

Pacific Union Elementary School

School Accountability Report Card



GRADES K-8

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Karla K. Darnall, Superintendent/Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

I would like to **welcome you** to the **Pacific Union School District**. We are a K-8 recognized National Blue Ribbon and California Distinguished Elementary District, and **proud** of our school, staff, and all the student programs we provide. One hundred percent of our teaching staff has taken advanced college classes and participates in professional development. Many teachers are recognized throughout the county, State, and nation for their leadership and excellence in teaching. All teachers are highly qualified, certified by the District for the No Child Left Behind (NCLB) Act and Crosscultural Language and Academic Development (CLAD) certified to work effectively with English Learners. In addition to classroom teachers, we have a speech therapist, counselor, English Learner teacher, special education teachers, and a music teacher providing classroom music, band, orchestra, and choir.

Throughout the year we celebrate academic achievements and the arts in our curriculum. During the month of May, we celebrate the arts emphasizing music, art, dance, and drama with performances by local artists and Pacific Union students. The month culminates with a schoolwide "May Day" dance celebrating world cultures. Our before-and-after-school day care program has been recognized by the State as a safe and positive environment for our students. In addition, we have a school outdoor education area with a native plant arboretum and garden designed for student use. We have girls' and boys' extracurricular athletics, a Gifted and Talented Education (GATE) program, English Learners (EL) services, and other activities. For students living within the District boundaries, we provide bus transportation to and from school and transportation for all students on field trips.

Our active School Site Council (SSC) approves State expenditures for compliance with legal regulations for categorical and consolidated programs and guidance for student programs. Our Parent Teacher Organization (PTO) supports the students, teachers, and school by organizing carnivals, fundraisers, and providing enrichment school activities such as touring play groups, Chamber Readers, Anti-Bullying performances, and whole community programs. Parents are encouraged to be actively involved in their children's education by volunteering in the classrooms, on class trips, and at special functions. Other volunteer opportunities for parents include athletic and English Language Advisory Committees (ELAC), Title I, GATE, garden, arboretum, day care, library, special programs, field trips, arts month, art and music, athletic events, School Board, SSC, tutoring, Re-use and Recycle programs, and other special projects.

Our school mission is to educate our students to become lifelong learners who will contribute productively to the world they inherit. Pacific Union strives to address the diverse needs of all students. In alliance with the community, Pacific Union's highly qualified staff provides a safe and healthy environment where students experience opportunities to become positive and successful citizens under the umbrella of student developed Code of Conduct where all of the Pacific Union community practice being safe, responsible, and respectful. We have modern facilities which are in exemplary condition. The school community passed a bond in 1999 to support our students and school facility by building a library, eight classrooms, and full-size gymnasium and modernizing existing classrooms.

Our vision is to work with families and the community as partners to prepare students to possess a strong core of academic and social skills providing the foundation for all learning. Our education programs cultivate students' intellectual, civic, physical, artistic, and career capabilities. The District encourages and supports active parent/guardian involvement in their children's education. Pacific Union School District maintains a safe, caring, and fiscally sound school. Our valuable staff and volunteers produce quality educational services for students and families. There is equity in the academic offerings to students and diverse delivery systems to help students learn. Our highly qualified staff challenges students to produce their best work and to understand that doing one's best is an important personal attribute.

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We Believe...

1. In maintaining a highly qualified, dedicated staff that is a positive role model for our students.
2. In surrounding our students with positive influences and a healthy, safe, and caring environment.
3. In supporting and celebrating diversity and showing mutual respect for one another.
4. There are many successful ways of teaching and learning, and all students will be given opportunities to be successful.
5. In supporting students' opportunities to learn in our local and natural environment.
6. In supporting the involvement of the school's families and the greater community in the school's activities.
7. Students learn from exploration experiences and will be given opportunities to exchange ideas in their educational programs and environmental surroundings.
8. In supporting strong relationships between home and school.
9. The school has a responsibility to the greater community and should serve as an essential community center.
10. All students have value, and education is an important step to their future.

