

# Escondido Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Escondido Elementary School
<b>Street</b>	890 Escondido Road
<b>City, State, Zip</b>	Stanford, CA 94305
<b>Phone Number</b>	(650) 856-1337
<b>Principal</b>	Dr. Marcela Simões de Carvalho
<b>Email Address</b>	msimoesdecarvalho@pausd.org
<b>School Website</b>	<a href="https://escondido.pausd.org/">https://escondido.pausd.org/</a>
<b>County-District-School (CDS) Code</b>	43-69641-6048250

## 2021-22 District Contact Information

<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Dr. Don Austin
<b>Email Address</b>	daustin@pausd.org
<b>District Website Address</b>	www.pausd.org

## 2021-22 School Overview

Escondido Vision: Our school empowers its students to achieve their personal-best academically, socially and emotionally in order to make a positive impact on the world.

Mission Statement: Escondido celebrates global awareness and integrates multicultural education in the classroom. Our staff helps children develop an awareness of and an appreciation for various cultures and holidays through classroom activities, assemblies, guest speakers, music and art. Our school encourages each child to reach his/her greatest potential through a nurturing student-centered environment.

Students are served through District-wide programs as described in the District's Local Control Accountability Plan (LCAP). The School Plan for Student Achievement (SPSA) represents Escondido's allocation of resources towards unique school level needs as determined by the review of student outcome data and stakeholder input.

Escondido is aligned with the following goals:

Goal #1: Language Arts

ESSA: Academic Achievement/Academic Progress/English Language Proficiency

LCAP: High-Quality Teaching and Learning/Equity and Access

Of the students who are below the benchmark in ELA during the 2019 CAASPP testing, 50% will move up one level score or more on the 2021 CAASPP test. (Approximately 60 students) (State suspended CAASPP 2020)

Sub Goal: By Middle of the Year (MOY) 2022, there will be an increase in the number of students meeting or exceeding standards in Reading as measured by the District MOY BAS assessment. (Baseline 56% to 75%, approximately 40 students) English learners will show growth in language acquisition by moving up one level on the English Language Proficiency Assessments (ELPAC) annually.

Targeted Title I students will increase literacy skills and reach grade level benchmarks.

\*This metric may be adjusted contingent on the conditions of teaching and learning of the 2021-22 school year.

## 2021-22 School Overview

### Goal #2: Math

ESSA: Academic Achievement/Academic Progress/English Language Proficiency

LCAP: High-Quality Teaching and Learning/Equity and Access

Of the students who are below benchmark on Math during the 2019 California Assessment of Student Performance and Progress (CAASPP) testing, 50% will score one level or more on the 2021 CAASPP test. (Approximately 40 students) (State suspended CAASPP 2020)

### Goal #3: Achievement Gap

ESSA: Academic Achievement/Academic Progress/English Language Proficiency

LCAP: Equity and Access

For those groups that have a performance indicator of orange or red (or students that are yellow with an overall blue rating), decrease the achievement gap by one color level as measured on the CA Dashboard 2021. (State suspended CAASPP 2020)

Math:

Socioeconomically Disadvantaged (O), Hispanic (Y)

ELA:

Socioeconomically Disadvantaged (Y), English Learners (Y), Hispanic (Y)

Sub Goal:

Elementary Principals will continue to work as a high-functioning professional learning community (PLC) where principals collaborate around standards-aligned, student data-driven teaching and learning best practices in reading to ensure Historically Underrepresented Students (Latinx, African American/Black, and Pacific Islanders) meet grade level reading benchmarks.

### Goal #4: Social Emotional Learning

ESSA: School Accountability/ Academic Achievement/Academic Progress

LCAP: High-Quality Teaching and Learning/Equity and Access/Wellness and Safety

Increase the level of connection between students and the school community. Students can demonstrate an understanding of Second Step Common Language and Expectations & Identify 3 trusted adults at school.

### Goal #5: Chronic Absenteeism

ESSA: School Accountability/ Academic Achievement/Academic Progress

LCAP: High-Quality Teaching and Learning/Equity and Access/Wellness and Safety

Decrease the percentage of students categorized as chronically absent by .5% in all categories.

Sub Goal:

Student groups in the Orange or Yellow zones will increase one color level and those in the Green zone will maintain or move to Blue on the next CA Dashboard result in Fall 2020.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	83
Grade 2	76
Grade 3	76
Grade 4	84
Grade 5	74
<b>Total Enrollment</b>	<b>467</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	14.6
Black or African American	3
Filipino	0.2
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.6
White	38.5
English Learners	21.6
Homeless	0.2
Socioeconomically Disadvantaged	19.1
Students with Disabilities	6.9

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 14th day of September, 2021.

