

# Pescadero Elementary and Middle

## 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.

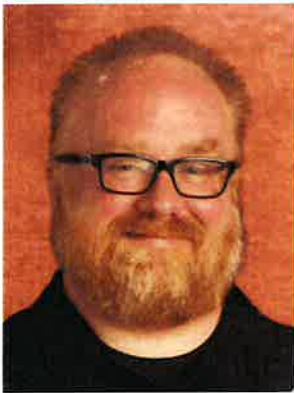
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



### Phil Hophan, Elementary Principal

Principal, Pescadero Elementary and Middle

#### About Our School

Hello and Welcome to Pescadero Elementary/Middle School Accountability Report Card!

The students, teachers, staff, families, and the community of Pescadero are proud of our elementary and middle schools and all that our schools provide in the manner of academic programs and social-emotional support, and we are proud to do so with the use of rich local resources and a caring community full of hard working adults committed to the success and health of our student population.

This executive summary is intended to provide parents and community members with a quick snapshot of information related to individual public schools. For additional information about the school, parents and community members, curriculum and instruction, or campus life, mission, and vision, please contact me directly.

Thank you very much,

Phil Hophan ([phophan@hpusd.com](mailto:phophan@hpusd.com))

#### Contact

*Pescadero Elementary and Middle  
620 North St.  
Pescadero, CA 94060*

*Phone: 650-879-0332  
E-mail: [phophan@hpusd.com](mailto:phophan@hpusd.com)*

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	La Honda-Pescadero Unified
<b>Phone Number</b>	(650) 879-0286
<b>Superintendent</b>	Amy Wooliever
<b>E-mail Address</b>	<a href="mailto:amyw@lhpUSD.com">amyw@lhpUSD.com</a>
<b>Web Site</b>	<a href="http://www.lhpUSD.com">www.lhpUSD.com</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Pescadero Elementary and Middle
<b>Street</b>	620 North St.
<b>City, State, Zip</b>	Pescadero, Ca, 94060
<b>Phone Number</b>	650-879-0332
<b>Principal</b>	Phil Hophan, Elementary Principal
<b>E-mail Address</b>	<a href="mailto:phophan@lhpUSD.com">phophan@lhpUSD.com</a>
<b>Web Site</b>	<a href="https://www.lhpUSD.com/Domain/103">https://www.lhpUSD.com/Domain/103</a>
<b>County-District-School (CDS) Code</b>	41689406044085

*Last updated: 1/31/2019*

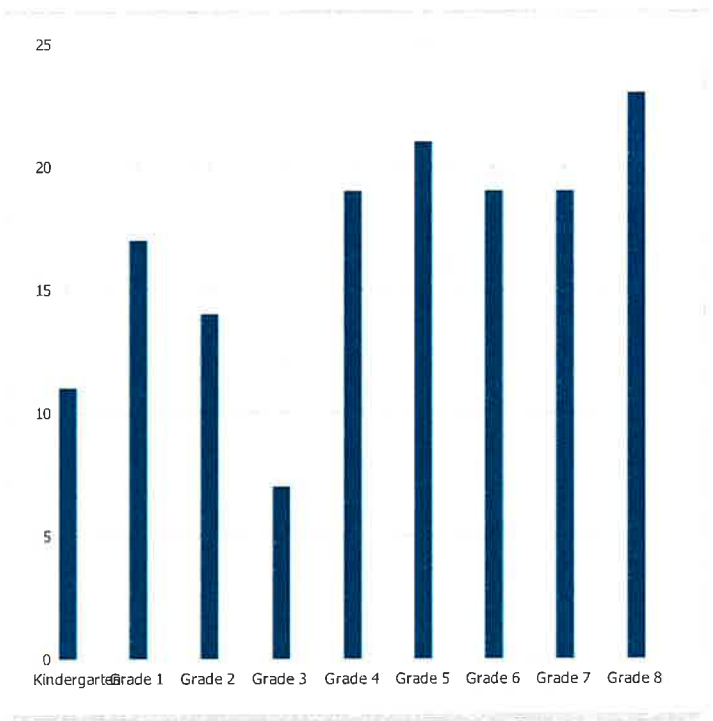
## School Description and Mission Statement (School Year 2018—19)

