

# Helen M. Wilcox Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Heather Scott, Principal

Principal, Helen M. Wilcox Elementary

### About Our School

The Helen Wilcox Elementary Staff recognizes that one of our foremost responsibilities is to see that our students learn academically as well as preparing our students to become productive citizens. As you view our 2014-2015 School Accountability Report Card (SARC), please keep in mind that it takes all of us: parents, teachers, students and our community to ensure that each student progresses to reach these goals.

Sincerely,

Heather Scott

### Contact

*Helen M. Wilcox Elementary*  
5737 Autrey Ln.  
Oroville, CA 95966-7278

Phone: 530-533-7626  
E-mail: [hscott@palmoschools.org](mailto:hscott@palmoschools.org)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Palermo Union Elementary
<b>Phone Number</b>	(530) 533-4842
<b>Superintendent</b>	Bryan Caples
<b>E-mail Address</b>	<a href="mailto:bcaples@palmerschools.org">bcaples@palmerschools.org</a>
<b>Web Site</b>	<a href="http://www.palmerschools.org">www.palmerschools.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Helen M. Wilcox Elementary
<b>Street</b>	5737 Autrey Ln.
<b>City, State, Zip</b>	Oroville, Ca, 95966-7278
<b>Phone Number</b>	530-533-7626
<b>Principal</b>	Heather Scott, Principal
<b>E-mail Address</b>	<a href="mailto:hscott@palmerschools.org">hscott@palmerschools.org</a>
<b>Web Site</b>	<a href="http://wilcox.palmerschools.org/">http://wilcox.palmerschools.org/</a>
<b>County-District-School (CDS) Code</b>	04615236003289

*Last updated: 1/29/2016*

### School Description and Mission Statement - Most Recent Year

Palermo Union School District is comprised of six schools: Helen M. Wilcox Elementary School (K-3), Honcut Elementary (K-2), Golden Hills (4-5), Palermo Middle School (6-8), and two Community Day Schools (K-7 and 5-8). The district is located in Butte County, in the northern part of California's Sacramento Valley.

Located four miles south of Oroville, Helen M. Wilcox Elementary was built in 1959. Wilcox provides a Title 1 school-wide program. We have a Transitional Kindergarten program and a full-day Kindergarten program. We also have the following programs: Indian Education, English Learner, and reading interventions. The students also have access to a computer lab and library. Palermo Union School District implements a Professional Learning Community (PLC) model. The teaching staff and administrators have developed strategies to teach students at all abilities. We have implemented a Response to Intervention (RTI), focus groups, front loading (introducing key concepts prior to instruction), and student tutoring within school hours. Teachers and administrators are implementing Explicit Direct Instruction (EDI) based on student engagement.

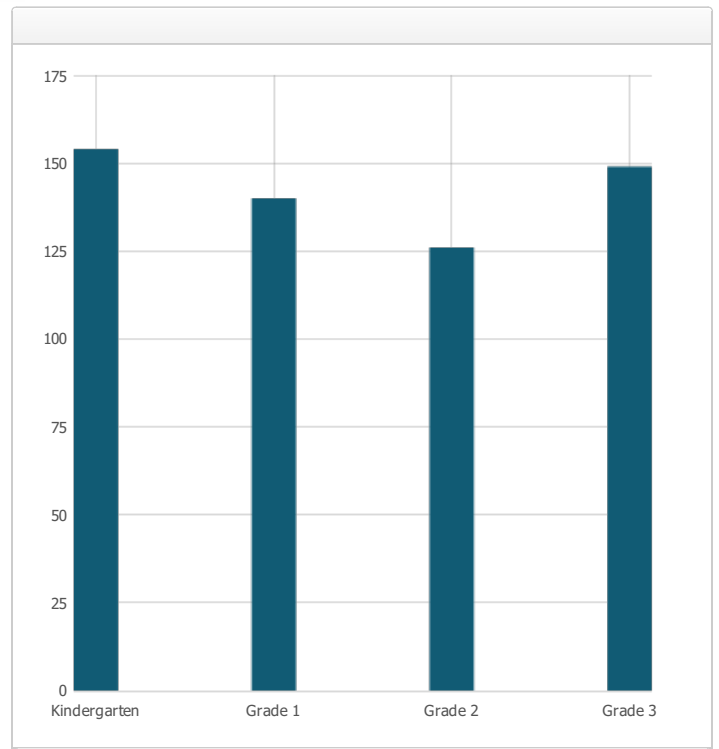
School Goals- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2014-2015. For the next two years, progress indicators will be local district benchmarks. Each grade level has a SMART goal they have collaborated within their PLC time. In the spring of 2016, third graders will take the Common Core State Standards California Assessment of Student Performance and Progress (CCSS-CAASPP).