<http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=C6QURP7C9E79>

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Units of Study for Teaching Reading (Heinemann, 2015) Units of Study for Teaching Writing (Heinemann, 2014)</p> <p>PAUSD transitioned to common core literacy materials, with a comprehensive approach to aligning writing and reading curriculum to Common Core State Standards (CCSS). With AB1246, teachers provided insights into curricular materials that were aligned to CCSS. The District followed the legislative opening to transition to instructional materials from Columbia University Teacher's College Reading and Writing Project (TCRWP), Lucy Calkin's Reading and Writing Units of Study. The TCRWP developed units of study in response to CCSS, and piloted them for 18 months to ensure alignment. Curricular materials including lessons, rubrics, and student checklists are aligned to CCSS. PAUSD provided materials and instructional resources for each student (leveled classroom readers and student writing materials) to give students appropriate reading and writing learning opportunities. PAUSD is currently conducting an ELA curriculum pilot for Board approval and adoption in the spring of 2022.</p>	No	0
<b>Mathematics</b>	Bridges Mathematics - 2017	Yes	0
<b>Science</b>	Full Option Science System (FOSS), Delta Education, Inc. – 2008. PAUSD is currently conducting an Science curriculum pilot for Board approval and adoption in the spring of 2022.	Yes	0
<b>History-Social Science</b>	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	Yes	0

## School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. . In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Director or Custodial Supervisor monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero-tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Escondido Elementary School main campus was originally constructed in 1960. The buildings on campus have been renovated and added to over the years with additional rooms added in 1961 and 1967. A modernization project was completed in 2001 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades increased data and electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The 2001 modernization included conversion of the library to classrooms, conversion and construction of a new library space within an existing building and construction of two new classroom wings. Modular classrooms were added to accommodate growth in the summers of 2007 and 2008. The campus has a modernized library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. Modernization on campus in 2001 included a new playground equipment structure and the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2001 as part of the renovation. During 2009 the back playground area was replaced. As part of the Strong Schools bond program, a project is in design to replace the Multipurpose and Administration buildings with a new building, and will also construct two new enrichment labs on the upper field. District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Facilities Master Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues.

None of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Escondido Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 19 hours daily.

**Year and month of the most recent FIT report** 10/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Room 15; light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	226	213	94.25	5.75	76.06
<b>Female</b>	118	112	94.92	5.08	75.89
<b>Male</b>	108	101	93.52	6.48	76.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	33	31	93.94	6.06	90.32
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	79	74	93.67	6.33	59.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	23	100	0	78.26
<b>White</b>	81	76	93.83	6.17	88.16
<b>English Learners</b>	53	49	92.45	7.55	42.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	49	46	93.88	6.12	45.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	50

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	226	216	95.58	4.42	68.98
<b>Female</b>	118	114	96.61	3.39	64.91
<b>Male</b>	108	102	94.44	5.56	73.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	33	32	96.97	3.03	93.75
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	79	75	94.94	5.06	48.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	23	100.00	0.00	73.91
<b>White</b>	81	77	95.06	4.94	79.22
<b>English Learners</b>	53	52	98.11	1.89	34.62
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	49	47	95.92	4.08	29.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	27.78

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	74.07	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	75	NT	NT	NT	NT
<b>Female</b>	31	NT	NT	NT	NT
<b>Male</b>	44	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	12	NT	NT	NT	NT
<b>White</b>	25	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

At Escondido, we feel parents are their children's first and most important teachers. Parents volunteer more than 23,000 hours of their time per year. The majority of parents belong to the Escondido PTA (Parent Teacher Association). Parents provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our gardens or provide noon activities. This year parents plan and staff a host of virtual school activities such as our Book Fair, Family Math Night, Schoolwide spirit weeks, materials distributions, and Science Fair. The PTA edits and distributes our school eNews and initiates and raises funds to support a wide variety of school enhancement and enrichment programs (e.g., parent education and supplemental classroom materials). This year the PTA has supported the school by providing extra classroom materials, ebook subscriptions, and PPE for the school. Parents can also help underwrite costs of school programs and additional staff via donations to PTA and Partners in Education (PiE). In addition, each year the school supports one charitable organization impacting children or animals through the Penny Power program. Five parents are members of our School Site Council, an elected group that helps develop the school plan, yearly goals, and budget. Others represent Escondido at District-level committees such as the District English Learner Advisory Committee (DELAC) and PTA Council.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	503	490	14	2.9
Female	250	243	6	2.5
Male	253	247	8	3.2
American Indian or Alaska Native	0	0	0	0.0
Asian	80	77	1	1.3
Black or African American	15	15	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	163	159	9	5.7
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	47	46	0	0.0
White	192	187	2	1.1
English Learners	120	117	6	5.1
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	102	101	7	6.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	38	4	10.5

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	0.96	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.35	0.53	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

Escondido School rules are based on respect for ourselves and others, personal safety, and responsible behavior. Specific guidelines are provided to students and their parents during the first week of school and a compact is signed by the parent, student, teacher, and principal. Our playground is supervised by teachers at recess and before and after school, and a minimum of six-noon supervisors at lunch. The school has an anti-bullying policy. In order to implement this policy, Escondido is engaged in the recently updated Second Step (Committee for Children) and Bullying Prevention Unity programs, and Playworks to foster social/emotional development and effective problem-solving skills.