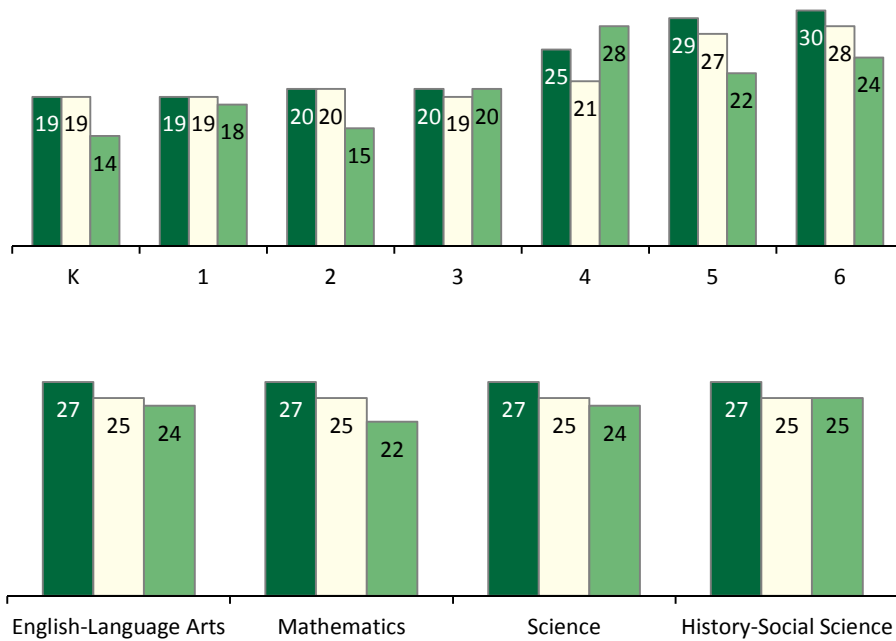
Pacific Union Elementary School District

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Class Size

08-09 09-10 10-11

The bar graphs display the three-year data for average class size.



Principal's Message

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Pacific Union staff inspires students to think creatively; to know how to acquire, organize and learn new information; to make purposeful decisions; to solve problems; and to reason.

With this vision, students will infuse a variety of technologies in their daily lives and develop the interpersonal skills to work with others to be productive members of a team.

Students in the Pacific Union School District will graduate with a core of knowledge and skills that will become the building blocks for all additional learning.

We have a cafeteria staff that prepares homemade nutritious meals for breakfast and lunch served daily, teaches nutrition, and involves students in menu planning. We also provide, for qualifying families, free or reduced-fee breakfast and lunch.

I would love to meet with you and your child to show you around our school. Please plan to come in and see us soon.

Karla K. Darnall
Superintendent/Principal

Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2			3		
1	1			2			3		
2	2			1			4		
3	3			3			2		
4		2			2			2	
5		1			2			2	
6		2			2			3	
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2	8			10		2	8	
Mathematics	1	4			5		3	3	
Science	1	4			5		2	2	1
History-Social Science	1	4			5		1	4	

Mission Statement

The mission of our school is to educate our students to become lifelong learners who will contribute productively to the world they inherit.



School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/12/2011
Date of the Most Recent Completion of the Inspection Form			09/12/2011

School Facilities

Pacific Union School provides a safe, clean, and well-maintained environment for students and staff. We have a full-time maintenance supervisor, a transportation supervisor, a bus driver/groundskeeper, and a janitorial service to clean our facility daily. We take great pride in keeping our campus clean and safe. Student safety is a key component of our campus-wide School Safety plan. We work with the City of Arcata to develop safe routes to school. We have crossing guards on campus and at the main intersection adjacent to school for student arrivals, all dismissal times and special events. Our campus is closed during school hours with clearly marked entrances at the front of the school directing guests to the front office. We have student conflict managers in place, a schoolwide positive discipline Code of Conduct, schoolwide implementation of Second Step program, and anti-bullying curriculum.