Pescadero Elementary and Middle School is a unique public school in a rural area located in the beautiful South Coast of San Mateo County. Students are drawn from the communities of La Honda, Pescadero, Loma Mar, and San Gregorio. Our location, although remote, is a diverse environmental classroom spanning approximately 175 square miles. Within walking distance is the Pescadero Marsh and state beach. Five miles to the east is a redwood biosphere, which includes several state parks and private land. Pescadero Creek, running through all these areas, is the major stream that drains a large watershed. Pescadero Elementary and Middle School parents participate in school activities, parent education and curriculum enrichment programs. Additionally, an extended day afterschool program is provided with the goal of closing the achievement gap in both literacy and math. Teachers work with small groups of students targeting skills to raise academic achievement levels, while utilizing cutting edge curriculum and strategies that promote great teaching, maintaining a caring, safe and culturally sensitive environment, and promoting local resources that support our school's functions.

*Last updated: 1/31/2019*

## Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	11
Grade 1	17
Grade 2	14
Grade 3	7
Grade 4	19
Grade 5	21
Grade 6	19
Grade 7	19
Grade 8	23
<b>Total Enrollment</b>	<b>150</b>



Last updated: 1/31/2019

## Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	77.7 %
Native Hawaiian or Pacific Islander	%
White	21.0 %
Two or More Races	1.3 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.3 %
English Learners	68.8 %
Students with Disabilities	16.6 %
Foster Youth	5.0 %

# A. Conditions of Learning

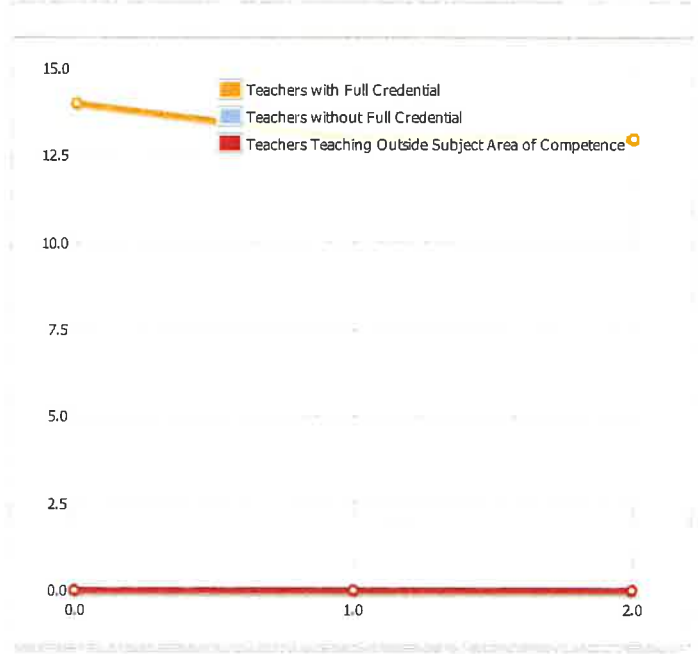
## State Priority: Basic

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

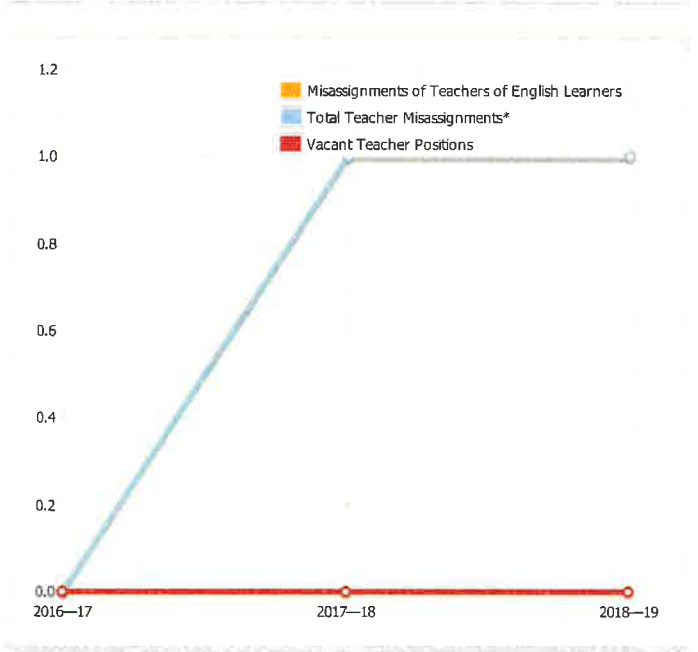
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	13	13	32
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 2/2/2019

