

PACIFIC UNION SCHOOL DISTRICT

2010-2011 ANNUAL SCHOOL REPORT

Published During 2011-2012

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SUPERINTENDENT'S MESSAGE

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.

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;
- \$ Student Council; and

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).

Annette S. Machado
Superintendent

SCHOOL DESCRIPTION/DEMOGRAPHICS

Pacific Union School District is a single-school district located approximately twelve miles southeast of Fresno, California. According to the California Basic Educational Data System (CBEDS) information which Pacific Union reported to the California Department of Education (CDE) in October, 2010, Pacific Union serves approximately **359** students in kindergarten through eighth grade.

<u>Grade Level</u>	<u>Enrollment</u>	<u>Grade Level</u>	<u>Enrollment</u>
Kindergarten	50	Grade 5	37
Grade 1	41	Grade 6	45
Grade 2	37	Grade 7	32
Grade 3	49	Grade 8	31
Grade 4	37	Total Enrollment	359

These students come from diverse ethnic and socioeconomic backgrounds. Of the student population, 78.0 % are Hispanic, 17.3% are Caucasian, 2.8% are Asian, and 1.9% are African-American; 47% are designated as non-English-proficient or limited-English-proficient. Of Pacific Union's 359 students, 85.6% receive free/reduced breakfast/lunch. Most of the students in the district come to school via a school bus transportation system which encompasses approximately twenty-two square miles.

In addition to serving students in kindergarten through eighth grade, Pacific Union School is the site of a preschool which serves the needs of as many as thirty-two children at a time.

SCHOOL FACILITIES

School Facility Conditions and Improvements

Pacific Union's facilities include nineteen regular classrooms and nine portable/relocatable structures, which house the Superintendent, school's library, speech and counseling programs, Title I Tutoring, and Band.

Safety, cleanliness, and maintenance of the site and facilities remain high priorities at Pacific Union School. Teachers, administrators, and other school personnel supervise the campus before, during, and after school, and during all extra-/co-curricular activities. Additionally, continuous interaction between staff and students encourages students to behave in a safe, disciplined manner. However, when inappropriate behavior does occur, it is immediately dealt with in accordance with the school's Discipline Policy.

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 2010. 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. New 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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

ITEMS INSPECTED	Repair Status			Repair Needed and Action Taken	Date of Insp.
	Good	Fair	Poor		
Gas Leaks	X				8/10
Mechanical Systems	X				8/10
Window/Doors/Gates (interior and exterior)	X				7/10
Interior Surfaces (walls, floors, and ceilings)	X				7/10
Hazardous Materials (interior and exterior)	X				7/10
Structural Damage	X				7/10
Fire Safety	X				6/10
Electrical (interior and exterior)	X				6/10
Pest/Vermin Infestation	X				7/10
Drinking Fountains (Inside and Out)	X				7/10
Restrooms	X				7/10
Sewer	X				7/10
Playground/School Grounds	X				8/10
Roofs	X				7/10
Overall Cleanliness	X				8/10

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

ITEMS INSPECTED	Repair Status		
	Good	Fair	Poor
Overall Summary	X		

EXPENDITURES AND SERVICES OFFERED

Last year the total cost of operating Pacific Union School was \$3,067,046.53, which is approximately \$9,153.72 per student for all educational services. These -amounts include funds spent for general education, special education, and state/federally funded special projects. Approximately 53.17% of the total expenditure was spent in the classroom for teachers' and instructional aides= salaries, teaching aids, books, and classroom equipment and supplies. Approximately 11.65% was spent for support services (library services, technology, instructional media, school administration, etc.) .92% on pupil services (health/psychological/counseling services), 0.98% on ancillary services (athletic stipends), 13.70% was spent on

transportation. General Administration accounted for approximately 8.59%, while 9.03% was spent for other necessary costs (utilities, maintenance, custodial services, etc.). A total of 1.97% went to other miscellaneous expenses. The average enrollment for Pacific Union School during the 2010-2011 school year was 359 students. Average Daily attendance (ADA) was 335.06.