Mission- Our goals are to inspire learning and foster success for all students in a caring school community with involved staff, committed to a goal of excellence in teaching. In collaboration with parents and the educational community, we strive to meet each student's needs- academic, social, emotional and physical. We recognize, respect and develop each student's unique potential. Helen Wilcox's purpose is to facilitate and support students to become compassionate, responsible and successful members of our learning community. Staff will provide appropriate interventions and enrichment activities driven by common assessments while honoring the whole child.

*Last updated: 1/29/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

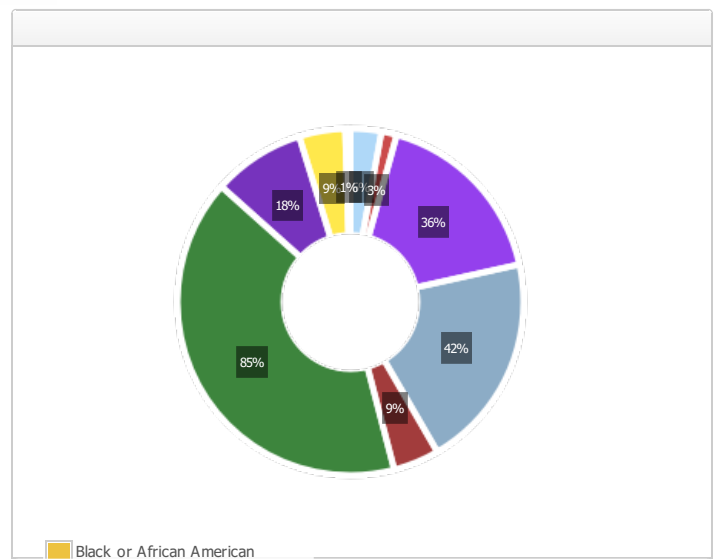
Grade Level	Number of Students
Kindergarten	154
Grade 1	140
Grade 2	126
Grade 3	149
Total Enrollment	569



Last updated: 1/29/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	6.2 %
Asian	3.3 %
Filipino	0.2 %
Hispanic or Latino	36.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	42.5 %
Two or More Races	9.5 %
Socioeconomically Disadvantaged	85.9 %
English Learners	18.5 %
Students with Disabilities	9.0 %
Foster Youth	1.4 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/29/2016

