

**Pacific Union Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pacific Union Elementary School
Street	3001 Janes Road
City, State, Zip	Arcata
Phone Number	707-822-4619
Principal	Tami Davies-Hughes
Email Address	thughes@pacificunionschool.org
Website	www.pacificunionschool.org
County-District-School (CDS) Code	12629766008098

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Pacific Union Elementary School District
Phone Number	707-822-4619
Superintendent	Rene L. McBride
Email Address	rmcbride@pacificunionschool.org
Website	www.pacificunionschool.org

### School Description and Mission Statement (School Year 2020-2021)

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#### Mission Statement

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

#### 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	70
Grade 1	69
Grade 2	70
Grade 3	57
Grade 4	72
Grade 5	60
Grade 6	69
Grade 7	60
Grade 8	50
<b>Total Enrollment</b>	<b>577</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	3.1
Asian	1
Hispanic or Latino	23.6
White	57.5
Two or More Races	13
Socioeconomically Disadvantaged	52.3
English Learners	9
Students with Disabilities	12.3
Foster Youth	0.7
Homeless	3.1

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	31	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12/30/20

Pacific Union textbooks and instructional materials are aligned to the academic content standards consistent with the cycles and content of the curriculum frameworks. Every student, including English learners, has a textbook, instructional materials or both to use in class and to take home. Additional classroom instructional materials, supplies and equipment support our quality programs. The school 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, and technology throughout the district for student use and instruction.

For 2019-20, we will continue with implementation of math and English language arts/English language development curriculum aligned to Common Core State Standards. Representatives from the staff are also reviewing various science curricula in preparation for the Next Generation Science Standards textbook adoption.

In addition to the curriculum areas, Pacific Union School District provides all students the opportunity to participate in visual and performing arts activities. These dance, music, drama and visual arts activities have certificated instructors and materials aligned with the content standards. Activities also include partnerships with community visual and performing arts groups in conjunction with our classroom teachers. In 2019-20, students will participate in workshops provided by Arcata Playhouse and Humboldt Light Opera KidCo, local groups who place teaching actors and artists in schools.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas & Pinnell Classroom (TK-3) 2017 Houghton-Mifflin (K-5) 2003  Glencoe/McGraw-Hill (3-6) 2003 Classrooms (3-6) 2017  McDougal Littell (7-8) 2003	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	EngageNY (TK-5) pilot since 2015 McGraw-Hill (K-6) 2008  Big Ideas (6-8) pilot since 2015 McDougal Littell (7-8) 2008	Yes	0%
<b>Science</b>	Foss (TK-6) 2007  Earth/Physical/Life, Holt (7-8) 2007	Yes	0%
<b>History-Social Science</b>	McGraw-Hill (TK-6) 2006  McDougal Littell (7-8) 2006	Yes	0%

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

## School Facility Conditions and Planned Improvements

Pacific Union Elementary School provides a safe, clean and well-maintained environment for students and staff. We have a full-time maintenance supervisor, a full-time transportation supervisor, a full-time maintenance/transportation assistant and a school janitor to clean our facility daily. We take great pride in keeping our campus clean and safe. Student safety is a priority, and that is reflected in the school safety plan. We work with the City of Arcata to develop safe routes to school and participate annually in the Walk to School Day in October. We have crossing guards on campus and at the main intersection adjacent to school for student arrivals, all dismissal times and special events. During summer 2018, the school installed a security fence in front of the school leaving only one entrance into the school. Our campus is closed during school hours with the one clearly marked entrance directing guests to the front office.

Currently Pacific Union School District is in the process of completing bond projects. These projects started in the summer of 2019. Through bond funding roofs have been replaced, an upgraded fire and alarm system has been installed, and two new classrooms have been built. We are in the process of completing two more classrooms, two sets of student restrooms, one staff restroom, and a custodial closet.

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 childcare before and after school. During the summer of 2015, we replaced the carpeting in the day-care rooms with high-quality Nora tile flooring using deferred maintenance funding.

In 2003-04, we built eight new classrooms, a multimedia library, support services offices, a room for small group work, a conference room and a full-sized gymnasium—all of which are accessible for persons with disabilities. Internet access is available campus-wide.

Our modernization plan updated the wiring for internet access and included Americans with Disabilities Act (ADA) compliance for all restrooms, ramps and classrooms. In 2011, we upgraded from a fractional T1 line to a 10-megabit fiber-optic line connecting us to the Humboldt County Office of Education for nearly 10 times the internet speed on campus. We have a refresh plan to replace teacher laptops, student computers, Chromebooks and iPads as part of a five-year plan to improve student access to technology.