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.

Gifted and Talented Education

The Gifted and Talented Education Program provides identified gifted students in third through eighth grade with appropriately differentiated activities in regularly scheduled after-school classes and some within the regular classrooms, for the purpose of enhancing the students' academic development. Specialized materials are utilized for educational activities during the school day and some in-class portion of the program.

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 score basic or below in reading, language, and/or mathematics on the California Standards portion of the STAR Testing 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 **A**over and above^o that which is provided by the regular classroom program and through a pull out program when tutoring is offered.

STUDENT ACHIEVEMENT

STANDARDIZED TESTING AND REPORTING (STAR)

Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-8 are tested annually in various subject areas. Currently, the STAR program includes the California Standards Test (CST). The CST tests English-language arts and mathematics in grades 2-8, science in grade 5 and 8, and history-social science in grade 8.

CALIFORNIA STANDARDS TESTS (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA) or California Modified Assessment (CMA). Detailed information regarding CST, CMA, and CAPA results for each grade and proficiency level can be found at the California Education Web site at <http://star.cde.ca.gov> or by speaking to the Director of Curriculum and Assessment. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST B ALL STUDENTS

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	55	51	51	50	52	54
Mathematics	55	56	54	46	48	50
Science	33	39	45	50	54	57
History-Social Science	45	20	22	41	44	47

CST -- RACIAL AND ETHNIC SUBGROUPS

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African American	Asian	Asian Indian	Hispanic	Hmong	White	Two or More Races
English-Language Arts	-	-	-	47	-	-	-
Mathematics	-	-	-	53	-	-	-
Science	-	-	-	44	-	-	-
History-Social Science	-	-	-	27	-	-	-

CST B OTHER SUBGROUPS

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learner	Economically Disadvantaged	Disabilities	Migrant Education
English Language Arts	47	53	40	48	-	-
Math	52	61	48	55	-	-
Science	55	45	39	42	-	-
History-Social Science	21	14	12	21	-	-

CALIFORNIA PHYSICAL FITNESS TEST RESULTS (School Year 2010-2011)

The California Physical Fitness Test is administered to students in grades five, seven and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found on the CDE *Physical Fitness Testing (PFT)* web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Information is unavailable at this time

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			

ACCOUNTABILITY

ACADEMIC PERFORMANCE INDEX

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [*Academic Performance Index \(API\)*](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2008	2009	2010
Statewide	4	4	5
Similar Schools	10	9	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: N/A means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2008-09	2009-10	2010-11	2011
All Students at the School	54	9	7	808
African American	n/a	n/a		
American Indian or Alaska Native	n/a	n/a		
Asian	n/a	n/a		
Filipino	n/a	n/a		
Hispanic or Latino	49	20	8	798
Pacific Islander/Native Hawaiian	n/a	n/a		
White (not Hispanic)	n/a	n/a	14	822
Two or More Races	n/a	n/a		
Socioeconomically Disadvantaged	53	18	12	801
English Learner	71	11	-5	785
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent of proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP Criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	n/a

“Yes” Met 2010 AYP Criteria

“No” Did not meet 2011 AYP Criteria

Federal Intervention Program (School Year 2010-2011)

Schools and districts receiving federal Title 1 funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate).

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

STUDENT ATTENDANCE/DROPOUT RATES

Educational research indicates that there is a high correlation between a student's school attendance rate and his/her academic achievement. Correspondingly, there is also a significant correlation between a student's absence rate and his/her likelihood of eventually dropping out of school.