## A. Conditions of Learning

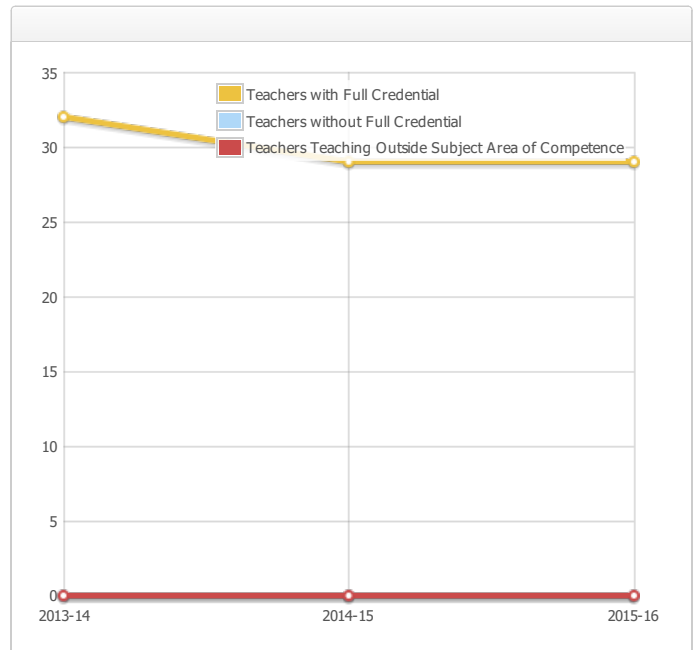
### State Priority: Basic

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

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

#### Teacher Credentials

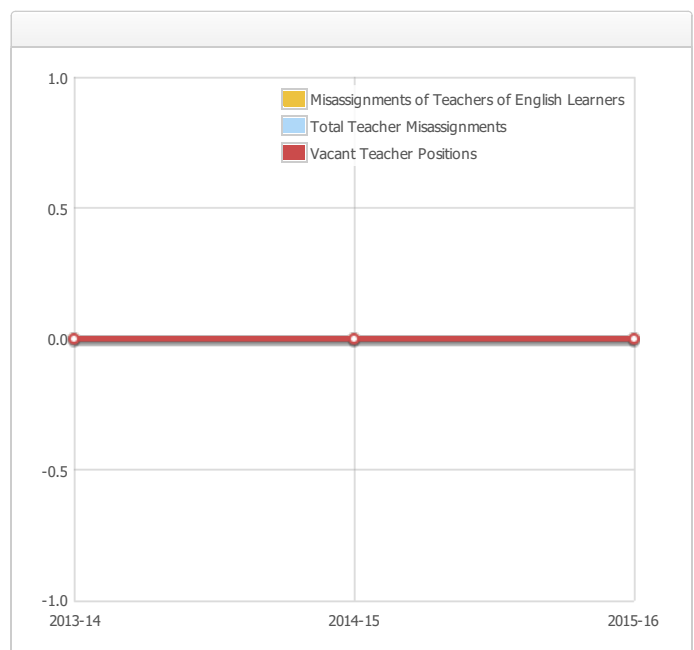
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	29	29	66
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/29/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: <b>A Legacy of Literacy</b> 2002 Houghton Mifflin: Medallion Edition 2010	Yes	0.0 %
Mathematics	McGraw-Hill: <b>My Math</b>	Yes	0.0 %
Science	MacMillian: McGraw-Hill: California Science	Yes	0.0 %
History-Social Science	Houghton Mifflin: History-Social Studies	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/29/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

The LEA takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility inspection tool developed by the State of California OPSC. The results are available at the school office.

Year and month in which data were collected: August 2015

Facilities: Condition of school facilities meets Education Code Sections: 17014 Necessary repairs, renewals and replacements: enforcement; plan preparation certification; 17032.5 Portable classrooms; leases, conditions; 17010.75(a) Maintenance of facilities; and 17089(b) lease of portable classrooms; amount; maintenance; repairs; costs.

Teaching and Learning space: Wilcox has 32 classrooms, e room/cafeateria, and a library/media center located in the main building built in 1959. The campus has 16 portable classrooms. A staff work room is located in a portable as a teacher resource room. Our computer lab is also located in one of the portables. A staff lunchroom is located in the first grade wing. Student and staff restrooms are adequately located throughout the campus and are kept clean and in good working order. Wilcox maintains a Kindergarten playground that is shared with two preschool classes and our TK class and a 1st-3rd grade playground area that is approximately 1/2 acre with ample shade. There is an outdoor classroom that has a flower garden and 8 benches. The campus is locked and secured during school hours 8:30-2:30. Parents and guests sign in at the office.

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair, and working order, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The custodial/maintenance crew completed replacement of a huge sandbox area in the 1-3 grade playground with blue recycled rubber chips. The maintenance crew updated the area under the swings as well. A mowstrip with yellow markings was added to help the students identify the difference between the sandbox area and the recycled blue chips.

A daytime custodian takes care of the day-to-day operational needs on site, while helping to maintain safety and cleanliness. Two night time custodians maintain the cleanliness of the school by cleaning the entire facility each night.

*Last updated: 1/29/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The area of Gas Leaks, Mechanical/HVAC, Sewer recieved a "GOOD" status. There was a light repair with a thermostat. Items were repaired quickly. The district hired a maintenance technician with an HVAC credential.
Interior: Interior Surfaces	Poor	Minor repairs with ceiling tiles, wall damage in high traffic areas; completed: interior painting in hallways, modine trim repair, interior door fixed; repair worn carpet.
Cleanliness: Overall Cleanliness, Pest/Vermin	Good	

Infestation		
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Minor repair with sink faucets in bathrooms. Classroom sink and drinking fountains received repair as well.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Replacement of exterior siding and roof leak.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2015

Overall Rating	Good
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*Last updated: 1/29/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	32.0%	19.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/29/2016*



