

San Pasqual Union Elementary School District

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



San Pasqual
Union School District
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.

2022-23 School Contact Information

School Name	San Pasqual Union Elementary 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

2022-23 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 Address	www.sanpasqualunion.net

2022-23 School Overview

San Pasqual Union School reflects all that is good in San Diego's past, present, and future. As our one-school district recently celebrated its 100-year anniversary, we are 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, 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), and District English Language Advisory Committee (DELAC) 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 can achieve excellence.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As noted below, with the exception of 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 adoption for the 2023/23 school year.

Year and month in which the data were collected November 2022

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	K-5th Grade, Pearson Scott Forsman (adopted 2009); TK-5 Scholastic Let's Find Out (approved 2014)/Scholastic News (approved 2015), 6th-8th Grade, Glencoe (adopted 2009)	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		
Science Laboratory Equipment (grades 9-12)	N/A		

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:

Playground Repairs/Replacement
 Estimated Timeframe: Present-July 2023
 Estimated Cost: \$150,000
 Funding Source: Deferred Maintenance

Fire/Security System Upgrade
 Estimated Timeframe: November 2022
 Estimated Cost: \$60,000
 Funding Source: Deferred Maintenance

Window Blind Replacement
 Estimated Timeframe: January 2023
 Estimated Cost: Pending
 Funding Source: Deferred Maintenance

Shade Structure Purchase/Installation
 Estimated Timeframe: July 2023
 Estimated Cost: \$100,000
 Funding Source: San Pasqual School Foundation

Technology Infrastructure/Security Upgrades
 Estimated Timeframe: Present to Summer 2023
 Estimated Cost: Deferred maintenance, REAP grant, Title IV, ___?

Year and month of the most recent FIT report

March 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Through the use of Prop 39 and ESSER funding, the District recently replaced most HVAC units on campus.
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			In response to COVID, the District enhanced sanitation efforts, including the deployment of electrostatic sprayers. 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			.The District needs to repair/replace water fountains in playground areas.
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The District is in the process of repairing/replacing playground equipment on both K/1 and lower playgrounds. The project has been delayed to due supply chain issues.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	98	98	98	98	98
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.

2022-23 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. With the lifting of COVID-19 restrictions, volunteers and visitors associated with our 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) have returned to campus and help to create a welcome and vibrant school community.

Our parent partners raise the funds needed to sustain and grow vital programs. 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 2022 Healthy Kids Parent Survey, 92% of parents feel that the school encourages parents to be active partners. Additionally, 80% of parents attended a school or class event within the past year, a 68% increase from the prior year. Further, 58% of them actively volunteered on campus, a 47% 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, app, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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 17 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 along with proactive programs like "Start with Hello" and the Save Promise Club.

The District's safety plans focus on assessment, planning, physical protection, and response capacity and 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 (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 School Site Council and was most recently approved by the Governing Board on 2/8/22.

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.

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

2021-22 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	

2021-22 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)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$78,276
District	N/A	N/A	\$6,943	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-19.5	7.9

2021-22 Types of Services Funded

Our funding per student is calculated on the LCFF Base plus Supplemental Grant Funding. The Supplemental Grant Funds are targeted to meet the needs of our English Learners, Foster Youth, and Free and Reduced (low-income) 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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. As per contract, teachers receive two (2) full days of professional development offered at the start of the school year and one (1) additional day non-student professional development day.

Additionally, District Professional Learning Community (PLC) meetings are conducted weekly along with periodic staff meetings and other opportunities for teacher collaboration. Areas of focus include instructional tools and methods to promote distance learning, teacher clarity, the use of data to inform instructional practice, and school safety. Further, staff receive annual required trainings 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	29	45	45