Pacific Union School's student attendance rates have remained consistently high over the past several years, while its dropout rate (based upon CBEDS data for seventh and eighth grades) has remained at zero each year. The actual attendance rates for the past three years are as follow:

<u>OVERALL ACTUAL ATTENDANCE RATES</u>	
08-09	96%
09-10	96%
10-11	96%

<u>ACTUAL ATTENDANCE RATES BY GRADE LEVEL</u>									
	K	1	2	3	4	5	6	7	8
08-09	94%	95%	98%	97%	96%	96%	95%	95%	96%
09-10	95%	96%	96%	97%	96%	96%	94%	95%	95%
10-11	96%	97%	96%	97%	96%	97%	97%	95%	95%

When a student is absent from school, his/her academic progress may be adversely affected; additionally, each absence reduces Pacific Union's income by approximately \$28.07. During the 2010-2011 school year, for example, Pacific Union students were absent a total of 2,509 days. Had it been possible for every student to be at school every day, Pacific Union would have received an additional \$70,427.63.

Pacific Union encourages its students to attend school regularly by the following means:

- \$ Providing incentives for outstanding attendance;
- \$ Providing public recognition of outstanding attendance;
- \$ Calling parents, if they have not already called the school themselves, on the first day of their child's absence to verify the reason for the absence;
- \$ Encouraging parents to enroll their child in the school's Independent Study Program; and
- \$ Participating on the School Attendance Review Board.

Your role in maximizing your child's in-class time is vital. Please help us by:

- \$ Seeing that your child attends school regularly and arrives promptly;
- \$ Enrolling your child in the Independent Study Program when it is necessary for him/her to be out of town for five or more days; and
- \$ Notifying the office when your child must be absent.

Even though Pacific Union's 96% actual daily attendance rate is relatively high, our goal is to achieve an even higher rate, which should be possible through a continuation of our present efforts and those of both students and parents.

COUNSELING AND OTHER STUDENT SUPPORT SERVICES

In order to maximize the effectiveness of the educational experiences provided to students at Pacific Union School, the school provides students with counseling and other services which support classroom instruction and encourage the development of a positive self-image, high self-esteem, and increased responsibility for personal and social interactions. Counseling is provided by the school psychologist (one day per week), the teachers, the superintendent and the principal. Other student support services are provided by the Special Day Class teacher and aide, the Resource Specialist Program teacher and aide, the speech/language specialist (three days per week), the Title I teacher and aide, the English Learner aide/community liaison, and the library clerk. Additionally, specialized services for special education students who have exceptional physical needs (hearing, vision, and adapted physical education) are provided by Fresno County Office of Education's (FCOE) itinerant teachers.

Students' everyday health services, including first-aid, are provided by Pacific Union's health aide; and other health services (vision, hearing, and scoliosis screening, etc.) are provided by a registered nurse from FCOE.

CLASSROOM DISCIPLINE AND CLIMATE FOR LEARNING

Pacific Union School strives to ensure that all its students enjoy maximum learning opportunities within a safe and orderly environment. In order to achieve this end, Pacific Union provides a disciplined, yet academically stimulating, learning climate for all students. Good discipline is really another word for respect--respect for self, for others, for authority, and for rules that support a positive learning environment.

The Pacific Union School Discipline Policy and Rules for Student Behavior, which are sent home with each student at the beginning of the school year, outline expected student behavior and the consequences for inappropriate behavior. The teachers, superintendent and principal practice a counseling approach to student discipline which reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions.

Students who feel good about themselves and who have opportunities to receive recognition for their achievements tend to perform well academically and socially. In order to promote a positive learning environment for its students, Pacific Union provides both a number of activities in which students may participate (Student Council, instrumental music, sports, etc.) and reward incentives for appropriate student behavior. Recognition activities are also conducted which acknowledge student efforts. These recognition activities include the presentation of awards for academics, citizenship, attendance, band, leisure reading, and sports.

Pacific Union also encourages students' appropriate behavior through the following means: informal counseling by staff members; formal counseling, when needed, by the school psychologist; referral, when appropriate, to the Student Study Team; and detention, suspension, etc. Students whose behavior is seriously and/or repeatedly inappropriate may be placed in an alternative educational setting or expelled from the district.