**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	145	136	93.8%	35.0%	27.0%	24.0%	13.0%
Male	145	70	48.3%	37.0%	27.0%	24.0%	10.0%
Female	145	66	45.5%	33.0%	27.0%	23.0%	15.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	145	11	7.6%	27.0%	27.0%	18.0%	18.0%
Asian	145	6	4.1%	--	--	--	--
Filipino	145	1	0.7%	--	--	--	--
Hispanic or Latino	145	54	37.2%	43.0%	30.0%	22.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	145	51	35.2%	31.0%	27.0%	29.0%	12.0%
Two or More Races	145	13	9.0%	31.0%	15.0%	15.0%	31.0%
Socioeconomically Disadvantaged	145	117	80.7%	38.0%	26.0%	26.0%	9.0%
English Learners	145	23	15.9%	48.0%	35.0%	13.0%	4.0%
Students with Disabilities	145	11	7.6%	64.0%	9.0%	27.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/29/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	145	137	94.5%	36.0%	31.0%	27.0%	5.0%
Male	145	70	48.3%	27.0%	39.0%	29.0%	4.0%
Female	145	67	46.2%	45.0%	24.0%	25.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	145	11	7.6%	36.0%	27.0%	36.0%	0.0%
Asian	145	6	4.1%	--	--	--	--
Filipino	145	1	0.7%	--	--	--	--
Hispanic or Latino	145	55	37.9%	47.0%	31.0%	20.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	145	51	35.2%	27.0%	31.0%	33.0%	8.0%
Two or More Races	145	13	9.0%	31.0%	23.0%	23.0%	23.0%
Socioeconomically Disadvantaged	145	118	81.4%	36.0%	31.0%	29.0%	3.0%
English Learners	145	23	15.9%	48.0%	35.0%	13.0%	0.0%
Students with Disabilities	145	11	7.6%	64.0%	27.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/29/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	--	--	56.0%

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

*Last updated: 1/29/2016*

# 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 English, mathematics, and physical education

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement - Most Recent Year

Helen Wilcox School benefits from an active Parent Teacher Group (PTG). The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, runs the Accelerated Reader store, and supports various student and teacher activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learner (EL) students are encouraged to serve on the English Learner Advisory Committee (ELAC). Parents and guardians can support their child's learning environment by: monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, attending SSC meetings and/or planning and participating in activities at home that are supportive of classroom activities.

Grade levels have implemented family fun nights that center around literacy. For example, first grade has a RODEO (Reaching Out Determines Educational Outcomes) and second grade has FAIR (Fun Activities In Reading). Third grade holds an astronomy night.

We also have a Thanksgiving luncheon, Muffins for Moms, and Doughnuts for Dads event.

### State Priority: Pupil Engagement

*Last updated: 1/29/2016*

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

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

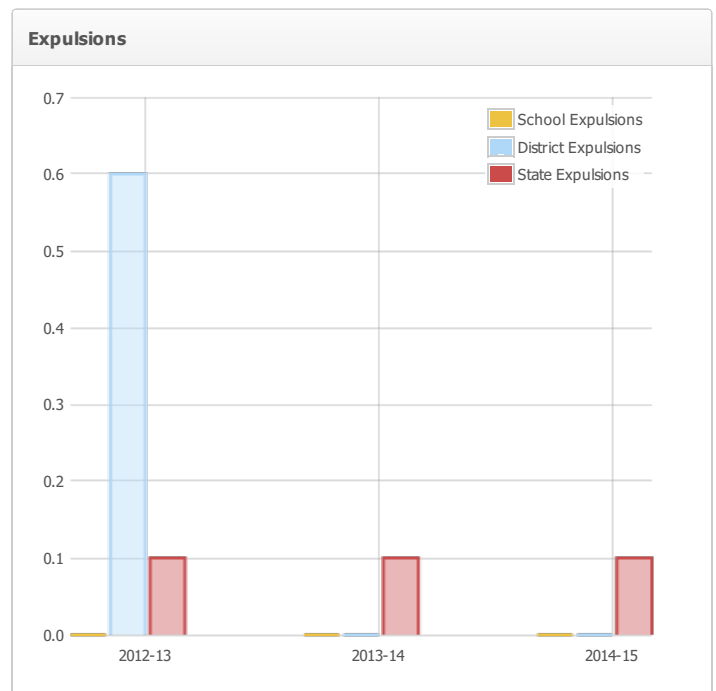
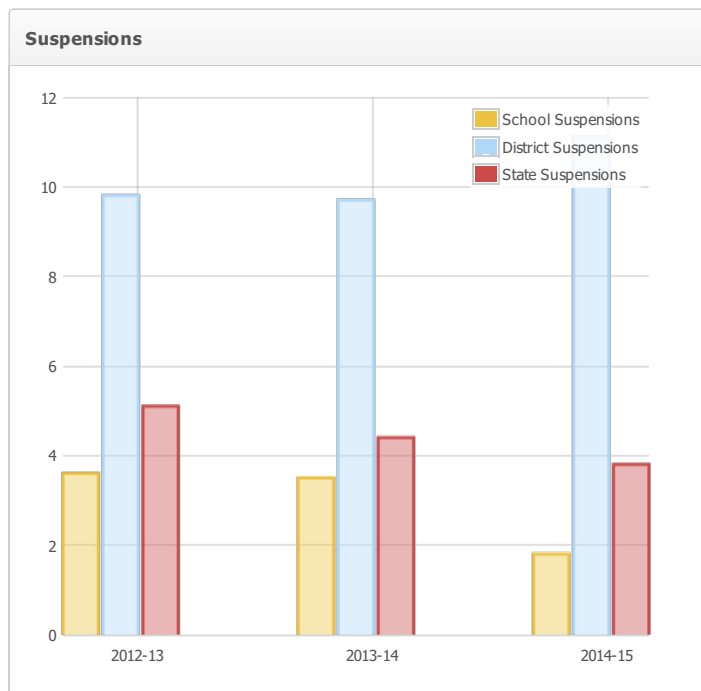
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.6	3.5	1.8	9.8	9.7	11.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1



