

# Union Hill Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.



### Joseph Limov, Principal

Principal, Union Hill Elementary

#### About Our School

The Union Hill Elementary School was established in Grass Valley, California in 1868. It began as a one-room schoolhouse, serving children from five mining families and now serves over 700 students. Like many Gold Rush communities, our district has a colorful past, including an arson episode that burned down the original schoolhouse. A new schoolhouse was built three miles away on Ophir Hill and has continued in operation since. In the spring of 2012, Native Sons of the Golden West, Quartz Parlor Number 58, honored Union Hill Elementary School for 144 years of continuous operation and dedicated a historical monument recognizing the school's unique history and role in the community. In 2018 the District celebrated its 150th year.

From our mining roots to the present, we pride ourselves on being a strong part of our community. Our school has served some families for multiple generations. We also have a dedicated staff invested in our tradition of excellence, as many of their children and grandchildren have attended Union Hill Elementary School. Former students now work for Union Hill Elementary School and the District, returning to educate the next generation of Bearcats. Our District Board members often serve multiple terms, even decades. The stakeholders at Union Hill Elementary School and the District value our Union Hill Elementary School District "A Tradition of Excellence Since 1868" Charter Petition Page 12 history and take great pride in it. As an educational anchor in our community for nearly one hundred and fifty years, we recognize the importance of preserving both our traditions and the small-town atmosphere that is a source of community pride.

The elementary school attained charter status to provide more flexibility for staff development, program development, instructional materials selection, and improvement of our instructional techniques, particularly in the area of mathematics and English language arts. We seek to be the best we can be in order to meet the needs of our students and to prepare them to integrate into our changing world as 21st century learners. Charter status gives Union Hill Elementary School the flexibility to better meet the educational needs of our students and promote Union Hill Elementary School's annual achievement growth targets. We believe that charter school status allows us to accomplish all of our goals.

#### Contact

Union Hill Elementary  
11638 Colfax Hwy.  
Grass Valley, CA 95945-8805

Phone: 530-273-8456  
E-mail: [jlimov@uhsd.k12.ca.us](mailto:jlimov@uhsd.k12.ca.us)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Union Hill Elementary
<b>Phone Number</b>	(530) 273-0647
<b>Superintendent</b>	David Curry
<b>E-mail Address</b>	<a href="mailto:dcurry@uhsd.k12.ca.us">dcurry@uhsd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.uhsd.k12.ca.us">www.uhsd.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Union Hill Elementary
<b>Street</b>	11638 Colfax Hwy.
<b>City, State, Zip</b>	Grass Valley, Ca, 95945-8805
<b>Phone Number</b>	530-273-8456
<b>Principal</b>	Joseph Limov, Principal
<b>E-mail Address</b>	<a href="mailto:jlimov@uhsd.k12.ca.us">jlimov@uhsd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.uhsd.k12.ca.us">www.uhsd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	29664076027197

*Last updated: 1/25/2019*

### School Description and Mission Statement (School Year 2018—19)

The Union Hill Elementary School District was established in 1868, with only a few students in a one-room schoolhouse.

Since that time the district enrollment grew to over 800 students and now consists of a traditional K-8 program at Union Hill School, with student population of just over 700 students, and the Bearcat Discovery Program, which is the district's preschool and infant through eighth grade childcare program. The District continues to expand and modernize its facilities, with the recent addition of a new gymnasium and a two-storey 6th, 7th and 8th grade classroom wing. Even with the modernization projects the district continues to provide a school environment that symbolizes its rich history and tradition.

Union Hill School District has a rich history beginning as a one room school in 1868, and growing into the trademark for excellence in education that it is today. Our district features an outstanding preschool through eighth grade articulated and enriched academic program taught by staff who are devoted to the academic and personal well being of every student; and an acclaimed before and after school extended child care program. Our integrated technology and art programs, band, choir, after school sports program, and the most supportive and productive Parent Teacher Club in the county enhance the high quality student learning in Union Hill School District!

Every child deserves the best education our schools can provide. We have high standards and expectations for academic achievement and student citizenship. We are an embodiment of the things we believe in. We are dedicated to doing all we can to sustain our "Tradition of Excellence." We believe that our schools are vital to the preservation of democracy. We are committed to the total development of our students into productive citizens and life-long learners. We are the Union Hill School District.