The number of major disciplinary actions (suspensions, alternative placements, and expulsions) for the past three years are as follow:

MAJOR DISCIPLINARY ACTIONS			
	SUSPENSIONS	ALTERNATIVE PLACEMENTS	EXPULSION
08-09	21	0	0
09-10	20	0	0
10-11	42	0	0

QUALITY OF SCHOOL INSTRUCTION AND LEADERSHIP

Research clearly identifies two vital components of an effective school: a rigorous instructional program and strong leadership which promotes and supports the program. As part of Pacific Union School's plan for developing and delivering a high quality instructional program, the school's curricula for all subject areas are continually aligned with current state standards, frameworks, and model curriculum guides. In addition, teachers are inserviced in the contents of the various frameworks and model curriculum guides. Pacific Union's staff members are also kept abreast of upcoming curriculum/framework changes through an extensive network of workshops and inservices administered through CDE, FCOE, the local universities, and Pacific Union's own personnel. Further, to ensure that the educational needs of all students, including those with special needs, are met, Pacific Union conducts the following programs: English Learners; Gifted and Talented Education; Special Education, consisting of a Special Day Class, a Resource Specialist Program, and Designated Instruction and Services; and Title I. Additionally, Pacific Union's Student Study Team evaluates "at-risk" students' educational needs and makes recommendations which are designed to provide early intervention and preventative actions.

Although the superintendent and the Board of Trustees have ultimate responsibility for the decisions which are made at Pacific Union School, in general, leadership and decision-making are shared by the Board, the administration, the staff, and the School Site Council (SSC). This team approach to leadership is manifested through staff meetings; SSC meetings; committees for curriculum development and instructional support; and staff/administration collaboration to determine ideas for instructional improvement, areas of need, etc.

TEACHER AND STAFF TRAINING AND CURRICULUM IMPROVEMENT PROGRAMS

On-going professional development for school staff members is an important part of Pacific Union School's efforts to increase the effectiveness of its instructional program. As part of their professional development program, all of Pacific Union's teachers participate in advanced training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. Inservice training on selected curricular/instructional topics is periodically provided to the total certificated staff and, upon request, to individual teachers to meet their own areas of perceived need. The school's Director of Curriculum and Assessment is also available to provide ideas, materials, teaching strategies, and classroom management techniques.

Another important part of Pacific Union's efforts to increase the effectiveness of its instructional program is on-going curriculum improvement--including curriculum development and revision--a task which is accomplished by the school's various curriculum committees. Pacific Union's curricula for all subject areas are continually aligned with state standards frameworks and model curriculum guides, in accordance with CDE's seven-year subject area curriculum

revision cycle. Additionally, a new *Technology Plan* was developed and adopted in 2006-2007 and updated annually as needed.

This year's curriculum improvement efforts include: (1) kindergarten and first grade teachers held a number of meetings with parents of pre-school and kindergarten age children to help them better prepare their children for starting school and how to support their children through the school year; (2) continuing development of benchmarks for each grade level based on the California Standards.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Pacific Union's curriculum/instructional program is supported with up-to-date textbooks and related materials which are adopted and purchased in accordance with CDE's seven-year textbook adoption cycle, thus ensuring that textbooks are always current. All curriculum is aligned with the State Standards. Accordingly during the 2007-2008 school year, new 2007 Houghton Mifflin California Mathematics text books were purchased for grades K-6. McDougal Littell Pre-Algebra and Algebra books were purchased for grades 7 and 8 during the 2008-2009 school year. New science textbooks, Houghton Mifflin Science for the K- 5 and McDougal Littell Science for 6-8 Science, were adopted and purchased during the 2006-2007 school year. McDougal Littell - 2002 Reading California reading/language arts textbooks were adopted and purchased during the 2002-2003 for use in sixth through eighth grade. Kindergarten through fifth grade reading/language arts textbooks, Houghton Mifflin - 2003 Reading California, were adopted and purchased in the fall of 2002-2003. Houghton Mifflin Social Studies for K-5 and McDougal Littell Social Studies for 6-8 were adopted during the 2005-2006 school year. Other instructional materials (science equipment, math manipulatives, calculators, dictionaries, maps, charts, film strips, video tapes, computer software, etc.) are purchased as needed to support the curriculum.