Our maintenance supervisor checks our facility daily, staff reports needed repairs, and our evening school janitor communicates immediately when a repair needs to be made. Our skilled maintenance staff makes repairs promptly. We submit quarterly reports for Williams case settlement compliance to the Humboldt County Office of Education.

We have play apparatuses for both the transitional kindergarten/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, a softball field, and additional play areas.

During the summer of 2014, the primary swing set was entirely replaced, and the kindergarten swing set received new chains and seats. During the summer of 2017, we replaced the two slides. Additionally, PTO volunteers beautified the playground areas, purchased some new equipment, and put in new, engineered wood fiber in all playgrounds. During the summer of 2009, we completed our new fenced garden area adjacent to the arboretum, with raised beds and water lines. In 2014, a previous Pacific Union Elementary School graduate completed an educational area with benches as part of an Eagle Scout project. The scouts also added birdhouses and additional planters and beautified the garden and arboretum. Parent volunteers added a small greenhouse area. In 2017, a grant through Grace USA Foundation provided funding to create a garden coordinator position and infrastructure improvements. Students in all grades benefit from the hands-on experience of planting, tending, and consuming their own fruits and vegetables. Also in 2017, the native plant arboretum was beautified with paths, a walkover bridge and signage as part of a Girl Scout Gold Award.

We also completed a kitchen remodel with new flooring, warming trays, new paint and energy-efficient fullspectrum lighting. In 2012-13, we implemented a point-of-service system to decrease the amount of time for record keeping for the kitchen staff. During the 2014-15 school year, the steamer/warmer oven and mixer were both replaced with ones that have greater capacity and are more energy efficient. A National School Lunch Program Equipment Assistance grant funded these. In 2017, we replaced the refrigerator with a more energy-efficient model using Proposition 39 funding. We also installed new tables and benches in the cafeteria, supported by the cafeteria fund. During the 2018 summer, the freezer was replaced using Proposition 39 funding and the warming trays were replaced with cafeteria funds.

Pacific Union has a long history of installing and maintaining energy-efficient lighting. In 2007-08, we upgraded hallway lighting for energy-efficient 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. In 2010, we installed motion sensors in classrooms and common areas and installed energy-efficient lighting fixtures, as well as replacing bulbs with long-life energy-efficient bulbs. In 2017, we replaced all outside and gymnasium lights with energy-efficient fixtures using Proposition 39 funding. The district also used Proposition 39 funds to replace five aging heating, ventilation and air conditioning systems.

**School Facility Good Repair Status**

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

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

**Year and month of the most recent FIT report:** 09/02/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	52	N/A	53	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	34	N/A	34	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

N/A

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

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

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. PTO sponsors weekly banking opportunities through the Learn to Earn in-school savings program, while A to Z Eye Care provides monthly eyeglass maintenance. Pacific Union Elementary School was one of the first schools to implement these unique programs.

Other volunteer opportunities include the garden, arboretum, classrooms, the library, special programs, field trips, school events, athletic events, fundraisers, Artist-in-Residence, Arts Committee, Arts Month and special projects. Parents raise funds for our garden, technology purchases, the arts, and playground equipment. 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 with the school, please contact Tami Davies-Hughes, Principal, and/or Ciara Hunt, PTO president, at [pacificunionpto@gmail.com](mailto:pacificunionpto@gmail.com).

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate							82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	2.2	3.8	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	1.3	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Procedures for monthly fire, earthquake and lockdown drills are covered at the beginning of each year and periodically throughout the school year. 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. In addition, Pacific Union Elementary School participates in the annual Great California ShakeOut and offers information and training for families regarding emergency preparedness. In conjunction with nearby Humboldt State University, Pacific Union has hosted several Community Emergency Response Team (CERT) trainings, and numerous Pacific Union staff and parents are CERT trained.

During the 2019-20 school year, Pacific Union Elementary School will benefit from the services of a shared school resource officer and diversion counselors. These individuals are employed by the Arcata Police Department and funded through a Measure Z grant. Measure Z is a half-cent tax increase passed in Humboldt County in November 2014 to maintain and enhance safety services. They will not only support individual students, but will also visit the school, read to students, and attend school events to develop proactive, positive relationships with staff and students.

Our School Wellness Plan is part of our safety plan and includes PATHS and Second Step for teaching social skills, problem-solving strategies and bullying prevention, health, wellness and nutrition education. In addition, our suspension and expulsion policies are frequently reviewed.