Last updated: 1/29/2016

## School Safety Plan - Most Recent Year

In compliance with Ed Code 35329.6, the PUSD District Comprehensive Safety Plan/Emergency Management Plan is reviewed, updated and approved by the Governing Board annually by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site Emergency Conditions portion of the plan is maintained in each classroom. Key elements of the Safety Plan include: a plan of action for maintaining a safe and orderly environment conducive to learning at the school (ie: assessment of the school safety, identification of strategies and programs that will maintain school safety and campus security) and emergency management procedures consistent with the Standardized Emergency Management Systems (SEMS) and the National Incident Management Systems (NIMS) developed by the U.S. Department of Homeland Security.

Key elements of the site Emergency Conditions include: a plan of action for a coordinated school-wide response to emergencies (ie: intruder on campus, fire, emergency lockdown, evacuation, etc.) Safety drills are held on a monthly/regular basis. Fire drills are held monthly. Earthquake/disaster and intruder drills are held twice a year. Visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times. School is gated and locked from 8:30-2:30 while school is in session.

Last updated: 1/29/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/29/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

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

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	6	2		23.0		7		22.0	1	6	
1	20.0	6	1		19.0	7			19.0	6	1	
2	23.0		6		21.0	2	5		20.0	4	2	
3	18.0	2	6		19.0	2	5		24.0		6	
4												
5												
6												
Other	2.0	1							5.0	1		

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

Last updated: 1/29/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker		
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		
Other		N/A

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

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

Last updated: 1/29/2016

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8868.0	\$1726.0	\$7141.0	\$66939.0
District	N/A	N/A	\$6784.0	\$63720.0
Percent Difference – School Site and District	N/A	N/A	105.3%	105.1%
State	N/A	N/A	\$5348.0	\$69086.0
Percent Difference – School Site and State	N/A	N/A	133.5%	96.9%

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

Last updated: 1/29/2016



## Types of Services Funded (Fiscal Year 2014-15)

Helen M. Wilcox Elementary School provides standards based, high quality instruction to all students in all subject areas. We provide additional academic support and supplemental services through school-wide reading intervention classes within the school day. Achievement data and student progress is regularly monitored in order to insure that students are assigned to appropriate classes and intervention services. Students that are not meeting grade level standards also receive instructional support from our educational specialists.

Title I funding supports improvement of the teaching and learning of children who are at risk of not meeting academic standards and reside in areas with high concentration of children from low-income families. It also provides additional academic support from instructional aides who work in the classroom under the guidance of a credentialed teacher.