#### Our Core Values:

We focus on our students. Every conference, meeting, exchange, problem/solution is characterized by the quality of genuine caring about what is best for our students. Our success is measured by the success of our students.

We listen, respect, and include each other in our "educational" lives. We work as a team and know that issues often have more than one side. We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and each other. We recognize and celebrate the talents and contributions of our staff. We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators

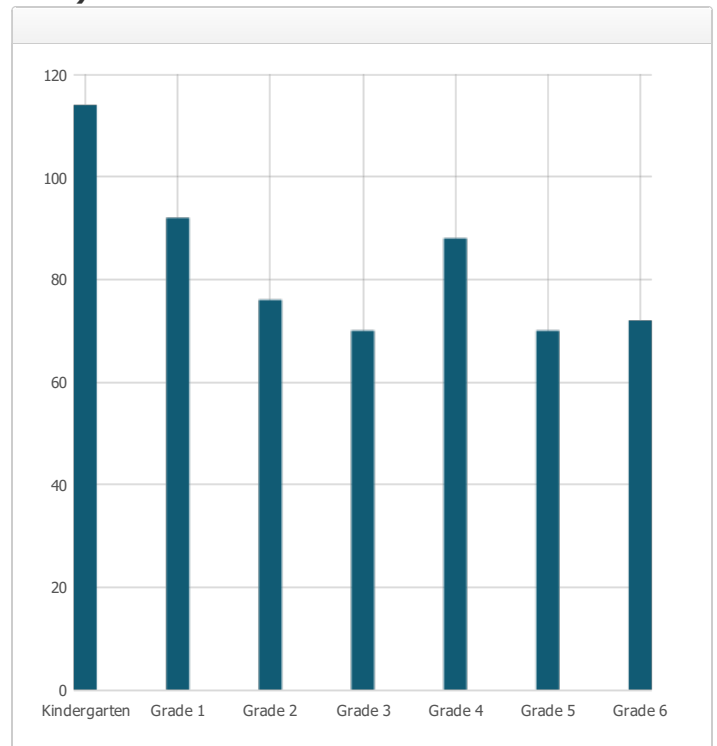
We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds. We value our parents and community as essential partners in the learning processes necessary for student success.

We are proud of our ability to offer individualized attention and continuity of program to our students in a Pre-school to Eighth Grade setting. We function as an effective school system, a model for what the best in public education can be.



**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	114
Grade 1	92
Grade 2	76
Grade 3	70
Grade 4	88
Grade 5	70
Grade 6	72
<b>Total Enrollment</b>	<b>582</b>



Last updated: 1/21/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	1.2 %
Asian	1.0 %
Filipino	%
Hispanic or Latino	8.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	80.9 %
Two or More Races	3.1 %
Other	4.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.1 %
English Learners	1.7 %
Students with Disabilities	9.8 %
Foster Youth	0.3 %

