San Pasqual Union School District
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

![San Pasqual Union School District logo — "The Little School in the Valley"]

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.

2023-24 School Contact Information

School Name	San Pasqual Union School District
Street	15305 Rockwood Road
City, State, Zip	Escondido, CA 92027
Phone Number	(760) 745-4931
Principal	Mark Burroughs
Email Address	mark.burroughs@sanpasqualunion.net
School Website	www.sanpasqualunion.net
County-District-School (CDS) Code	37-68353-6040331

2023-24 District Contact Information

District Name	San Pasqual Union Elementary School District
Phone Number	(760) 745-4931
Superintendent	Mark Burroughs
Email Address	mark.burroughs@sanpasqualunion.net
District Website	www.sanpasqualunion.net

2023-24 School Description and Mission Statement

San Pasqual Union School reflects all that is good in San Diego's past, present, and future.   Several years ago, as our one-school district celebrated its 100-year anniversary, we were reminded to honor our rich past while embracing a future of limitless opportunity. Originating from a 2-room schoolhouse in the heart of Escondido's San Pasqual Valley and expanding into our current 27-acre campus, San Pasqual Union School provides a quaint and inviting backdrop for inspired teaching and learning. The facilities of San Pasqual Union include 29 classrooms with an art room, science lab, a kitchen, an 18,000-book library, and the towering red "Barn" which serves as our gymnasium and theater. Our Boardroom, affectionately known as Trussell Hall, is a replica of the original schoolhouse and appropriately bears the name of one of our founding educators. The grounds of San Pasqual Union School, including 18 acres of athletic fields, playgrounds, and gardens, are impeccably maintained to provide ample opportunities for outdoor learning, play, and scientific discovery.

San Pasqual Union maintains a rigorous academic program in which students consistently perform above state and county averages. Teachers work collaboratively to prepare engaging lessons and utilize student data to drive instruction. Our Parent Teacher Organization (PTO), Red Barn Arts (RBA), SP School Foundation, School Site Council (SSC), District English Language Advisory Committee (DELAC), Everyone a Reader (EaR), and SAGE garden team volunteer time and raise much-needed funds to maintain programs and services for children. Further, our partnership with the San Diego Zoo Safari Park continues to provide unique opportunities for applied learning and hands-on research with students directly connected with the conservancy efforts of experts in the field.

Staff is guided by the principles of S.A.I.N.T.S. with an emphasis on being Student-centered while promoting and embracing Academic achievement, Intentional actions, Nurturing of growth, Transparent communication, and Strength in community. Students are encouraged to S.O.A.R., demonstrating that they are Safe, On-task, Accepting, and Respectful/Responsible in words and deeds. We build students of character through the six core pillars of trustworthiness, respect, responsibility, fairness, caring, and citizenship. These pillars promote our overarching mission to ensure all children receive an education that builds the character, confidence, knowledge, and skills to prepare them to be competent life-long learners who are prepared to achieve excellence.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	53
Grade 2	43
Grade 3	60
Grade 4	56
Grade 5	58
Grade 6	47
Grade 7	56
Grade 8	49
Total Enrollment	486

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3%
Male	45.7%
Asian	1.9%
Black or African American	0.6%
Filipino	0.2%
Hispanic or Latino	35.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7%
White	54.3%
English Learners	11.7%
Foster Youth	0.8%
Homeless	5.3%
Socioeconomically Disadvantaged	23.9%
Students with Disabilities	10.5%

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.

2020-21 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)	24.70	88.61	24.70	88.61	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.79	0.50	1.79	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.60	9.60	2.60	9.60	18854.30	6.86
Total Teaching Positions	27.90	100.00	27.90	100.00	274759.10	100.00

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.

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)	25.10	87.37	25.10	87.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	10.86	3.10	10.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.50	1.73	0.50	1.73	15831.90	5.67
Total Teaching Positions	28.80	100.00	28.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As noted below, with the exception of TK-5th grade History-Social Science, all curriculum currently in use is from the most recent adoption cycle. A committee is currently researching History-Social Science curricular options with an anticipated pilot in Spring 2024.

