drills are conducted monthly and the school maintains compliance with all state laws, rules and regulations pertaining to hazardous materials. Cleanliness and safety are top priorities at Pacific Union School. All staff survey the campus daily to ensure grounds are free of any safety hazards and that the campus presents a clean and orderly learning environment. Students are supervised at all recesses and when loading buses by classified or certificated employees. Visitors must register immediately upon entering school grounds and are given a visitor's badge for easy identification. The school's Comprehensive School Safety Plan was last updated in December 2017.

Last updated: 1/9/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.0	0	2	0	22.0	0	2	0	22.0	1	1	0
1	23.0	0	2	0	24.0	0	2	0	22.0	0	2	0
2	19.0	2	0	0	21.0	0	2	0	22.0	0	2	0
3	22.0	0	2	0	20.0	1	1	0	21.0	1	1	0
4	22.0	1	1	0	22.0	0	2	0	21.0	1	1	0
5	22.0	0	2	0	23.0	0	2	0	22.0	0	2	0
6	19.0	1	1	0	22.0	2	0	0	17.0	0	2	0
Other	26.0	0	4	0	22.0	0	4	0	22.0	4	0	0

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

Last updated: 3/13/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11444.4	\$2896.8	\$8548.0	\$58040.6
District	N/A	N/A	\$8548.0	\$58040.6
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	26.1%	-6.5%

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

Last updated: 1/23/2018

Types of Services Funded (Fiscal Year 2016-17)

The special state and federal funds which Pacific Union receives are used to conduct programs which address students' special needs, including the following:

Elementary and Secondary Education Act

The Elementary and Secondary Education Act Program provides: (1) classroom instructional aides and materials to meet the educational needs of students at risk of failure; (2) library books, reference materials, computer software and hardware, and other curricular materials for instructional use; and (3) inservice training when possible for teachers, aides, and other school personnel, to enhance their instructional knowledge and skills.

English Learners

The English Learners Program provides both academic support and assistance in developing English fluency to those students who are identified, through the CELDT (California English Language Development Test) and other appropriate assessments, as limited-English-proficient.

Special Education

The Special Education Program consists of a Special Day Class; a Resource Specialist Program; and Designated Instruction and Services. The Special Day Class and the Resource Specialist Program provide academic support to those students who have identified learning disabilities which require that the students receive special assistance. Designated Instruction and Services provide instructional/support services (speech and language therapy, specialized services for students who have exceptional physical needs, etc.) that students may need to support their acquisition of the core curriculum.

Title I

The Title I Program provides academic assistance "over-and-above" that provided by the regular classroom program to those students who are below grade level in reading, language, and/or mathematics and whose teachers feel need extra help. Assistance to Title I students is provided within the classroom through the use of classroom instructional aides and/or teachers and additional classroom materials Aover and above@ that which is provided by the regular classroom program and through a pull out program when tutoring is offered.

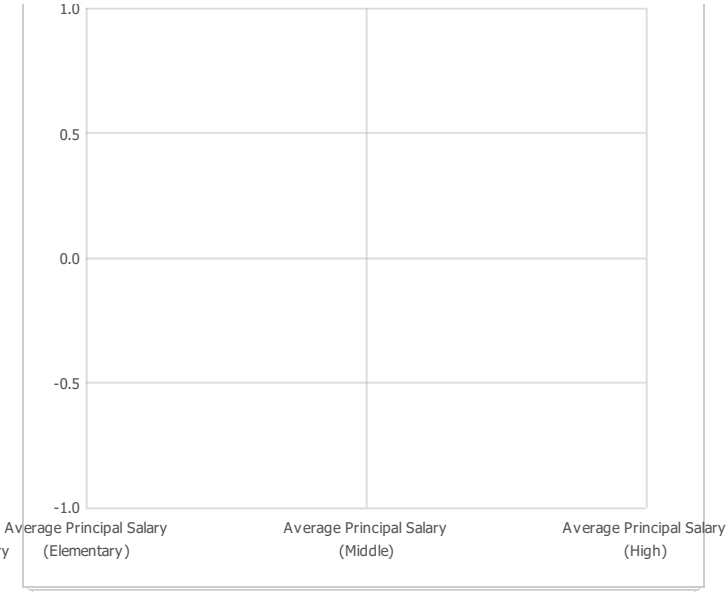
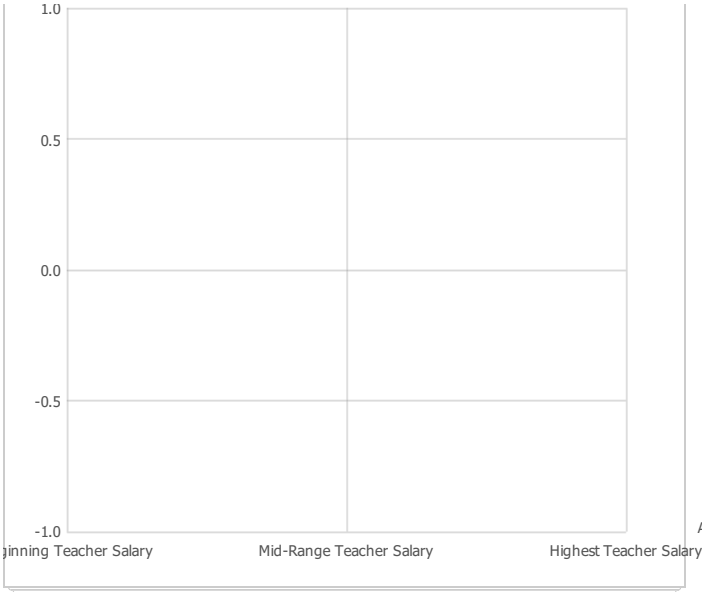
Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$42,598
Mid-Range Teacher Salary	\$	\$62,232
Highest Teacher Salary	\$	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$117,868
Percent of Budget for Teacher Salaries	31.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	7.0%

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

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/9/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

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Professional Development**2015-2016**

Focus

- Support for ELA/ELD Framework and Standards k-2
- Interactive Notebook Support and Expansion
- STEM Legos and Engineering

ELA Professional Learning and Coaching:

- ELA Proformanc Task Writing was conducted in 3 cycles of 3 days per cycle; each cycle included 1 half and 2.5 days of in-class coaching
- ELA/ELD Framework and Standards Professional Learning was conducted in two full days
- Interactive Notebook Training conducted in 4 half-days

STEM Professional Learning and Coaching:

- Lego Math and Engineering for grades 4-8 was conducted in 3 cycles of 3 days per cycle; each cycle included 1 half day and 2.5 days of in-class coaching

2016-2017

Focus:

- Performance Task Writing in Math Grades 3-8
- English Language Development - Integrated vs. Designated with inclusion of support of new ELA/ELD adoption Grades Tk-8
- Interactive Notebook Support for Grades k-3

ELA/ELD Professional Learning and Coaching:

- Two Pre-service days for ELD training

ELD - 3 cycles of 1/2 PL with 1 day of coaching each.

- Interactive Notebooks 5 half days

STEM Professional Learning and Coaching:

- Writing Math Performance Tasks with explicit connections to strategies for English Learners - 3 cycles of 1/2 day PL with 1 day coaching/lesson planning each

Last updated: 2/14/2018