

Pacific Union Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF 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).

California School Dashboard



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

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Pacific Union Elementary School
Street	2065 East Bowles Ave.
City, State, Zip	Fresno, CA 93725
Phone Number	(559) 834-2533
Principal	Annette S. Machado
Email Address	amachado@puschool.org
School Website	www.pacificunion.k12.ca.us/
Grade Span	K-8
County-District-School (CDS) Code	10623566007025

2025-26 District Contact Information

District Name	Pacific Union Elementary School District
Phone Number	(559) 834-2533
Superintendent	Annette S. Machado
Email Address	amachado@puschool.org
District Website	www.pacificunion.k12.ca.us/

2025-26 School Description and Mission Statement

On July 1, 1958, Pacific Union Elementary School District, a district comprised of a single school, was formed through the legal process of consolidation, whereby three small school districts--Bowles, Oleander, and University Colony combined to make one larger district.

Pacific Union Elementary School is located approximately twelve miles southeast of Fresno, California. The area is considered rural and is devoted almost entirely to agricultural products, and the community population is a blend of different cultures and lifestyles. Most of the students in the District come to school via a school bus transportation system that encompasses approximately twenty-two square miles.

2025-26 School Description and Mission Statement

Pacific Union Elementary School's colors are black and white; the Pacific Union Elementary School mascot is the skunk, and Pacific Union Elementary School's teams are known as the Pacific Union "Skunkers."

Pacific Union's mission is to prepare all students to function as informed, productive citizens; to achieve success in the work environment, and to realize personal fulfillment. Among Pacific Union's major goals are that students will reach high levels of academic and social achievement; have high self-esteem both as learners and as persons; be able to utilize higher-level thinking skills; be good problem solvers, communicators, and decision-makers; be competent in group processes; be accountable for their own behavior; be self-directed learners, and have concern for others. Toward that end, Pacific Union provides its students a planned, developmental program with an articulated, systematic progression from TK/kindergarten to grade eight.

To fulfill its mission, Pacific Union is committed to maintaining a school climate that is conducive to learning: one that is safe, orderly, and free of disruptions stemming from discipline problems and vandalism. Pacific Union recognizes that the success of its educational mission depends upon the cooperative efforts of parents, students, school, and community.

It is the policy of the Pacific Union Elementary School District Board of Trustees and its employees to strive for constant improvement in the school's educational program, to promote optimum student development and learning, and to provide efficient and effective school management consistent with proper expenditures of public funds. Toward these ends, the Board has pledged itself to remain responsive to the residents of Pacific Union Elementary School District.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	30
Grade 2	51
Grade 3	40
Grade 4	30
Grade 5	31
Grade 6	44
Grade 7	28
Grade 8	39
Total Enrollment	328

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
Asian	0.9
Black or African American	0.3
Hispanic or Latino	87.2
White	11.6
English Learners	54.9
Foster Youth	0.3
Socioeconomically Disadvantaged	89.9
Students with Disabilities	11

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	86.96	20	86.96	234405.2	84
Intern Credential Holders Properly Assigned	1	4.35	1	4.35	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.35	1	4.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1	4.35	1	4.35	15831.9	5.67
Total Teaching Positions	23	100	23	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	85.71	18	85.71	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.76	1	4.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.76	1	4.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	4.76	1	4.76	14303.8	5.15
Total Teaching Positions	21	100	21	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	90.91	20	90.91	230039.4	100
Intern Credential Holders Properly Assigned	2	9.09	2	9.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	22	100	22	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2023
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders - K-5th McGraw Hill StudySync - 6th-8th	0
Mathematics	Curriculum Associates Ready Classroom Math - K-8th	0
Science	Discovery Education - K-5th Discovery Education - 6th-8th	0
History-Social Science	McGraw Hill - K-5th National Geographic - 6th-8th	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	Quaver's Marvelous World of Music - K-3	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		2025 December		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	37	41	37	47	48
Mathematics (grades 3-8 and 11)	33	39	33	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	212	97.25	2.75	37.44
Female	92	87	94.57	5.43	41.38
Male	126	125	99.21	0.79	34.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	180	96.77	3.23	37.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	25	25	100.00	0.00	41.67
English Learners	114	108	94.74	5.26	22.22
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	187	97.40	2.60	34.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	30.77

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	218	100.00	0.00	38.99
Female	92	92	100.00	0.00	33.70
Male	126	126	100.00	0.00	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	186	100.00	0.00	38.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	25	25	100.00	0.00	48.00
English Learners	114	114	100.00	0.00	26.32
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	192	192	100.00	0.00	38.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	25.93