The school safety plan was last reviewed, updated, and discussed with the school faculty in August 2020. The school safety plan will be reviewed and updated annually.

## D. Other SARC Information

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

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	2	3		17	2	3		17		4	
1	20	2	1		22		3		23		3	
2	20	2	1		18	3			23	3		
3	20	2	1		21	1	2		18	3		
4	31		2		29		2		35			2
5	31		1		32		2		30		2	
6	25		2		32		2		35			2
Other**	19	1	1		8	1			18	4		1

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

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

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	24		4		27		4		28		4	
Mathematics	24		4		27		4		28		4	
Science	24		4		27		4		28		4	
Social Science	24		4		27		4		28		4	

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	443.8

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	0

Title	Number of FTE* Assigned to School
<b>Library Media Services Staff (Paraprofessional)</b>	0.875
<b>Psychologist</b>	0.4
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.7
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,803	\$2,631	\$8,172	\$65,318
<b>District</b>	N/A	N/A	\$8,172	\$64,250
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	1.6
<b>State</b>	N/A	N/A	\$7,750	\$71,448
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.3	-9.0

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

### Types of Services Funded (Fiscal Year 2019-2020)

Pacific Union Elementary School District provides many programs and services funded through a variety of state and federal funds that support and assist our students.

Our Title I program is school-wide, paraprofessionals provide support to meet the academic needs of our students. Our Title II program for Improving Teacher Quality is used to provide Class Size Reduction—creating class sizes of 24 or fewer to optimize the student-to-teacher ratio—in our TK-3 classrooms.

In addition to the Class Size Reduction program, the following are some of the ways we support and assist our students: within the Title I program, there are opportunities for professional development for both certificated and classified staff members. Technology education for students, teachers and paraprofessionals, and administration is included in our five-year District Technology Plan with activities, hardware, and professional development. We also provide multiple opportunities for parents to be involved in their children’s education at Pacific Union.

Pacific Union Elementary School District, in conjunction with another local elementary school, received funding through the U.S. Department of Education Elementary and Secondary School Counseling grant for three years to provide additional counseling and social work services beginning in the 2012-13 school year. These professionals provide group and individual support to students, administer the California Healthy Kids Survey, and implement various social-emotional and anti-bullying programs. They support students and families in the area of attendance and connect them with community resources as needed. They maintain and use data on attendance, discipline and school climate to track progress. Staff also received training through the grant.

Along with providing state-adopted materials and English Learner (EL) appropriate instruction for our English Learners, we provide all important school notices in Spanish. Our EL aide, with other staff members, hosts events, which bring all the Spanish-speaking families together to translate and understand school information and topics such as home reading expectations, attendance issues, parenting tips, and much more. Interpreters are also provided at parent-teacher conferences and at many school community events.

Our Gifted and Talented Education (GATE) program runs school-wide in grades four through eight. It is implemented through differentiated instruction, speakers, specialized classes, music and performing arts, and individual GATE opportunities within and outside the classroom. These opportunities include activities in student interest areas, advanced mathematics, clubs, such as Writers in the Mist, Science and History Days, social-skill building, and mentoring and leadership opportunities. Students also attend events such as the GATE Academy hosted annually at nearby Humboldt State University.

Our Safe and Drug-Free School Program has many components, including our Paths program that teaches social interaction skills and bullying prevention. As part of our school-wide 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.” The Code of Conduct as well as Expectation Stations, which outline specific behavior expectations at various campus locations, are posted throughout the school and reinforced by all staff. Our school counselors support our students, teachers and families. Our counselors or other support staff can make home visits and are a link between the school and the community, providing additional support for families in transition.

Pacific Union Elementary School received a new bus in July 2012 funded by the California Department of Education Small School District and County Office of Education Replacement, Reconditioning and Fleet Expansion Program. Since that time, we also retrofitted two buses with grant funding from the California Air Resources Board.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,406	\$46,965
Mid-Range Teacher Salary	\$62,222	\$67,638
Highest Teacher Salary	\$78,989	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$117,000	\$128,853
Percent of Budget for Teacher Salaries	34.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Pacific Union School District provides multiple opportunities for staff development/professional growth beyond the dedicated calendar days. The district participates in the administrative induction program and beginning teacher support assistance on an as needed basis. There is time set aside monthly for professional growth through collaboration and articulation between grade levels and to work on the district's yearly focus. Funding is provided to support teacher's with professional development opportunities such as trainings and workshops. Teachers are also given opportunities to share and present at staff meetings what they have learned from professional development opportunities.