We have a dynamic counseling program, and work closely with Humboldt State University to utilize school psychology fieldwork students in our counseling program to develop positive behavior support, create friendship groups, and provide group and individual support. We developed in conjunction with the City of Arcata Police Department, an officer on campus program in which a police officer visits school and attends school events as part of a proactive relationship with staff and students.

Our school was built in 1958, with a multipurpose room and cafeteria, four primary and four intermediate rooms, one kindergarten classroom and school office. We have since added additional classrooms in 1989, 1994, 1997, 2003, and 2004. We provide excellent facilities for daycare, before and after school.

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School Safety

The School Safety Plan is reviewed and updated yearly by Safe School committee and reviewed by our School Site Council, staff, and School Board. Procedures for monthly fire drills, earthquake, and lockdown drills are covered at the beginning of each year and periodically throughout the school year. Monthly safety bulletins are reviewed with the entire staff. The master copies are kept with the School Safety Plan in the office. In addition, Pacific Union works closely with Humboldt County Office of Education (HCOE), Arcata Police and Fire Departments, neighboring Mad River Community Hospital and other local agencies for planning and revising procedures to maintain a safe environment for our students and to be a community resource in times of need. We attend community and HCOE scheduled meetings for all our safe school and transportation plans.

Our School Wellness Plan is part of our Safety Plan and includes Second Step for teaching social skills, problem solving strategies and bullying prevention, and Sports, Play, and Active Recreation for Kids (SPARK) for physical education and health, wellness, and nutrition education. In addition, our suspension and expulsion policies are reviewed annually.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2011.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Pacific Union ES			
	08-09	09-10	10-11
Suspension Rates	0.014	0.008	0.019
Expulsion Rates	0.014	0.008	0.003
Pacific Union ESD			
	08-09	09-10	10-11
Suspension Rates	0.014	0.008	0.019
Expulsion Rates	0.014	0.008	0.003

School Facilities

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Our modernization plan updated the wiring for Internet access and included Americans with Disabilities Act (ADA) compliance for all restrooms, ramps, and classrooms. We have a separate computer lab with up-to-date equipment, 30 computers in the lab, and 115 computers in the classrooms with Internet access.

In 2003-04 we built eight new classrooms, a multimedia library, special services offices and room for our reading intervention program, conference room, and full-sized gymnasium—all handicap accessible. Internet access is available in all classrooms, library, and our computer lab.

Our maintenance supervisor checks our facility daily and our contracted janitorial service cleans classrooms and restrooms daily. Our janitorial service communicates immediately when a repair needs to be made; all repairs are made promptly. We submit quarterly reports for Williams Settlement compliance to the Humboldt County Office of Education.

We have play apparatuses for both the kindergarten and primary/intermediate play areas. Our separate kindergarten play area helps maintain the safety of our youngest students. We have four outdoor basketball courts, two indoor courts, softball field, soccer fields, and additional play areas.

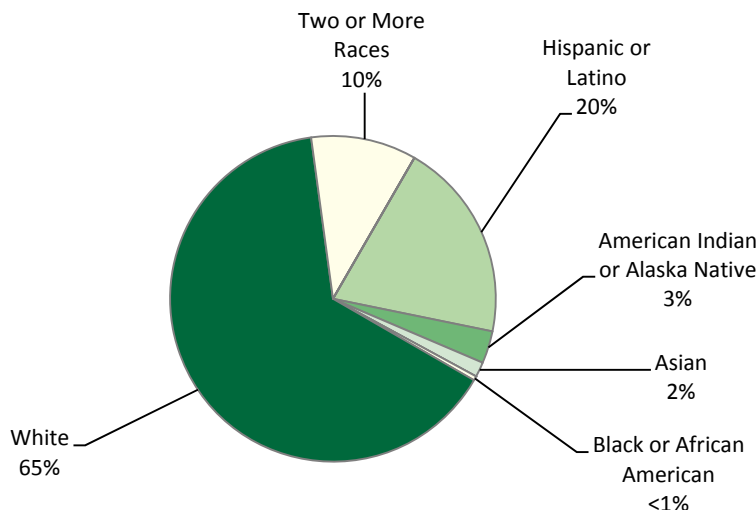
During the summer of 2009, we completed our new fenced garden area, adjacent to the arboretum, with raised beds and water lines. We also completed a kitchen remodel with flooring, warming trays, painting, and energy efficient full spectrum lighting.