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K-5th Grade, Journeys by Houghton Mifflin (adopted 2017). 6th-8th Grade, Collections by Houghton Mifflin (adopted 2018)	Yes	0%
Mathematics	K-5th Grade, Engage New York (adopted 2016). 6th-8th Grade, Desmos (adopted 2022)	Yes	0%
Science	K-5 Houghton Mifflin Science Dimensions (adopted 2021); 6-8 STEM Scopes (adopted 2017); TK-8 Brain Pop & Brain Pop Jr (approved 2016)	Yes	0%
History-Social Science	TK-5 Scholastic Let's Find Out (approved 2014)/Scholastic News (approved 2015). TK-5 Pilot planned for Spring 2024. 6th-8th Grade, McGraw Hill CA Impact, (adopted 2023)	No	0%
Foreign Language	8th Grade, TPT Spanish Curriculum for Middle School (approved 2022)		
Health	6-8 Prevention Plus		
Visual and Performing Arts	K-8th Grade, Scott Pearson Silver Burdett		

School Facility Conditions and Planned Improvements

The current San Pasqual Union School campus is over 20 years old. As such, under the direction of the Governing Board, the District made it a priority to fund deferred maintenance to offset the liability of anticipated and ongoing expenses. Corrective and preventative maintenance is prioritized to promote long-term savings. As part of the plan, the District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. Pending projects include:

PA System Upgrade
Estimated Completion Date: February 2024
Estimated Cost: $40,000
Funding Souce: Deferred Maintenance

Playground Repairs/Replacement
Estimated Completion Date: July 2024
Estimated Cost: $150,000
Funding Source: Capitol Projects

Roof Resurfacing
Estimated Completion Date: July 2024
Estimated Cost: $300,000
Funding Source: Deferred Maintenance

Shade Structure Purchase/Installation
Estimated Completion Date: July 2024
Estimated Cost: $100,000
Funding Source: San Pasqual School Foundation

Solar Energy Project
Estimated Completion Date: January 2026
Estimated Cost: N/A, PPA Agreement
Funding Source: N/A

Year and month of the most recent FIT report	April 2023

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			District recently replaced most HVAC units on campus.

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The District has continued the daily use of electrostatic sprayers to reduce the transmission of respiratory illnesses, including COVID-19. Additionally, the District has increased rodent control efforts in light of increased activity.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Board approved replacement of lower playground water fountains (scheduled March 2024)
Safety: Fire Safety, Hazardous Materials	X			As recommended by local fire officials, the District regularly clears brush to create fire breaks from buildings.
Structural: Structural Damage, Roofs	X			Board approved repairs to flat top roofs on most permanent buildings (scheduled July 2024)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Board approved repair/replacement of playground structures (estimated completion date, July 2024)

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	50	52	50	47	46
Mathematics (grades 3-8 and 11)	47	52	47	52	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	330	328	99.39	0.61	50.30
Female	190	189	99.47	0.53	54.50
Male	140	139	99.29	0.71	44.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	111	100.00	0.00	34.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	50.00
White	188	186	98.94	1.06	59.68
English Learners	34	34	100.00	0.00	8.82
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0.00	39.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	44	95.65	4.35	27.27

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	330	328	99.39	0.61	51.83
Female	190	189	99.47	0.53	50.26
Male	140	139	99.29	0.71	53.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	111	100.00	0.00	38.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	45.45
White	188	186	98.94	1.06	61.29
English Learners	34	34	100.00	0.00	8.82
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0.00	39.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	44	95.65	4.35	15.91

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	46.43	28.85	46.43	28.85	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	106	104	98.11	1.89	28.85
Female	66	65	98.48	1.52	33.85
Male	40	39	97.50	2.50	20.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	65	97.01	2.99	38.46
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	12.50

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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
Grade 9	n/a	n/a	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.

2023-24 Opportunities for Parental Involvement

Volunteers are a vital part of the school community and are encouraged to actively participate in all aspects of the academic, athletic, remediation, and enrichment programs. These opportunities included the Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), SP School Foundation, Red Barn Arts, Students Are Growing Everyday (SAGE) garden, Everyone a Reader (EAR), and School Site Council (SSC).

Our parent partners raise the funds needed to sustain and grow vital programs and school improvement projects. In addition, these parent groups review and provide input to our school plans, including our Local Control Accountability Plan (LCAP), Comprehensive School Safety Plan, and the School Accountability Report Card (SARC). As reflected in the 2023 Healthy Kids Parent Survey, 95% of parents feel that the school encourages parents to be active partners, a 3% increase from the prior year. Additionally, 90% of parents attended a school or class event within the past year, a 10% increase from the prior year. Further, 75% of parents actively volunteered on campus, a 17% increase from the prior year.