## A. Conditions of Learning

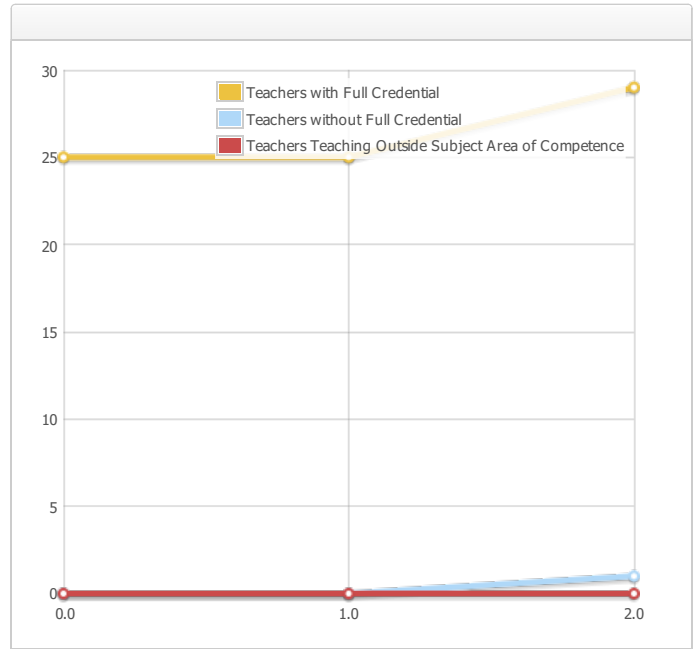
### State Priority: Basic

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

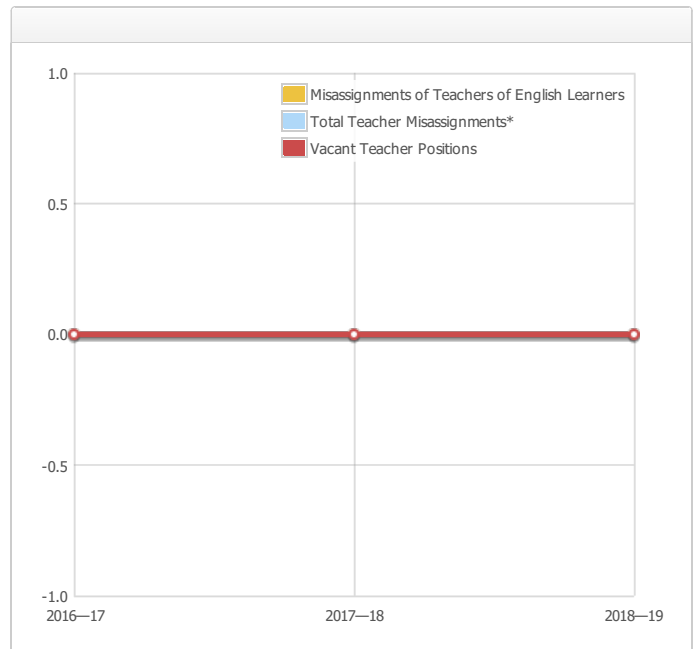
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	25	29	37
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 2/5/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 2/5/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: December 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Houghton Mifflin Harcourt - Journeys	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - Go Math	Yes	0.0 %
Science	Harcourt, AIMS, FOSS	Yes	0.0 %
History-Social Science	Harcourt Social Studies	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/6/2019

## School Facility Conditions and Planned Improvements

Union Hill Elementary School takes effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses a Facility Inspection Tool (FIT) as a survey instrument developed by the State of California OPSC. The results of this survey are available at the school district office.

### Maintenance and Repair

The maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A process is used to ensure efficient service and that emergency and safety-related repairs are given the highest priority.

### Cleaning Process and Schedule

The Supervisor of Maintenance, Operations and Transportation works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance

Union Hill School District has a deferred maintenance plan to assist in budgeting for expenditures associated with major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The district has created a schedule to implement projects that have been postponed beyond normal timelines due to curbacks in school funding in recent years. In 2017 and 2018 school facilities improvements included: sewage system repairs/replacement, irrigation system repairs, heating-ventilation-air conditioning replacement, minor appliance replacement, parking safety features, preschool playground equipment replacement, harmful brush and debris removal, fencing repairs, and roof replacement and repairs.

*Last updated: 2/5/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Twice annually the existing septic system is pumped out and the system evaluations are completed. HVAC systems have active preventive maintenance completed and are in good condition.
<b>Interior:</b> Interior Surfaces	Good	Interior surfaces are cleaned and repaired on an ongoing basis. FRP panels were installed in lower campus restrooms during the summer of 2018.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	There are no active pest infestations or issues at Union Hill School. There are sporadic nuisance issues from the wooded areas surrounding campus.
<b>Electrical:</b> Electrical	Good	One electrical transformer was replaced on the lower campus during the summer of 2018.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	New water bottle filling stations have been installed in the multi-purpose room, school gym, staff workroom, and district office in 2018.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	We continue to have positive reviews from the local fire department. Changes/alterations to the main fire control panel were completed and ongoing drills to test the system and teach appropriate responses to students and staff continue on a monthly basis.
<b>Structural:</b> Structural Damage, Roofs	Good	Union Hill School has completed three roof replacements/repairs in recent years and have funds set aside in deferred maintenance to make other repairs as needed.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We purchased and installed Barracuda Bars in the H Building for safety during lockdown. We installed new playground equipment in the Bearcats playground and installed new "Poured-in-Place" rubber surface for the elementary playground equipment.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 2/5/2019*





## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	40.0%	38.0%	46.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	38.0%	31.0%	42.0%	37.0%	38.0%

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.