In 2007-08 we upgraded floor systems in four classrooms, eliminating older asbestos tiling. We also upgraded hallway lighting for energy efficiency full spectrum lighting. These projects were funded through deferred and routine maintenance accounts. In 2008-09, we continued our energy efficiency full spectrum lighting plan and yearly maintenance of grounds and facilities, which includes multipurpose and gymnasium floor resurfacing. In 2010, we installed motion sensors in classrooms and common areas and installed energy efficient lighting fixture, as well as replacing bulbs with long life energy efficient bulbs.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$ 16,810 for the Deferred Maintenance Program. This represents .500% of the District's general fund budget.

Enrollment and Demographics

The total enrollment at the school was 468 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
Grade 7	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ Information not available.	

Student Enrollment by Group

Pacific Union ES	
Socioeconomically Disadvantaged	46.4%
English Learners	12.4%
Students with Disabilities	10.7%

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
English-Language Arts	Glencoe/McGraw-Hill	2003
English-Language Arts	McDougal Littell (7-8)	2003
Mathematics	McGraw-Hill (K-6)	2008
Mathematics	McDougal Littell (7-8)	2008
Science	Foss (K-6)	2007
Science	Earth/Physical/Life, Holt (7-8)	2007
History-Social Science	McGraw-Hill (K-6)	2006
History-Social Science	McDougal Littell (7-8)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Pacific Union ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

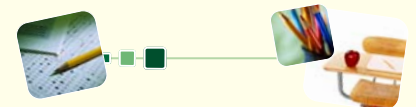
Currency of Textbook Data	
Data Collection Date	
	10/2011

◇ Not applicable.

Textbooks and Instructional Materials

Textbook purchases adhere to the State-adoption cycle. Additional classroom instructional materials, supplies, and equipment support our quality programs. Every student, including English Learners, has updated State-adopted textbooks, and additional sets are available for students to use at home. Our textbook adoptions align with the State-adoptions and curriculum Frameworks. The Board holds a public hearing on approval for State instructional materials every September. We have an abundance of instructional materials—including supplemental resources, English Learner materials, leveled readers, math manipulatives, a well-stocked library, technology throughout the District, and a computer lab open daily for student use and instruction.

In addition to the curriculum areas listed below, Pacific Union School District provides all students the opportunity to participate in Standards-based visual and performing arts activities. These dance, music, drama, and visual arts activities have certificated instructors and Standards-based materials. Activities also include partnerships with community visual and performing arts groups in conjunction with our classroom teachers.



Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Pacific Union ES	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Pacific Union ES			Pacific Union ESD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	50%	54%	58%	51%	53%	57%	49%	52%	54%
Mathematics	51%	56%	54%	51%	56%	54%	46%	48%	50%
Science	63%	53%	53%	64%	53%	54%	50%	54%	57%
History-Social Science	36%	36%	44%	36%	36%	44%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	57%	54%	54%	44%
All Students at the School	58%	54%	53%	44%
Male	55%	55%	57%	47%
Female	60%	52%	49%	41%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	64%	36%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	30%	26%	22%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	66%	62%	60%	44%
Two or More Races	39%	42%	❖	❖
Socioeconomically Disadvantaged	40%	41%	28%	17%
English Learners	13%	16%	❖	❖
Students with Disabilities	38%	40%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	6	5	5
Similar Schools API Rank	5	3	3