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	1	1
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: 2/2/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Readers and Writers Workshop Units of Study Grades K-5		0.0 %
Mathematics	Context For Learning Grades K-5 Holt Rinehart and Winston Grades 6-8	Yes	0.0 %
Science	Harcourt Grades K-5 Prentice Hall Grades 6-8	No	0.0 %
History-Social Science	Harcourt Grades K-5 Prentice Hall Grades 6-8	No	0.0 %
Foreign Language	Risas y Sonrisas K-5 Scholastic Leveled Books in Spanish K-12		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: 1/31/2019

## School Facility Conditions and Planned Improvements

Per the FIT, the schools meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

During 2017-2018, preschool students and K-5 students were housed in two main buildings. Middle school students are housed at the Pescadero High School

campus in four portable buildings situated at the back of the property and adjacent to the high school. The district works to ensure that all buildings are clean, safe, and functional. Facilities are cleaned daily and students are encouraged to keep the campuses clean by recycling. Many beautification projects are led by the Pescadero Education Foundation each year including seeding of flower boxes and planters, planting trees, weeding, and painting. In 2011, a Director of Facilities position was added to the district to improve facilities.

Pescadero Elementary and Middle School is located in a combination of portable and permanent buildings. Pescadero Elementary is comprised of one modular building which houses four classrooms, grades 1-4, and two portable classrooms, one of which houses grade 5 and one of which is used for the after school program/pullout classes, reading intervention, etc. Pescadero Preschool and Kindergarten are located in a modular building which was previously the district office and boardroom building. Pescadero Elementary also has a large multi-purpose room that houses students for lunch and assemblies. There is a new portable office building for the secretarial and management staff. Pescadero Middle School is currently located on the Pescadero High School site in four portables.

The district maintains a Deferred Maintenance Program, to assist school districts with expenditures for 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.

*Last updated: 1/31/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating Good

*Last updated: 1/31/2019*

## 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)	39.0%	37.0%	45.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	17.0%	27.0%	22.0%	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: 1/31/2019*

# 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	121	120	99.17%	36.67%
Male	53	53	100.00%	32.08%
Female	68	67	98.53%	40.30%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	88	87	98.86%	27.59%
Native Hawaiian or Pacific Islander				
White	31	31	100.00%	61.29%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.00%	24.39%
English Learners	76	76	100.00%	21.05%
Students with Disabilities	27	27	100.00%	11.11%
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: 1/31/2019



# 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	121	120	99.17%	16.67%
Male	53	53	100.00%	15.09%
Female	68	67	98.53%	17.91%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	88	87	98.86%	--
Native Hawaiian or Pacific Islander				
White	31	31	100.00%	35.48%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	82	82	100.00%	8.54%
English Learners	76	76	100.00%	5.26%
Students with Disabilities	27	27	100.00%	3.70%
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: 1/31/2019

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

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<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: 1/31/2019*

# 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	35.3%	35.0%	10.2%
7	25.0%	33.3%	8.3%

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: 1/31/2019*

## 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)

Parent involvement is critical to student success. The education process is structured to encourage parental involvement and enlist their support in the education of their children. The Pescadero Education Foundation supports the school through its fundraising activities and many committees, coordinating services and organizing celebrations and events such as the school picnic, field trips, assemblies, and the annual music/winter program.

The Pescadero Education Foundation was established in 1997 under the umbrella of Southcoast Children's Services for the purpose of funding educational enrichment at Pescadero. The foundation became a separate entity in 2000, and through its popular school events, continues to fund various needs of the elementary and middle schools. In 2015, the PTA and the Pescadero Education Foundation merged into one organization in order to strengthen their effects and pool their talents. Parents also have opportunities to be involved with decision-making at both the school and district levels by serving as members and school representatives on the school's School Site Council, English Learner Advisory Committee, and various district committees.