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.

*Last updated: 1/30/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	298	294	98.66%	39.59%
Male	151	148	98.01%	37.16%
Female	147	146	99.32%	42.07%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	23	23	100.00%	31.82%
Native Hawaiian or Pacific Islander	--	--	--	
White	243	239	98.35%	40.59%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	141	99.30%	28.37%
English Learners	--	--	--	
Students with Disabilities	40	36	90.00%	11.43%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/30/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	298	293	98.32%	37.88%
Male	151	149	98.68%	39.60%
Female	147	144	97.96%	36.11%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	23	23	100.00%	30.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	243	239	98.35%	38.08%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	139	97.89%	30.22%
English Learners	--	--	--	
Students with Disabilities	40	36	90.00%	30.56%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/30/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/30/2019*

# 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

## California Physical Fitness Test Results (School Year 2017–18)

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	5.6%	15.5%	69.0%

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.

*Last updated: 1/30/2019*

## 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 2018—19)

Family engagement is an essential strategy for supporting the success of all students. When the District focuses on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement leads to a school-family partnership that positively impacts student outcomes and help close achievement gaps.

Parents play an important role in Union Hill School through their active participation and involvement in the School Site Council, Parent Teacher Club (PTC), and Music and Sports Boosters Clubs. Each club adds unique programs and activities to our school culture.

Teachers engage parents as partners through Parent Education Nights aimed at academic and social/emotional topics of interest.

In addition, Union Hill School invites parents to volunteer on campus through classroom support opportunities, assemblies, and Career Day connections.

# State Priority: Pupil Engagement

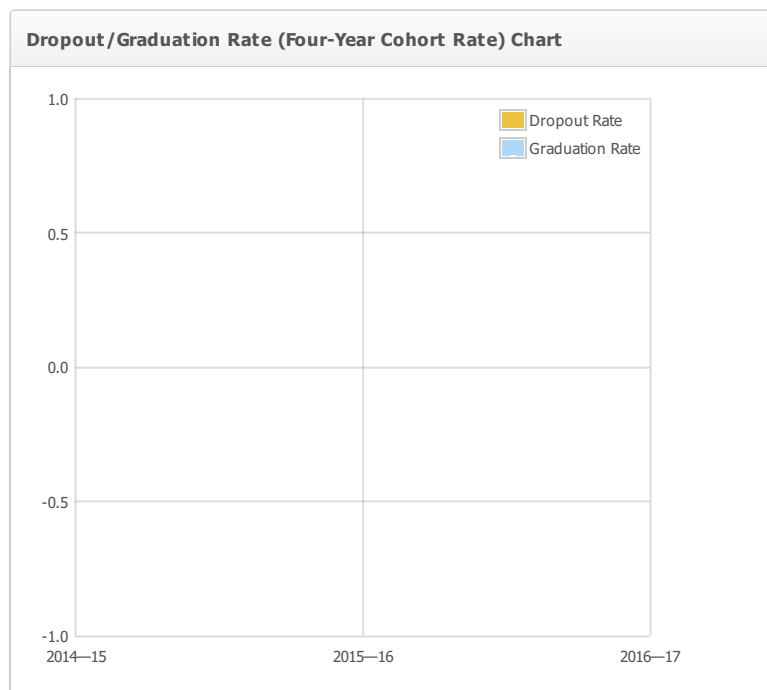
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/25/2019