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Pacific Union ES — Actual API Change		
	Pacific Union ES		Pacific Union ESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	358	801	385	798	4,683,676	778	-2	15	0
Black or African American	2	■	2	■	317,856	696	■	■	■
American Indian or Alaska Native	9	■	9	■	33,774	733	■	■	■
Asian	5	■	5	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	65	685	71	688	2,406,749	729	-17	22	-8
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	252	835	270	832	1,258,831	845	-1	19	1
Two or More Races	25	746	26	740	76,766	836	■	■	■
Socioeconomically Disadvantaged	157	717	179	721	2,731,843	726	-2	32	1
English Learners	43	668	43	668	1,521,844	707	■	■	■
Students with Disabilities	38	670	46	682	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Pacific Union ES		Pacific Union ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Pacific Union ES	Pacific Union ESD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	✧
Year in Program Improvement	Year 2	✧
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	50%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ✧ Not applicable.

Types of Services Funded

Pacific Union School District provides many programs and services funded through a variety of categorical funds and other sources that support and assist our students. Each year we review our Single Plan for Student Achievement (SPSA) and our school goals to ensure the best quality program for our students and school community. In addition to the Class Size Reduction program—providing class size of 20 or less in our K-3 classrooms—the following are some of the ways we support and assist our students.

Our Title I program is schoolwide: Pacific Union develops a Schoolwide Plan within our Single Plan for Student Achievement—providing academic goals utilizing paraprofessionals, technology, and instructional techniques to meet the needs of our students. Within the Title I program are opportunities for professional development for both certificated and classified staff members. We also provide multiple opportunities for parents to be involved in our student’s education here at Pacific Union.

Our Title II program for Improving Teacher Quality is to assist our teaching staff and paraprofessionals in their professional development plans on and off school site. Technology education for students, teachers and paraprofessionals and principals is included in our five-year District Technology Plan with activities, hardware, and professional development. We provide training opportunities both offsite and onsite through Humboldt County Office of Education, Humboldt State University, California Technology Assistance Project, Wild Rivers Math Academy, Redwood Writing Project, and other entities.

Title III: As a member of Humboldt County Title III consortium, our overarching purpose is to ensure that limited-English-proficient (LEP) students (called English Learners under California laws), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

Our Gifted and Talented Education (GATE) program runs schoolwide, providing differentiated instruction, paraprofessional time, speakers, specialized classes, music, and individual GATE opportunities within and outside the classroom.

“Our school mission is to educate our students to become lifelong learners who will contribute productively to the world they inherit.”

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Types of Services Funded

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These opportunities include activities in student interest areas, advanced mathematics, clubs such as Writers in the Mist, Science and History Days, and social skill building, Conflict Managers.

Along with providing State-adopted materials and English Learner (EL) appropriate instruction for our English Learners, we provide important school notices in Spanish and our EL teacher with other staff members have a “Fiesta Potluck”, which brings all the Spanish speaking families together to translate and understand school information, parent conferences, reading at night to assist their child in school, attendance issues, parenting tips, and much more. In 2009-10 Parents Involved in Quality Education program (PIQE) was a great success with parents attending a series of workshops centered on positive qualities of higher education and parents’ positive role in achieving educational goals.

We’re also developing an English Language Advisory Committee under the auspices of our SSC to address needs of our student population.

Our Safe and Drug Free School Program has many components, including our Second Step Program that teaches social interaction skills and bullying prevention. As part of our schoolwide discipline plan and Safe School Plan, we developed our Code of Conduct with our student and community input. The Code of Conduct states “Pacific Union Wildcats are Safe, Responsible, and Respectful” and is posted throughout the school and reinforced by all staff. Our school counselor supports our students, teachers, and families. Our counselor can make home visits and is a link between school and the community providing additional support for families in transition.

Pacific Union School received a new bus funded by the California Department of Education Small School District and County Office of Education Replacement, Reconditioning and Fleet Expansion Program. We also retrofitted a bus with grant funding from the California Air Resources Board.

“Our vision is to work with families and the community as partners to prepare students to possess a strong core of academic and social skills providing the foundation for all learning.”