During the 2010-2011 school year, the Pacific Union School District has provided each pupil with sufficient textbooks, and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks. No complaints were filed with the District during the 2010-2011 school year.

Pacific Union's instructional program is also supported by a fully supplied library. The library contains a complete automated card catalogue and an extensive collection of books, including many that are written in Spanish; encyclopedias; dictionaries; periodicals; video tapes; cassette tapes; and transparencies. To improve library users' ability to access and use the library's resources, an automated library system, similar to the one that is used by the Fresno County Library, has been implemented. The automation (bar coding) of the library's materials permits on-line searching of the automated card catalogue and further enhance students' computer skills.

The library also contains six IBM-compatible computers with printers, electronic encyclopedias, and Internet access, and a comprehensive selection of professional books, materials, and catalogues for staff members' use in developing and improving curriculum and instruction. Additionally, a selection of books and materials on such topics as child development, parenting, etc., is available for parents' use. Books and other materials are continually added to keep the library up-to-date with current releases. In order to qualify for additional funding for the library, Pacific Union developed and implemented a school library plan which is updated and adopted each year. The *Library Plan* includes an assessment of the current library program, areas of the program identified as needing improvement, and goals and related activities/time lines to address the identified areas of improvement.

To further support the school's instructional program, Pacific Union continually expands and upgrades the technology it provides for students' and staff members' use within the classroom. Pacific Union now has a total of eighty two computers distributed between the classrooms. Each room has computers that are fully loaded with software and capable

of both local and wide area networking; printers; TV-link cables, internet access which is routed through the Fresno County Office of Education (students must have parental permission to access the internet). Each classroom also has its own video/DVC/CD player. A scanner and a laser disk player are also available. These items make it possible on a daily basis for students to engage in computer-assisted research, to create interactive projects, and to publish their own original works of writing/art. During the 2006-2007 school year, school districts received a settlement from Microsoft in the form of a grant for school's to use to upgrade software and technology equipment. Pacific Union was able to purchase new televisions, computers, printers and software for each classroom.

Pacific Union's provision of technology has been further expanded by three IBM compatible laptops for teachers' use in preparing instructional materials, recording and calculating students' grades, etc.

CLASS SIZES AND TEACHING LOADS

In order to serve the needs of its students during the 2010-2011 school year Pacific Union operated two classrooms grades Kindergarten - third, two fourth grade class, two fifth grade class, two sixth grade classes, one seventh grade class, and one eighth grade classes. Additionally, both a Special Day Class and a Resource Specialist Program are operated to serve the needs of Pacific Union's special education students.

The Pacific Union School District Board of Trustees recognizes that class size and adult/student ratio affect the quality of both classroom instruction and student interaction; therefore, Pacific Union attempts to maintain class sizes of twenty-eight or fewer students. To reduce class sizes in kindergarten through third grade, Pacific Union participates in the Class Size Reduction Program that is sponsored by the California legislature. For a class to qualify for Class Size Reduction funds, it may contain no more than twenty students. The percentage of students in kindergarten through third grade, inclusive, participating in the Class Size Reduction Program are 100% from the 2005-2006 year through the 2009-2010 school year. The average class size figures are as follow:

<u>OVERALL AVERAGE CLASS SIZE</u>			
	K-3	4-6	7-8
08-09	13	28	28
09-10	19	27	28
10-11	20	18	29

<u>AVERAGE CLASS SIZE BY GRADE LEVEL</u>									
	K	1	2	3	4	5	6	7	8
07-08	19	20	18	20	30	29	22	23	23
09-10	19	17	23	20	26	27	17	32	19
10-11	23	20	18	18	18	16	21	31	28

Each of Pacific Union's classes is taught by a single classroom teacher. An instructional bilingual aide assists in some classes for varying amounts of time, so as to increase the amount of individualized attention given to students and/or to ensure that Spanish-speaking, limited-English-proficient students who need academic reinforcement through their primary language receive a sufficient amount of such reinforcement across the core curriculum.

TEACHER ASSIGNMENTS

To serve its students, Pacific Union currently employs seventeen regular classroom teachers, a Director of Curriculum and Assessment, a Title I teacher and a Title I instructional aide, two special education teachers, a speech/ language teacher (three days per week), and a music teacher (two and one-half days per week). All of Pacific Union's teachers are properly credentialed and qualified to teach in a kindergarten through eighth grade school. All teachers have received Language Development Specialist certification; Cross-cultural, Language, and Academic Development certification; or English Language Development /Specially Designed Academic Instruction in English authorization; No teachers are working outside their areas of competence, nor have any done so during the past several years.

TEACHER EVALUATIONS

Pacific Union School recognizes the importance of teacher evaluation as a means of promoting quality teaching and professional improvement. Consequently, Pacific Union's teachers are evaluated on a regular basis in accordance with California Education Code, Pacific Union School District policy, and the agreement negotiated between the district and the Pacific Union Elementary Teachers. All probationary teachers are evaluated each year, and all permanent teachers are evaluated at least every two years. Teachers are evaluated in the following areas:

- § Progress of pupils toward district standards of expected pupil achievement;
- § Instructional techniques and strategies used by the teacher;
- § Adherence to curricular objectives;
- § Establishment and maintenance of a suitable learning environment; and
- § Personal and professional relations and characteristics.

Teachers who require improvement are given assistance in formulating and implementing professional development plans. Additionally, as noted under "Teacher and Staff Training and Curriculum Improvement Programs" above, Pacific Union provides extensive opportunities for professional development/improvement, including in service training, staff development programs, and employee assistance programs. During the 2010-2011 school year, Pacific Union participated in an inservice on working with disadvantaged and troubled students, focusing on various ways to keep them involved in the educational process.

SUBSTITUTE TEACHERS

Because Pacific Union School recognizes the importance of maintaining the quality of its educational program when classroom teachers must be absent due to illness or attendance at professional workshops, Pacific Union is committed to employing the highest caliber substitute teachers available. When a classroom teacher is absent, it is normally possible to obtain a qualified substitute teacher. When it is not possible to obtain one, however, an on-site credentialed person is assigned the responsibility of the class.

NUMBER OF INSTRUCTIONAL MINUTES PER SCHOOL YEAR

California state law requires that each school offer students a minimum number of instructional minutes per school year. The required minutes vary according to grade level and other factors. Listed below are the numbers of minutes Pacific Union offers its students at varying grade levels, and, for comparison, the numbers of minutes required by law:

INSTRUCTIONAL MINUTES PER SCHOOL YEAR		
	INSTRUCTIONAL MINUTES OFFERED BY PACIFIC UNION	INSTRUCTIONAL MINUTES REQUIRED BY STATE LAW
K	49,865	43,230
1-3	51,440	50,400
4-8	61,605	56,680

MINIMUM DAYS

Pacific Union School normally schedules five minimum days during the school year, for the purpose of conducting schoolwide, coordinated parent/teacher conferences after the first quarter has ended.

SUMMARY

The purpose of this report is to provide parents and other interested community members information about Pacific Union School, its resources, its successes, and its areas of possible improvement. It is our hope that, as a result of this report, the Pacific Union School community will be better informed about the overall operation of the school.