Parents are involved as classroom volunteers, participants in fund-raising events, school field trip helpers and in supporting their children's learning at home.

To learn more about specific opportunities for getting involved, please contact Phil Hophan at 650-879-0332.

# State Priority: Pupil Engagement

Last updated: 1/31/2019

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

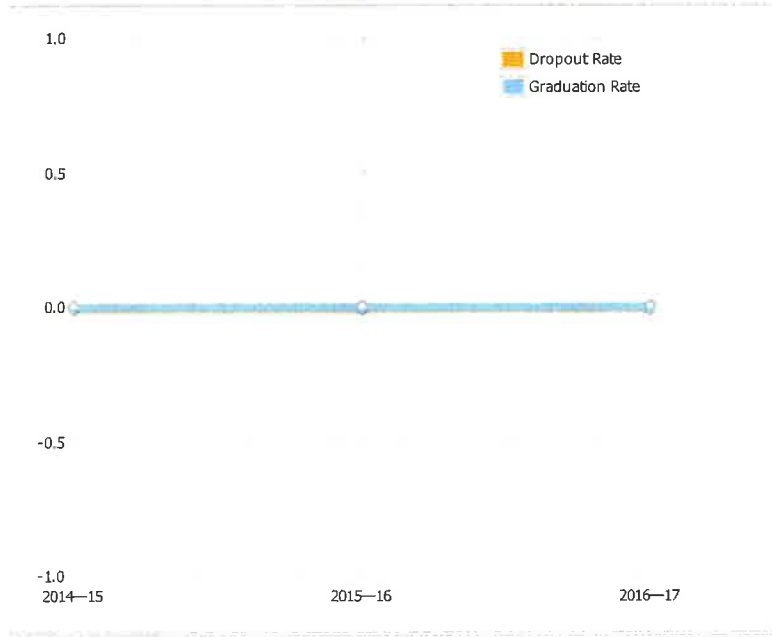
- High school dropout rates; and
- High school graduation rates

## 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	0.0%	0.0%	12.5%	0.0%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	87.5%	100.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	0.0%	9.1%
Graduation Rate	0.0%	93.8%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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: 1/31/2019

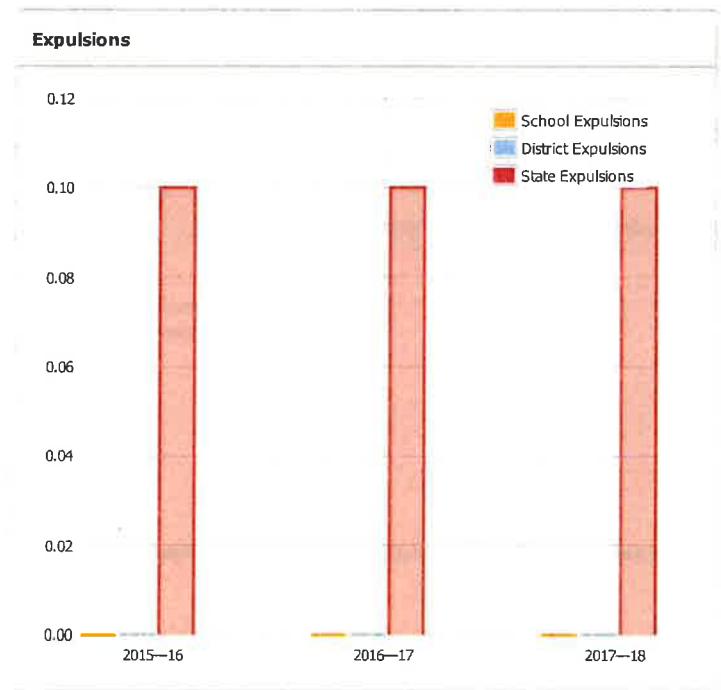
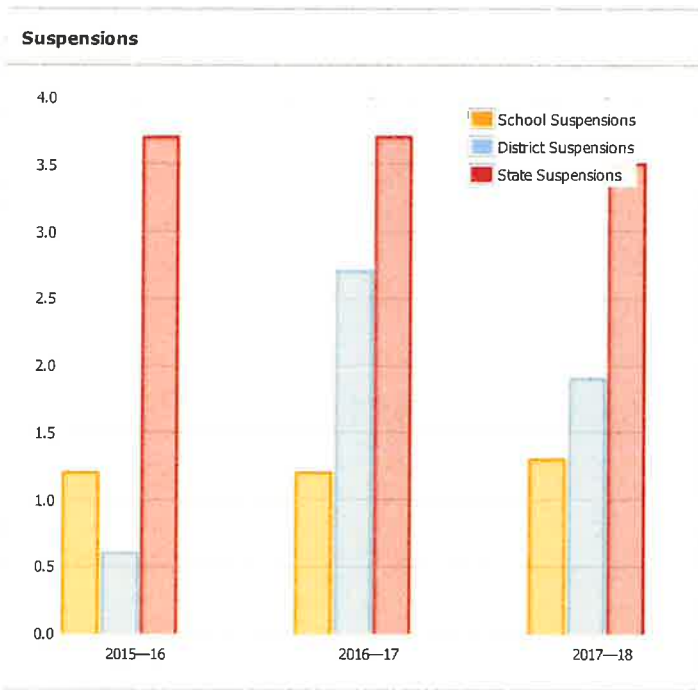
# State Priority: School Climate