Students contribute in many ways to our school. The school has established a Student Leadership Council with 43 student representatives, Jr. Coach program with 44 student leaders, and a Green Team to promote recycling. Fifth-grade students also serve as co-captains in the Noon Sports Program for students in grades 3-5. Students at various grade levels participate in pedestrian, bicycle, and personal safety programs presented by the Palo Alto Fire and Police Departments. All grades participate in a buddy program that pairs older students with younger students to create a connected and supportive community.

Emergency preparedness is a priority. We have a disaster plan which includes: COVID-19 response, storing equipment and supplies, holding regular earthquake, fire and lockdown drills, and discussing with students what they should do in an emergency. Staff members update their First Aid and CPR training periodically. Each classroom is equipped with a portable emergency preparedness kit. The school also houses a CERT emergency shed with several days' worth of supplies for a major disaster.

As prescribed by State law, a Safe School Plan is reviewed annually. The plan is derived from needs that surface during annual surveys to parents, staff, and students and by observations of the Principal. Goals, objectives, and activities contained in the plan address the school's physical and social environment, as well as its culture. The Safety Plan was last reviewed fully in the Spring of 2021 and is due to be revised by March of 2022. The Safety Plans addresses a) the integrity of the physical plant and safety needs related to buildings and grounds, b) emergency preparedness goals for the site, and c) goals for the social/emotional development of students.

Escondido Health and Safety Protocols: <https://escondido.pausd.org/about-us/school-reports>

Escondido Social Distancing Protocols: <https://escondido.pausd.org/about-us/school-reports>

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	3	2	0
1	22	0	4	0
2	21	3	2	0
3	20	2	2	0
4	23	1	3	0
5	21	2	2	0
6				
Other	0	0	0	0

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	20	3	2	0
1	19	3	2	0
2	21	0	4	0
3	20	5	0	0
4	22.0	2	2	0
5	23	2	2	0
6				
Other	0	0	0	0

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	19	4	0	0
1	21	1	3	0
2	19	3	1	0
3	19	4	0	0
4	21	2	2	0
5	19	3	1	0
6				
Other	0	0	0	0

## 2020-21 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
<b>Pupils to Academic Counselor</b>	

## 2020-21 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0.6
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$ 15,013.15	\$ 2,241.53	\$ 12,771.63	\$114,256.39
<b>District</b>	N/A	N/A	13,114.29	\$114,644
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	-0.3
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	27.8

## 2020-21 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The use of categorical funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) Addendum for 2018-19 located on PAUSD's LCAP webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Plan for Student Achievement (SPSA). The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." With input from the staff and community, the SSC is the decision-making body responsible for establishing SPSA goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SPSA. The SPSA includes a budget for proposed expenditures to support the SPSA goals. Proposed 2020-21 SPSAs were presented to the PAUSD Board on June 23, 2020 and are available through the following link: <http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BQ2S3Y6FB3CB>

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$67,059	\$52,562
<b>Mid-Range Teacher Salary</b>	\$106,750	\$83,575
<b>Highest Teacher Salary</b>	\$135,311	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$170,020	\$131,875
<b>Average Principal Salary (Middle)</b>	\$184,382	\$137,852
<b>Average Principal Salary (High)</b>	\$191,531	\$150,626
<b>Superintendent Salary</b>	\$309,000	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	12	12

# Palo Alto Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Dr. Don Austin
<b>Email Address</b>	daustin@pausd.org
<b>District Website Address</b>	www.pausd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5633	4781	84.87	15.13	80.48
<b>Female</b>	2644	2237	84.61	15.39	84.21
<b>Male</b>	2989	2544	85.11	14.89	77.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	2084	1848	88.68	11.32	90.63
<b>Black or African American</b>	102	87	85.29	14.71	48.28
<b>Filipino</b>	30	25	83.33	16.67	70.83
<b>Hispanic or Latino</b>	823	688	83.60	16.40	51.03
<b>Native Hawaiian or Pacific Islander</b>	57	47	82.46	17.54	31.91
<b>Two or More Races</b>	680	597	87.79	12.21	85.71
<b>White</b>	1855	1487	80.16	19.84	83.00
<b>English Learners</b>	379	329	86.81	13.19	37.23
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	36	20	55.56	44.44	30.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	673	557	82.76	17.24	43.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	650	498	76.62	23.38	38.90

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5631	4747	84.30	15.70	78.58
<b>Female</b>	2642	2218	83.95	16.05	78.75
<b>Male</b>	2989	2529	84.61	15.39	78.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	2083	1831	87.90	12.10	92.99
<b>Black or African American</b>	102	84	82.35	17.65	42.17
<b>Filipino</b>	30	25	83.33	16.67	60.00
<b>Hispanic or Latino</b>	823	681	82.75	17.25	42.92
<b>Native Hawaiian or Pacific Islander</b>	57	44	77.19	22.81	27.27
<b>Two or More Races</b>	679	598	88.07	11.93	84.25
<b>White</b>	1855	1482	79.89		78.76
<b>English Learners</b>	379	342	90.24	9.76	40.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	36	24	66.67	33.33	25.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	673	552	82.02	17.98	36.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	650	494	76.00	24.00	35.71