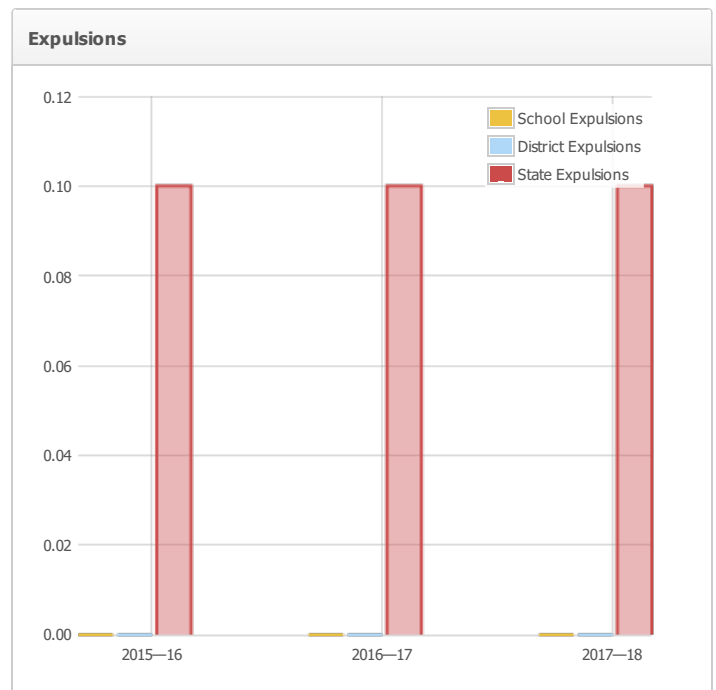
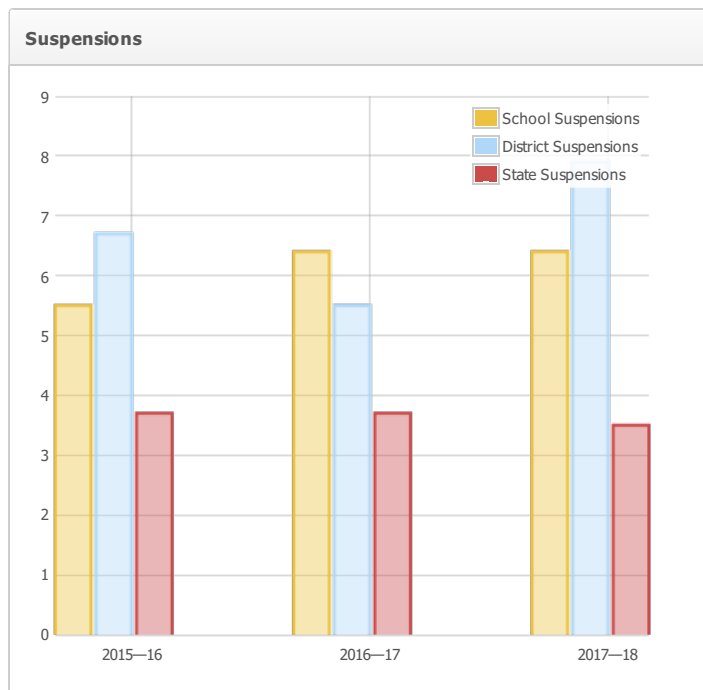
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.5%	6.4%	6.4%	6.7%	5.5%	7.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

## School Safety Plan (School Year 2018—19)

Union Hill Elementary School and the Union Hill School District have developed a comprehensive safety plan which identifies major safety concerns and delineates specific prevention and action activities including community and local law enforcement agencies. District personnel participate in monthly meetings with representatives of various public safety agencies and schools to keep current on local community safety issues. In conjunction with District Goals and Priorities, Union Hill's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies, such as Peer Intervention, Olweus Anti-Bullying Program and emphasized high expectations for student conduct (Bearcat of Character). All staff wear name badges and all visitors to the campus are expected to check in at the office and receive a temporary visitor badge. All staff has been trained in the identification of hazards and appropriate procedures for action. In 2017 the District installed security cameras that provide coverage and remote viewing of potential hazards.

The current safety plan was reviewed, revised and board adopted in March 2018.

Last updated: 2/5/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	3	
1	23.0		3	
2	22.0		4	
3	21.0		3	
4	25.0		2	
5	25.0		3	
6	28.0		3	
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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	26.0		3	
2	24.0		2	
3	22.0		4	
4	27.0		1	
5	27.0		3	
6	19.0	3	5	1
Other**	27.0		2	

\* 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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	23.0		4	
2	25.0		3	
3	23.0		3	
4	26.0		3	
5	27.0		3	
6	21.0	5	5	1
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.