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	1.2%	1.2%	1.3%	0.6%	2.7%	1.9%	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: 1/31/2019

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

A district disaster plan covering fire, flood, and earthquake exists and is reviewed annually. Fire and earthquake drills are also held regularly. Emergency food/water supplies and first aid kits are located in each classroom. Procedures have been written and practiced for keeping students safe in the event of a terrorist attack. Our school adheres to our County's Big Five protocol for emergency response.

The school safety plan is updated and reviewed annually and at the beginning of each school year. The plan was last reviewed, updated, and discussed with school faculty in August 2018.

Last updated: 1/31/2019

## 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	21-32	33+
K	8.0	2		
1	14.0	1		
2	21.0		1	
3	17.0	1		
4	16.0	1		
5	18.0	1		
6	17.0	2	5	
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	21-32	33+
K	11.0	2		
1	12.0	1		
2	16.0	1		
3	21.0		1	
4	18.0	1		
5	13.0	1		
6	14.0	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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	17.0	1		
1	14.0	1		
2	6.0	1		
3	19.0	1		
4	21.0		1	
5	18.0	1		
6	12.0	8		
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) (School Year 2015—16)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	9.0	6		
Mathematics	9.0	6		
Science	22.0	2		
Social Science	12.0	3		

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	9.0	5		
Mathematics	8.0	6		
Science	13.0	3		
Social Science	22.0	2		

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	9.0	5		
Mathematics	9.0	5		
Science	14.0	3		
Social Science	18.0	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.

*Last updated: 1/31/2019*



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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	0.0	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: 2/2/2019

