By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

Internet Access

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

Heather Scott, Principal

About Our School

Honcut Elementary School is one of five schools that make up the Palermo Union School District. The district is comprised of Helen M. Wilcox Elementary (K-3), Honcut Elementary(K-3), Golden Hills Elementary (4-5), Palermo Middle School (6-8) and Community Day school (K-8). The district is located in Butte County, in the northern part of California's Sacramento Valley.

Located 22 miles south of Oroville, Honcut is a necessary small school. The enrollment is approximately 10 students (K-3). Honcut Elementary is a Title 1 school-wide program. We have a full day kindergarten program. We also have the following programs: Indian Education, and English Learner.

The staff at Honcut consists of experienced and dedicated professionals. Each member is committed to Palermo's goal of getting every child at or above grade level in reading, writing and math. As you view our 2016-17 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 child progresses to reach these goals.

Contact

Honcut
68 School St.
Oroville, CA 95966

Phone: 530-742-5284
E-mail: hscott@palermoschools.org
About This School

Contact Information (School Year 2017-18)

<table>
<thead>
<tr>
<th>District Contact Information (School Year 2017-18)</th>
<th>School Contact Information (School Year 2017-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Name</strong></td>
<td>Palermo Union Elementary</td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>(530) 533-4842</td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
<td>Bryan Caples</td>
</tr>
<tr>
<td><strong>E-mail Address</strong></td>
<td><a href="mailto:bcaples@palermoschools.org">bcaples@palermoschools.org</a></td>
</tr>
<tr>
<td><strong>Web Site</strong></td>
<td><a href="http://www.palermoschools.org">www.palermoschools.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Located twenty-two miles south of Oroville, Honcut Elementary is a one room school house. The enrollment is approximately 15 students (K-3). Honcut provides a Title 1 school-wide program. We have a full-day Kindergarten program. We also have the following programs: Indian Education and English Learner. The students also have access to chromebooks and a library. Palermo Union School District implements a Professional Learning Community (PLC) model. The teaching staff and administrators have developed differentiated instructional 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, attaining at least proficiency or better in reading and mathematics by 2016-2017.

Vision—All Palermo students will receive a meaningful and challenging education that will provide the opportunity to become life-long learners and motivated to be contributing members of society.

Mission—In partnership with parents and other community stakeholders, it is the mission of the Palermo School District to create the conditions necessary to ensure that every Palermo student achieves our vision.

District Goals—To provide every student with the opportunity to attain increasing levels of individual achievement that prepares them for success in the 21st Century; To provide a safe, healthy, and engaging environment for learning to take place; To Build effective partnerships with our constituents; To monitor and adjust our district budget to ensure solvency and to ensure local control of our schools.

Our goals are to inspire learning and foster success for all students in a caring school community with involved staff, committed to av 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. Honcut's purpose is to facilitate and support students to become compassionate, responsible and successful members of our learning community. Staff works together to provide appropriate interventions and enrichment activities driven by common assessments while honoring the whole child.
### Student Enrollment by Grade Level (School Year 2016-17)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>5</td>
</tr>
<tr>
<td>Grade 2</td>
<td>2</td>
</tr>
<tr>
<td>Grade 3</td>
<td>6</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>15</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.0 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>6.7 %</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>46.7 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0 %</td>
</tr>
<tr>
<td>White</td>
<td>40.0 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>6.7 %</td>
</tr>
<tr>
<td>Other</td>
<td>-0.1 %</td>
</tr>
</tbody>
</table>

### Student Group (Other)

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>93.3 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>26.7 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>With Full Credential</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 Instructional Materials (School Year 2017-18)

**Year and month in which the data were collected:** December 2017

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>National Geographic: Reach For Reading, 2016</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>McGraw-Hill: My MATH</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Science</td>
<td>MacMillan: McGraw Hill: California Science</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>Houghton Mifflin: History Social Studies</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td>0.0 %</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td>0.0 %</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
<td></td>
<td>0.0 %</td>
</tr>
<tr>
<td>Science Lab Eqpmnt (Grades 9-12)</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

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

*Last updated: 1/24/2018*
School Facilities: Condition of school facilities meets Education Code Sections: 17014 Necessary repairs, renewals and replacements; enforcements; 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: Honcut has one classroom with a computer station for student use and the food services distribution facility. Another room houses the Butte County Office of Education (BCOE) library depository for student and staff use and serves as a teacher workroom. A third building houses the BCOE After School Program. All buildings are portables and are between ten to fifteen years old. Student and staff restrooms are adequately maintained, clean and in working order. Honcut playground is adequate in size with sandy and grassy areas. Large Oak trees provide ample shade. Play structures are safe and adequately maintained.