Last updated: 1/30/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
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: 1/30/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9206.7	\$1828.3	\$7378.4	\$75263.8
District	N/A	N/A	\$7551.1	\$74525.0
Percent Difference – School Site and District	N/A	N/A	-2.3%	1.0%
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	3.6%	19.1%

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

*Last updated: 2/5/2019*

## Types of Services Funded (Fiscal Year 2017–18)

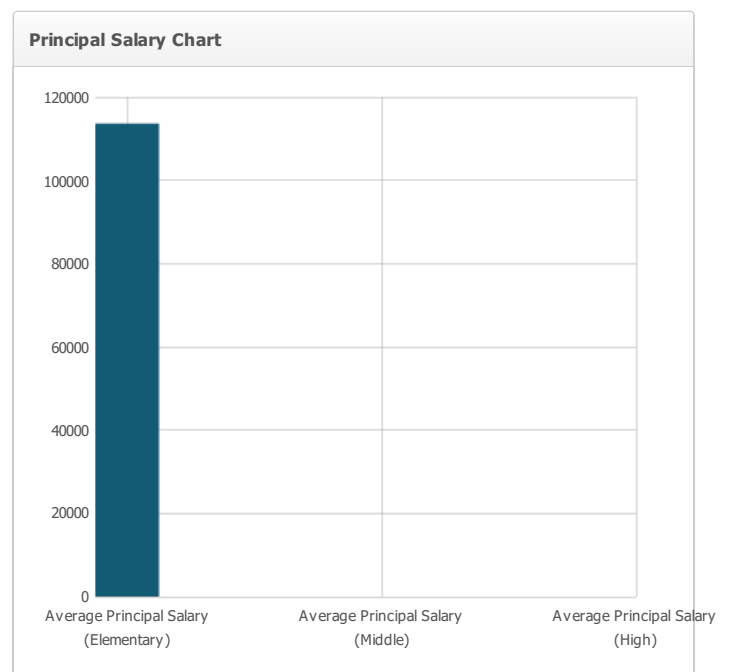
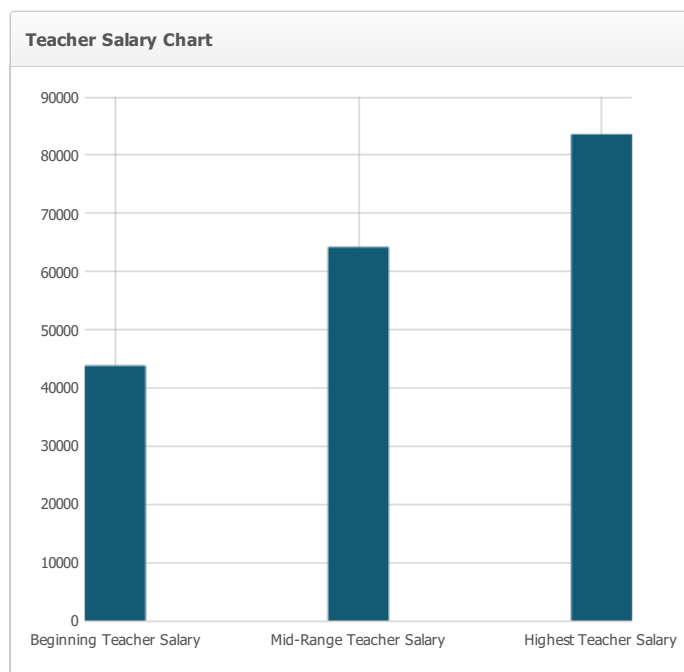
Union Hill School District receives supplemental funds for a variety of programs including special education, learning center, full time counselor, psychologist and professional development. These funds are used to augment services for students beyond base programs.

*Last updated: 2/5/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,819	\$44,375
Mid-Range Teacher Salary	\$64,197	\$65,926
Highest Teacher Salary	\$83,606	\$82,489
Average Principal Salary (Elementary)	\$113,612	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$137,248	\$121,894
Percent of Budget for Teacher Salaries	38.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



*Last updated: 2/5/2019*

## Professional Development

There are two dedicated professional development days in the school calendar. In addition, the district provides monthly team meetings, staff meetings, flex meetings, and 18 early-release collaboration days. Student achievement data and staff surveys combine to inform our choice of topics for professional development. This year the district focus included common interim assessments to monitor student progress, math curriculum implementation, and behavioral interventions.

*Last updated: 2/5/2019*