

Valley View Charter Montessori

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Valley View Charter Montessori
Street	1665 Blackstone Parkway
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	5306723890
Principal	Paul Stewart
Email Address	pstewart@buckeyeusd.org
Website	https://www.buckeyeusd.org/vvcm
County-District-School (CDS) Code	09618380107227

Entity	Contact Information
District Name	Buckeye Union Elementary School District
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
Website	www.buckeyeusd.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Valley View Charter Montessori is a transitional kindergarten through seventh grade elementary school located in El Dorado Hills, 18 miles east of Sacramento in the Sierra foothills. Our beautiful campus creates a positive learning environment for children with its buildings situated among open green spaces and many stately oak trees. Built to completion in 2013, Valley View Charter Montessori opened its doors to student in 2017-18. In 2017-18, Valley View had an enrollment of 520+ students and had a waiting list in most grade levels. This current year, 2019-20 we have added 8th grade and have 750 students with 37 Teachers.

"The Buckeye Union School District values, encourages, and provides opportunities for the involvement of staff, parents, and the community in school and District decision-making activities." As such, the District moved forward in preparing the Montessori Charter petition to respond to identified, expressed needs from parents and students within the District. The program began in the 2004-2005 school year by serving Kindergarten students on the Blue Oak Campus. Grade levels were added the following 10 years and in 2017 the school moved to Valley View. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning strategies. In addition, the Charter Montessori School/Program, in utilizing the Montessori methodology, will incorporate core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. Valley View Charter Montessori also hosts a Montessori pre-school operated by the El Dorado Country Office of Education

Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We have taken specific action to implement the Common Core State Standards along with the Learning Center model for our SPED. All of our grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements.

At Valley View Charter Montessori we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond.

The newly renovated and updated campus added a Band Room, Middle School Girls and Boys Locker Rooms, 3 additional classrooms that are used for Middle School. We added a fully functional STEAM Lab that is next to our library. Our library has one of the finest literature collections in El Dorado County with a strong addition of young adult literature for out middle school students. . Students in all classes meet with the library assistant weekly to choose age-appropriate books and hear quality literature read out-loud. Along with 2nd-8th grade 1:1 Chromebooks, Kindergarten through 1st grade has 14 Chromebooks and a scattering of iPads in each room. . This year, our PTO helped our school district in purchasing Chromebooks for more classrooms to continue piloting and utilizing this new technology. For example, the PTO bought two sets of virtual reality goggles that have classroom curriculum embedded within them. It is called ClassVR and we have a team of teachers that are trained and and now are training our other teachers.

The staff of Valley View Charter Montessori strives to work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues to work to develop a program that is aligned with the state content and Common Core standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to refine instruction. We have implemented reading intervention programs during the school day to support under performing students, extra support for our English learners, and a targeted, needs-based math and reading intervention for students in grades first through fifth, along with differentiated instruction within the classroom. Valley View Charter Montessori is fortunate to have a Literacy, Math and EL Certificated Teacher to assist students and teachers in their areas of need. Lastly, our Montessori Mentors offer cross-age tutors from upper grade to help us strive toward our vision, "Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	93
Grade 1	86
Grade 2	78
Grade 3	76
Grade 4	88
Grade 5	62
Grade 6	88
Grade 7	44
Total Enrollment	615