To facilitate effective communication, San Pasqual Union School maintains a District website (www.sanpasqualunion.net) integrated with a network of mass communications (email, phone, text, social media). The District also maintains Instagram (@san_pasqual_saints) and YouTube (San Pasqual Union School) social media accounts. Further, the District makes frequent use of the PeachJar flyer distribution system (San Pasqual Union Elementary) to keep parents and the community informed of important announcements, school activities, and opportunities. Timely information is also provided to the parents via an electronic school marquee. Additionally, elementary teachers distribute monthly newsletters while middle school teachers share weekly updates with school families.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	497	33	6.6
Female	271	271	19	7.0
Male	227	226	14	6.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	10	9	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	176	176	14	8.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	36	36	3	8.3
White	270	270	16	5.9
English Learners	58	58	8	13.8
Foster Youth	4	4	0	0.0
Homeless	32	32	4	12.5
Socioeconomically Disadvantaged	142	142	17	12.0
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	64	64	5	7.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.76	0.97	0.80	0.76	0.97	0.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.8	0
Female	0.74	0
Male	0.88	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.74	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.13	0

2023-24 School Safety Plan

San Pasqual Union School is a safe, clean environment conducive to learning. The 27-acre facility is completely fenced and locked. There are 25 security cameras that monitor and record activities 24 hours per day, 7 days per week, at campus perimeter gates, main entrances, and other areas of campus. The District has response protocols for situations and/or students who are at-risk or in crisis. Staff is trained in Trauma-Informed Practice for Schools (TIPS), Restorative Practices, Positive Behavior Intervention Supports (PBIS), and crisis intervention (CPI). A full-time school psychologist and a full-time school social worker are available to provide counseling and other support to students and families. Additionally, a full-time S.E.A.L. (Social-Emotional Arts Learning) provides support to students through arts experiences. As previously noted, the District promotes a safe and supportive campus through the S.O.A.R. and 6 Pillars of Character programs.

District safety plans and procedures are in place to ensure the safety of students, staff, and volunteers. District administration are founding members and active participants of the Escondido School Leaders Safety Consortium, a collection of local school leaders and first responders who meet periodically to discuss current challenges and proactive solutions to promote school and community safety. Through this consortium, the District established partnerships and working relationships with first responders and the Sandy Hook Promise (SHP) Foundation. SHP provides access to the Say Something anonymous reporting system and the "Start with Hello" program.

The District's safety plans focus on assessment, planning, physical protection, and response capacity and are designed to:
1) Protect students and staff from physical harm
2) Minimize disruption and ensure the continuity of education for all children
3) Develop and maintain a culture of safety
4) Inform the school community (as appropriate) of safety plans and procedures

The District holds monthly drills to practice, reflect, and improve upon safety measures. Visitor policies use the Raptor Visitor Management System to screen, check in, and issue identification badges. The District's Comprehensive School Safety Plan

2023-24 School Safety Plan

(CSPP) is updated annually and aligns with the recommendations from the San Diego County Office of Education, Homeland Security, and local safety experts. The plan is reviewed by the School Site Council and was most recently approved by the Governing Board on 2/14/23.

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.

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	1	2	
1	17	3		
2	19	3		
3	20	2	1	
4	24		2	
5	21		3	
6	23	0	14	
Other	9	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	4		
1	23		2	
2	20	3		
3	20	1	2	
4	29		2	
5	25		2	
6	29		14	

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	16	4	0	0
1	18	3	0	0
2	22	0	2	0
3	27	2	0	1
4	28	0	2	0
5	29	0	2	0
6	23	0	12	0
Other	0	0	0	0

2022-23 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

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$10,574	$3,632	$6,943	$81,389
District	N/A	N/A	$6,943	$81,389
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	-9.1	7.2

Fiscal Year 2022-23 Types of Services Funded

Funding per student is calculated per the Local Control Funding Formula (LCFF) Base plus Supplemental Grant Funding. The Supplemental Grant Funds are targeted to meet the needs of our English Learners, Foster Youth, and Socio-Economically Disadvantaged students. The District receives no Concentration Grant Funds. Our Parent Teacher Organization (PTO), SP School Foundation, and Red Barn Arts raise funds to help offset the cost of programs, campus improvements, activities, field trips, assemblies, and other educational experiences.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$52,897	$48,481
Mid-Range Teacher Salary	$72,877	$73,129
Highest Teacher Salary	$105,517	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$155,000	$138,991
Percent of Budget for Teacher Salaries	35.49%	29.34%
Percent of Budget for Administrative Salaries	6.1%	5.99%

Professional Development

District funds are used to provide professional growth opportunities for all employees. Teachers meet regularly in grade-level teams to review student work, plan instruction, and collaborate to improve instructional effectiveness. Session topics are guided through input from the School Improvement Committee. Teachers receive a total of (5) full days of professional development before, during, and after each school year.

Additionally, District Professional Learning Community (PLC) meetings are conducted bi-monthly along with periodic staff meetings and other opportunities for teacher collaboration. Areas of focus include instructional tools and methods to promote

Professional Development

learning intentions and outcomes, vertical articulation, effective use of data, and school safety.   Further, staff participate in annual required training in mandatory reporting, bloodborne pathogens, sexual harassment, suicide prevention, and bully prevention.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	37