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

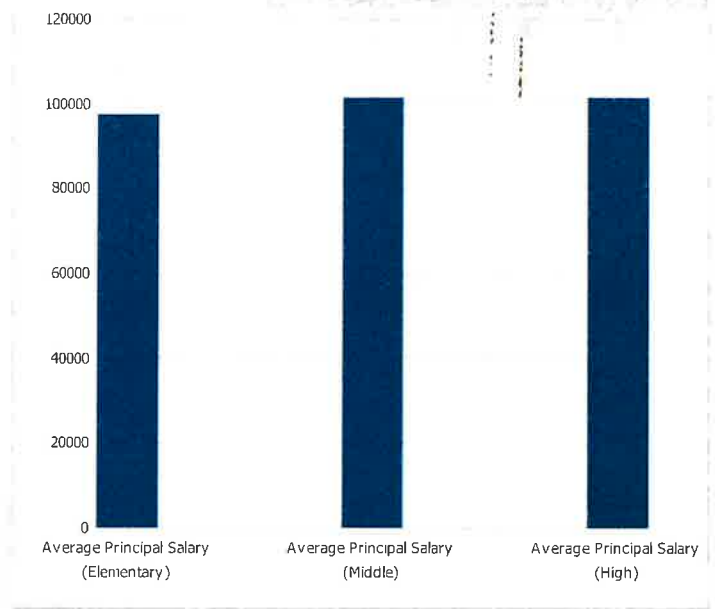
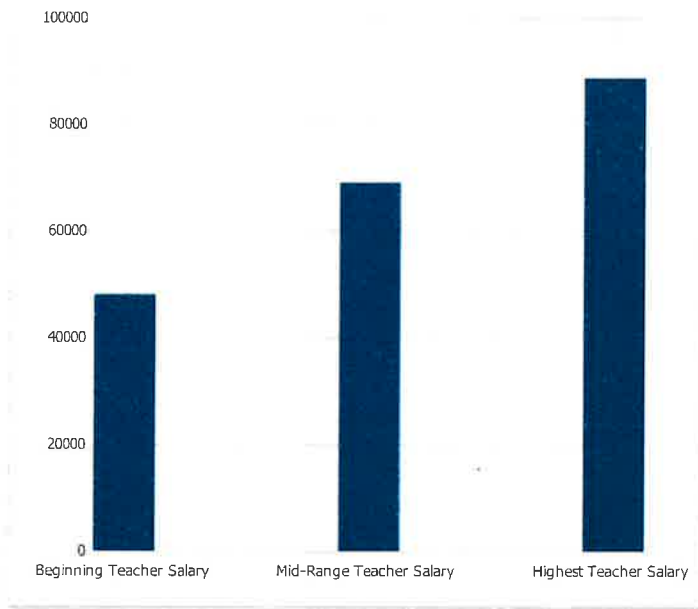
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12001.7	\$5173.0	\$6828.7	\$59774.8
District	N/A	N/A	\$12679.3	\$64846.0
Percent Difference – School Site and District	N/A	N/A	46.0%	8.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	4.0%	6.0%

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

Last updated: 1/31/2019

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,941	\$42,990
Mid-Range Teacher Salary	\$68,940	\$61,614
Highest Teacher Salary	\$88,587	\$85,083
Average Principal Salary (Elementary)	\$97,355	\$100,802
Average Principal Salary (Middle)	\$101,283	\$105,404
Average Principal Salary (High)	\$101,283	\$106,243
Superintendent Salary	\$114,842	\$132,653
Percent of Budget for Teacher Salaries	34.0%	30.0%
Percent of Budget for Administrative Salaries	9.0%	6.0%



*Last updated: 1/31/2019*

## Professional Development

Each year, 3 days of professional development are allocated for district teaching staff. In addition to the full day professional learning days, "Early Outs" are set aside each Wednesday to provide additional time for teacher professional development, planning time, site level meetings and district level meetings.

Full day professional development days are aligned with the district initiatives at the time. Early out professional development time is a combination of structured collaboration (once monthly) and grade level cluster professional development. Surveys, feedback forms and conversations with teachers are taken into consideration and used to adjust the method or topic of delivery to best suit the professional learning needs of teachers.

Professional growth is a key area of focus throughout the La Honda-Pescadero Unified School District. Our focus in 2016-2017 was Reading Workshop and our focus in 2017-2018 was on mathematics and school climate.

Three full day Staff Development opportunities occur throughout each school year. In 2017-2018 these three days are focused on district-wide collaboration, school climate and LCAP. In addition to the 2017-2018 Staff Development days, we had bi-weekly district-wide professional development meetings where teachers from both elementary schools came together to learn and collaborate.

Our three Staff Development Days in 2018-2019 are focusing on school climate, equity and understanding trauma. Our 2018-2019 weekly professional development schedule is following a three week cycle: site meeting, reflecting on mathematics (IC Maps) and collaboration.

Each year teachers are provided with four full-day teacher work days. Site meetings are held for site specific professional development needs and are supported by on-site instructional coaching.

In 2016-2017, teachers were provided with opportunities to attend Teachers College Reading and Writing Institutes. In 2017-2018 and 2018-2019 we have continued with the Teachers College opportunity. Additionally, teachers have been provided the opportunity to attend the Museum of Tolerance, GLAD training and school climate/equity seminars. Teachers are also empowered to bring professional development requests to the administration in support of their continued growth and learning.

We continue to build the professional capacity of our teachers, and other staff, to provide a positive, strong learning environment for our students, staff and school community.

*Last updated: 2/2/2019*