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.57	31.43	28.57	31.43	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00	0.00	31.43
Female	27	27	100.00	0.00	25.93
Male	43	43	100.00	0.00	34.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	63	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	28.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Pacific Union staff recognizes that the success of its educational mission depends upon the cooperative efforts of parents, students, school, and community. The school's goals and priorities are developed and regularly reviewed through the cooperative efforts of all of these groups. At the beginning of each school year, a letter regarding the volunteer program and the many ways in which parents/community members can become involved in the educational process is sent home with each student. Parents are encouraged to participate in the English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC), and the Local Control and Accountability meetings throughout the school year. A monthly school activity calendar is sent home to families and posted on the school website to help keep parents informed of school activities and events. Additionally, notes are sent home, and Parent Square is used, reminding parents of events such as Back to School Night, Open House, music programs, Parent/Teacher Conferences, and other various events throughout the year.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	345	58	16.8
Female	170	163	24	14.7
Male	193	182	34	18.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	308	297	41	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	47	43	16	37.2
English Learners	202	193	23	11.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	331	314	56	17.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	48	43	9	20.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.66	4.83	7.16	3.66	4.83	7.16	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.26	0	0	0.26	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.16	0.00
Female	5.29	0.00
Male	8.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	14.89	0.00
English Learners	5.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Pacific Union School has a School Safety Plan that is updated annually with all stakeholders. Emergency drills are conducted monthly and the school maintains compliance with all state laws, rules, and regulations pertaining to hazardous materials. Cleanliness and safety are top priorities at Pacific Union School. All staff surveys the campus daily to ensure grounds are free of any safety hazards and that the campus presents a clean and orderly learning environment. Students are supervised at all recesses and when loading the buses by classified and/or certificated employees. Visitors must register immediately upon entering school grounds and are given a visitor's badge for easy identification. The school's Comprehensive School Safety Plan was last updated in May 2025.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	0	0
1	20	2	0	0
2	15	2	0	0
3	15	2	0	0
4	22	0	2	0
5	18	1	0	0
6	26	0	1	0
Other	13	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	0	0
1	24	0	2	0
2	20	2	0	0
3	13	2	0	0
4	18	2	0	0
5	20	2	0	0
6	14	2	0	0
Other	5	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK				0
K	8	3	0	0
1	15	2	0	0
2	25	0	2	0
3	20	2	0	0
4	15	2	0	0
5	15	2	0	0
6	22	0	2	0
Other	6	1	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,345	\$783	\$14,562	
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	26.6	2.9

Fiscal Year 2024-25 Types of Services Funded

The special state and federal funds that Pacific Union received are used to conduct programs that address students' special needs, includes the following:

Elementary and Secondary Education Act:

The Elementary and Secondary Education Act Program provides: (1) classroom instructional aides and materials to meet the educational needs of students at risk of failure; (2) library books, reference materials, computer software and hardware, instructional technology and other curriculum materials for instructional use; and (3) in-service training when possible for teachers, aides, and other school personnel, to enhance their instructional knowledge and skills.

English Learners:

The English Learner Program provides both academic support and assistance in developing English fluency to those students who are identified through the ELPAC (English Language Proficiency Assessment for California).

Fiscal Year 2024-25 Types of Services Funded

Special Education:

The Special Education Program consists of a Special Day Class; a Resource Specialist Program; and Designated Instruction and Services. The Special Day Class and Resource Specialist Program provide academic support to those students who have identified learning disabilities which require that the students receive special assistance. Designated Instruction and Services provide instructional support services (speech and language therapy, specialized services for students who have exceptional physical needs, etc.) that students may need to support their acquisition of the core curriculum.

Title I:

The Title I Program provides academic assistance "over-and-above" that provided by the regular classroom program to those students who are below grade level in reading, language, and/or mathematics and whose teachers feel need extra help. Assistance to Title I students is provided within the classroom through the use of classroom instructional aides and/or teachers and additional classroom materials over and above that which is provided by the regular classroom program and through a pull-out program when tutoring is offered.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$55,248
Mid-Range Teacher Salary		\$80,746
Highest Teacher Salary		\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary		\$155,954
Percent of Budget for Teacher Salaries	19.29%	25.26%
Percent of Budget for Administrative Salaries	2%	6.12%

Professional Development

2024-2025: Teachers returned to school 3 days early in order to attend professional development and professional collaboration meetings. Teachers participated in a daily meeting with the Superintendent/Principal, Vice Principal, and/or Learning Director. These daily meetings included discussions about meeting the needs of all students. Teachers participated in bi-weekly general Teachers' Meetings, monthly grade-level meetings, and monthly curriculum committee meetings. Teachers were provided technological support when needed by emailing the Learning Director or submitting a technology support ticket. Teachers participated in 9 days of professional development and coaching for SPIRE, a reading intervention program. All staff received training via the Keenan Safe School Online Portal for Mandated Reporter, Bullying Recognition Response, Diversity and Equity, Human Trafficking, Online Safety, Youth Suicide, and Seizures.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	13	14