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	7.2
Filipino	5.2
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.3
White	63.7
Two or More Races	7.3
Socioeconomically Disadvantaged	13
English Learners	2.8
Students with Disabilities	10.9
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	31	33	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Buckeye Union School District held a public hearing in September 2019 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 Reading/Lang Arts (6th-8th), HMH Collections, Adopted 2016		
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 Math (6th-8th) Big Ideas Math, Adopted 2014	Yes	0
Science	Amplify Science, Adopted in 2018	Yes	0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th) Adopted in 2006 History (5th-8th) TCI, Adopted 2015	Yes	0
Foreign Language	Holt-Mcdougal, Avancemos, Adopted 2013	Yes	0
Health	Positive Prevention Plus, Adopted 2018		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Valley View Charter Montessori is comprised of 33 classrooms, one multipurpose room, one administration building, one library, one STEAM Lab, and two playgrounds. Additional classrooms were added the Spring and Summer to accommodate additional standard classrooms, science, band and locker rooms.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 10/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 toilet was leaking in the mp boys bathroom, Shawn M. to repair. 1 toilet sensor in the mp girls bathroom isn't working, Shawn M. has ordered the part and will make the repair once the part has been delivered. 1 faucet was loose, Shawn M. to repair. 1 faucet sensor isn't working in d boys bathroom, and 1 urinal is leaking in d boys bathroom, Shawn M. to repair both items. 3 drinking fountains needed to be adjusted, adjustments were made at the time of inspection.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	68	73	67	69	50	50
Mathematics (grades 3-8 and 11)	58	61	60	61	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	346	97.46	2.54	73.41
Male	194	190	97.94	2.06	67.89
Female	161	156	96.89	3.11	80.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	94.44
Filipino	21	21	100.00	0.00	95.24
Hispanic or Latino	48	46	95.83	4.17	60.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	234	228	97.44	2.56	74.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	23	100.00	0.00	73.91
Socioeconomically Disadvantaged	52	49	94.23	5.77	57.14
English Learners	12	11	91.67	8.33	81.82
Students with Disabilities	54	48	88.89	11.11	37.50
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA 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.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	346	97.46	2.54	60.69
Male	194	190	97.94	2.06	57.89
Female	161	156	96.89	3.11	64.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	94.44
Filipino	21	21	100.00	0.00	85.71
Hispanic or Latino	48	46	95.83	4.17	39.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	234	228	97.44	2.56	61.40
Two or More Races	23	23	100.00	0.00	69.57
Socioeconomically Disadvantaged	52	49	94.23	5.77	38.78
English Learners	12	11	91.67	8.33	54.55
Students with Disabilities	54	48	88.89	11.11	27.08
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: 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.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	18.8	25.0	46.9
7	9.5	31.0	47.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Valley View Charter Montessori realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who participate in the following ways: The Valley View Garden of Learning Parent Committee, STEAM Parent Club, MAC (Montessori Advisory Committee) MPG (Montessori Parent Group), Parent Teacher Organization (PTO), Yearbook Committee, Master Plan Committee, Montessori Charter MLCAP, Safety Committee and Budget Committee.

The school benefits from several community partnerships, including Intel Corporation's PC Pals and volunteers; Great Day of Service and the Eagle Scouts who also complete various upgrade maintenance projects around campus. The school relies on partnerships with the El Dorado Hills Fire Department, Placerville CHP. El Dorado Hills Rotary Club and the El Dorado County Sheriff's Department.

Contact Information

For further information on Charter Montessori, please contact the principal, Paul Stewart pstewart@buckeyeusd.org

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

Rate	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
Suspensions	1.3	1.5	1.9	1.6	1.6	1.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in January 2020 by the School Safety Committee and The School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Valley View Charter Montessori participates in the October Annual Safety Day on 10-19-19, the Annual Great Shake Out earthquake drill, and various fire drills. Students are supervised before and after school by certificated staff and yard duties supervise students during lunch and recess. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and wear a badge on campus, and all volunteers must be fingerprinted.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		2		25		4		23		4	
1	26		2		24		3		22		4	
2	24		2		27		3		17	1	3	
3	21		2		28		3		22		4	
4	31		1		29		2		22	1	3	
5	32		2		16	4	1		31		2	
6					12	4			25	5	3	7
Other**												

*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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English									22	1	1	
Mathematics									11	4		
Social Science									22	1	1	

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	3075.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,590	\$2,139	\$6,451	\$66,790
District	N/A	N/A	\$7,187	\$75,112.00
Percent Difference - School Site and District	N/A	N/A	-10.8	-11.7
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-15.1	-15.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,804	\$49,378
Mid-Range Teacher Salary	\$70,694	\$77,190

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$94,745	\$96,607
Average Principal Salary (Elementary)	\$122,979	\$122,074
Average Principal Salary (Middle)	\$128,139	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$167,569	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2019-20 staff development focus included: Science State Standards and our new adoption called Amplify, differentiated Instruction to meet the needs of a variety of learners in the classroom, Montessori Methods in the classroom, use of technology in the classroom, PBIS (TK-8th Grade), IB (Middle School) and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).