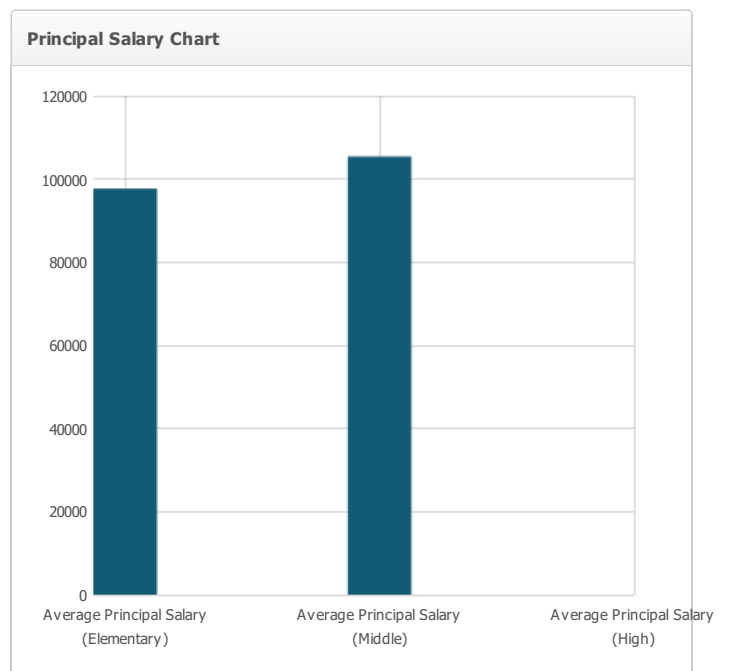
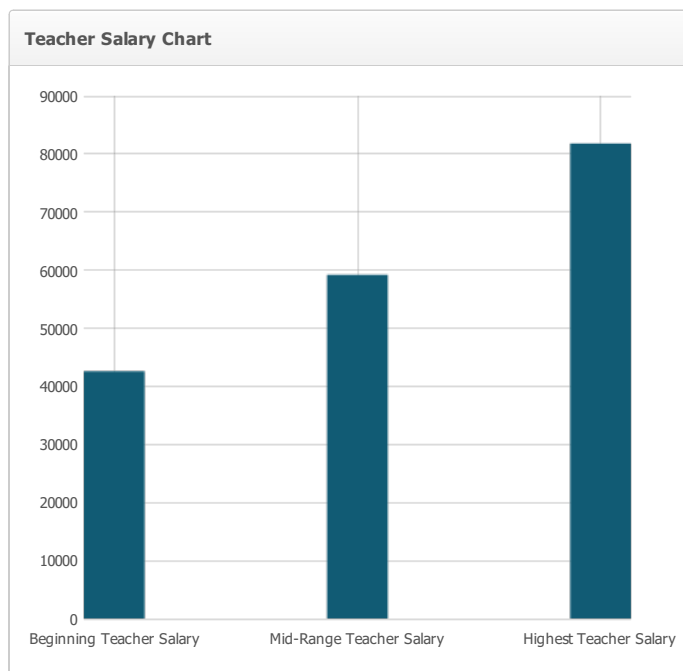
Title VII funding is used to provide Indian Education students with additional academic support from an instructional aide who provides in-class assistance. English Language Learners who have not yet reached fluency receive approximately 30 minutes of English Language instruction daily, in addition to their core Reading/ELA classes.

Last updated: 1/29/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,603	\$42,723
Mid-Range Teacher Salary	\$59,208	\$65,936
Highest Teacher Salary	\$81,808	\$84,545
Average Principal Salary (Elementary)	\$97,686	\$106,864
Average Principal Salary (Middle)	\$105,432	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$130,313	\$159,133
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/29/2016

## Professional Development – Most Recent Three Years

The district schedules staff development on non-contract days or after school hours: afterschool workshops, conference attendance, individual mentoring, and PLC. Areas of focus for staff development is selected based on needs of district from achievement data. Teachers are supported through teacher-principal meetings and professional learning communities.

PUSD teachers engage in active staff development throughout the year by attending in-District training sessions given by staff and consultants, as well as site-based sessions presented at staff meetings, committee/grade level meetings, and during formal observation post conferences. Staff development has focused on fostering the Explicit Direct Instruction (EDI) and professional collaborative teams. District and site sessions, as well as follow-up classroom observation and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPLE, Corrective Feedback, and Delivering Information.

Elementary teachers in grades TK, K-5th grades received My Math professional development at the beginning of the adoption year (August 2015).

*Last updated: 1/29/2016*