Maintenance and repair: District maintenance staff ensure that any necessary repairs are completed in a timely manner. A work order process is used to provide efficient service and ensure that emergency repairs are given the highest priority. Emergency facilities needs specified in Education Code Section 17592.72 (c) (1).

Cleaning process: The district governing board has adopted cleaning and safety standards for all schools in the district. A summary of these standards are available at the school office or the district office. The Maintenance and Operations Supervisor works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A Safety and Cleaning checklist is used during school breaks.

Deferred maintenance 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 component.

### School Facility Good Repair Status

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

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
<th>Repair Needed and Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td>Poor</td>
<td>Carpet damage. Siding is in need of repair and tiles have water stains-replacement.</td>
</tr>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/Vemmin Infestation</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Electrical: Electrical</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/Fountains</td>
<td>Good</td>
<td>Repair skirting.</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Structural: Structural Damage, Roofs</td>
<td>Fair</td>
<td>Siding needs repair.</td>
</tr>
<tr>
<td>External: Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>Poor</td>
<td>Blacktop needs to be sealed. Fence is in need of repair.</td>
</tr>
</tbody>
</table>

### Overall Facility Rate

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

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Fair</th>
</tr>
</thead>
</table>
B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Students Meeting or Exceeding the State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School 2015-16</td>
</tr>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>30%</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>16%</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
<tr>
<td>2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education
C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Honcut School benefits from an active Parent Teacher group (PTG) shared with Helen Wilcox School. Parents are encouraged to serve on the School Site Council (SSC). Parents and guardians can support their child’s learning 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.

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.
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

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### School Safety Plan (School Year 2017-18)

In compliance with Ed Code 35329.6, the 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’s emergency conditions 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 (i.e., assessment of 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 System (SEMS) and the National Incident Management System (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 (i.e., intruder on campus, fire, emergency lockdown, evacuation, etc.) Safety drills are held on a 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 with the teacher.
D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td>In PI</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td>2013-2014</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td>Year 1</td>
<td>Year 3</td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>66.0%</td>
</tr>
</tbody>
</table>

Average Class Size and Class Size Distribution (Elementary)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>11.0</td>
<td>1</td>
<td>0</td>
<td>10.0</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0.2</td>
<td>N/A</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td>0.2</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.2</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>0.2</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.2</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$16252.0</td>
<td>$2103.0</td>
<td>$14149.0</td>
<td>$80417.0</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$7939.0</td>
<td>$68349.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>56.2%</td>
<td>16.2%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$6574.0</td>
<td>$74194.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>73.1%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
### Types of Services Funded (Fiscal Year 2016-17)

Honcut Elementary provides standards based, high quality instruction to all students in all subject areas. We provide additional academic support and supplemental services through our school-wide reading intervention time during the school day. Title 1 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 an instructional aide who works in the classroom under the guidance of a credentialed teacher.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$46,549</td>
<td>$47,034</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$64,691</td>
<td>$73,126</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$91,184</td>
<td>$91,838</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$107,506</td>
<td>$116,119</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$117,756</td>
<td>$119,610</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$115,194</td>
<td></td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$135,000</td>
<td>$178,388</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>37.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>7.0%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

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

**Teacher Salary Chart**

**Principal Salary Chart**

### Professional Development

The district schedules staff development on non-contract days or after school hours; are staff development includes after school 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-5th grades have received MY MATH professional development at the beginning of the adoption year (August 2015); TK and K-3rd grade teachers received Reach for Reading National Geographic professional development during the pilot year (November 2016).