Professional Development

Each year, the administration and staff review the Single School Plan for staff development and curriculum improvement. During the 2010-11 school year, our staff professional development days focused on differentiated instruction and data driven, Standards-based curriculum goals to meet the needs of our students with emphasis on our Hispanic and socioeconomically disadvantaged student subgroups. In addition, in the curriculum areas of language arts and math, curriculum mapping was an emphasis during the professional development opportunities. Time was also spent on developing templates for assessments to measure our goal of meeting the State standards.

For the 2010–11 school year, our staff participated in two days prior to the start of school and five days throughout the school year, minimum days every Monday in grades 4-8, and opportunities for teachers to visit other schools and attend conferences. Pacific Union recognizes the strength of our staff and encourages our teachers and staff to share information and provide training from conferences, local experts, and out-of-the-area specialists. The staff began the work of Professional Learning Communities (PLC) in 2010-11. We also received an Early Intervention for School Success (EISS) grant to further PLC work in grades K - 2.

Staff development provides opportunities for teachers to become more proficient in teaching in these areas with new strategies and materials to use in their curriculum. Both certificated and classified staff members attend conferences, classes, and summer sessions related to their specific job responsibilities. Our new teachers completed Beginning Teacher Support and Assessment (BTSA) with school based teacher mentors. In addition, our instructional assistants and yard supervisors attend periodic meetings covering topics pertinent to their responsibilities in the classroom and on campus. Through a variety of means, 100 percent of our certificated and classified staff participated in staff development this year.

For the 2008-09 school year, we dedicated four days for professional development. In 2009-10, there were two days, and in 2010-11, there were seven days dedicated for professional development.

Parental Involvement

Pacific Union has many opportunities for parent involvement. As a schoolwide Title I school, we encourage parent involvement in all aspects of their child’s school experience. Parents enjoy volunteering with our valuable Parent Teacher Organization (PTO), serve on the School Site Council (SSC), and are also as a valuable resource for school activities. Parents are encouraged to volunteer in the classrooms to help all students, serve as a resource to classes, present at assemblies, make presentations for classes, and are an integral part of our school family.

Pacific Union is fortunate to have partnerships created by our parents with many local businesses and community groups to share resources, activities, and career opportunities. Umpqua Bank offers our students the Learn to Earn in-school savings program, while A to Z EyeCare provides monthly eyeglass maintenance. Pacific Union School was one of the first schools to implement these unique programs. Parent volunteers help with these weekly programs.

Other volunteer opportunities include garden, arboretum, day care, classrooms, library, special programs, field trips, newsletter, school events, School Board, English Language Family Night, sporting events, fundraising, technology committees, Athletic Committee, Artist-in-Residence, Arts Committee, Arts Month, Waste Task Force, and special projects. Parents raised funds for our kindergarten and primary play apparatus. They also organize and run the school carnival, support school and community programs, serve on District committees, and hold School Board positions.

For more information on how to become involved, please contact Lisa Morehouse, Parent Teacher Organization President, at (707) 822-4619.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Pacific Union ESD	Pacific Union ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	24	27	25	24
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Pacific Union ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Pacific Union ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.88
Psychologist	0.70
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.65



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Pacific Union ESD	Similar Sized District
Beginning Teacher Salary	\$43,421	\$38,744
Mid-Range Teacher Salary	\$55,815	\$55,509
Highest Teacher Salary	\$70,855	\$70,567
Average Principal Salary (Elementary School)	⊛	\$92,338
Superintendent Salary	\$97,000	\$109,381
Teacher Salaries — Percent of Budget	42%	37%
Administrative Salaries — Percent of Budget	3%	7%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Pacific Union ES	\$5,182	\$61,386
Pacific Union ESD	\$5,182	\$61,386
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-5.3%	+7.0%

⊛ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

◆ The percent difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Pacific Union ES	
Total Expenditures Per Pupil	\$6,933
Expenditures Per Pupil From Restricted Sources	\$1,750
Expenditures Per Pupil From Unrestricted Sources	\$5,182
Annual Average Teacher Salary	\$61,386



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Accountability Report Card

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