

San Pasqual Union Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 modern facilities of San Pasqual Union include 29 classrooms with an art room, two science labs, an 18,000-book library, a kitchen, and the towering red "Barn" which serves as our gymnasium and theater. Our Board Room, affectionately known as Trussell Hall, is a replica of our original schoolhouse and appropriately bears the name of one of our founding educators. Additionally, the grounds of San Pasqual Union, 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. Due to the pandemic, teachers are tasked with delivering instruction in new and innovative ways. Despite these challenges, our SP School Foundation, School Site Council (SSC), and our District English Language Advisory Committee (DELAC) remain active, volunteering time and raising 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 as students are directly connected with the conservancy efforts of experts in the field.

Both students and staff 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	68
Grade 1	65
Grade 2	63
Grade 3	52
Grade 4	72
Grade 5	59
Grade 6	61
Grade 7	53
Grade 8	71
Total Enrollment	564

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	1.2
Filipino	0.7
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0.2
White	59.6
Two or More Races	6.9
Socioeconomically Disadvantaged	25.5
English Learners	9
Students with Disabilities	8.3
Foster Youth	2.5
Homeless	5.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	32	28	28
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

Textbooks and other instructional materials are listed below. As noted, there are currently sufficient textbooks and instructional materials for each student. During the 2019-20 school year, the District reviewed science materials in consideration of a TK-5th grade. However, due to COVID, the process was delayed. A pilot of TK-5th grade science materials is planned for the 2021-22 school year. A History-Social Science pilot is under consideration for the 2022-23 school year.

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, College Preparatory Mathematics (adopted 2014)	Yes	0%
Science	TK-8 Brain Pop & Brain Pop Jr (approved 2016), TK-2 Scholastic Science Spin (approved 2014), TK-5 Mystery Science (approved 2017), 6-8 STEM Scopes (adopted 2017)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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-7th Grade, Glencoe (adopted 2009); 8th Grade, Civics	No	0%
Health	K-5 SPARK, 6-8 Prevention Plus		
Visual and Performing Arts	K-8th Grade, Scott Pearson Silver Burdett		
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

FIT: Overall rating: 100.00%, Exemplary

The current San Pasqual Union School campus is nearly 20-years-old. As such, under the direction of the Governing Board, the Superintendent has 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.

For the 2020-21 school year, anticipated facility improvement projects include:

HVAC Replacement (1st of 3 phases)
 Estimated cost (Phase 1): \$160,000
 Funding Source: Deferred maintenance

Shade Structure
 Estimated cost: \$105,000
 Funding Source: CARES Act

Interactive Science Garden (2-year project)
 Estimated Cost: \$82,500
 Funding Sources: Escondido Community Foundation (\$25k), Strong Workforce Grant (\$22.5k), SP Foundation (\$20k), SAGE Garden (\$15k)

Projection System (Multipurpose Room)
 Estimated cost: \$11,000
 Funding Source: CARES Act

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	While still considered in good condition, the HVAC system requires increased maintenance and repair. The District is currently in Year 1 of a 3-year HVAC replacement program.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	In response to COVID, the District enhanced sanitation efforts, including the hiring of additional personnel and the deployment of electrostatics and aqueous ozone sprayers.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The District has 2 water fountains with water bottle filling stations and is considering adding additional water fountains with bottle filling stations.
Safety: Fire Safety, Hazardous Materials	Good	The District regularly clears brush and creates fire breaks from buildings.
Structural: Structural Damage, Roofs	Good	In August 2020, the District repaired the roof on the multipurpose room (Barn).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	65	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	55	N/A	55	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

San Pasqual Union School enjoys the active support of parents and community members. Volunteers are a vital part of the school community and are encouraged to actively participate in all aspects of the academic, athletic, and enrichment programs. Due to COVID-19, volunteers and visitor access to campus is currently limited. However, parents are still encouraged to remotely connect with classroom teachers to partner in their child's learning. Additionally, 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 the School Site Council (SSC) remain essential educational partners.

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 2020 Healthy Kids Parent Survey, 98% of parents feel that the school encourages parents to be active partners, a 5% increase from the previous school year. Additionally, 93% of parents attended a school or class event with 82% of them actively volunteering on campus.

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). In addition to hosting a school app (San Pasqual Union School, found in the App Store), the District maintains Instagram (@san_pasqual_saints), Twitter (@san_pasqual_union), 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. Information is also provided to the parents via an electronic school marquee.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	1.5	2.0	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8	1.8	
Expulsions	0.0	0.0	0.0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

San Pasqual Union School is a safe, clean environment conducive to learning. The 27-acre facility is completely fenced and locked. There are 15 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 school psychologist is available to provide counseling and academic support to students. The District proactively promotes the six pillars of character within the Character Counts program.

District safety plans and procedures are in place to ensure the safety of students, staff, and volunteers. A District Safety Committee, comprised of school staff and community members with law enforcement, public safety, military, and other relevant experience, reviews potential threats and make recommendations to improve plans, policies, and procedures. Additionally, 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 monthly to discuss current challenges and proactive solutions to promote school and community safety.

The District uses the process of assessment, planning, physical protection, and response capacity 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; and 4) Inform the school community of safety plan and procedures. San Pasqual Union plans for risk reduction and disaster response and has created preparedness plans for a variety of potential incidents. The District holds monthly drills to practice, reflect, and improve. In addition, San Pasqual Union's safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The District's Comprehensive School Safety Plan is updated annually and aligns with the recommendations from the San Diego County Office of Education, Homeland Security, and public safety officials. The plan is vetted by School Site Council and was most recently approved by the Governing Board on 2/11/20.

In response to COVID, the District also created a Safe Return to School Plan to address risk reduction efforts, including active screening, physical distancing, mandated facial coverings, and enhanced sanitation efforts. The plan was most recently updated and presented to the Governing Board on 11/10/20. Additionally, on October 13, 2020, the Governing Board approved the District's Injury Illness and Prevention Program (IIPP). Both plans are located on the District website.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	3	1		21	1	3		17	4		
1	19	3			20	3			22		3	
2	22		3		18	3			21		3	
3	20	3			23		3		39		2	
4	31		2		29		2		24		3	
5	19	1	2		33			2	30		2	
6	29	2	2	9	20	9	8		20	12	11	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,603	\$4,439	\$6,164	\$75,138
District	N/A	N/A	\$6,164	\$75,138
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-22.8	5.0

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

Types of Services Funded (Fiscal Year 2019-2020)

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, Red Barn Arts, and SAGE Garden raise funds to help offset the cost of programs, activities, field trips, assemblies, and other educational experiences.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,880	\$46,965
Mid-Range Teacher Salary	\$68,720	\$67,638
Highest Teacher Salary	\$99,497	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$135,000	\$128,853
Percent of Budget for Teacher Salaries	39.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	29

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 on 11/2/20. To address the challenges inherent in distance learning, an additional 4 days of paid professional development were provided prior to the start of the 2020-21 school year.

Additionally, for twenty-two (22) school days per year, afternoons are devoted to District Professional Learning Community (PLC) meetings, staff meetings, and 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. Additionally, all staff receive annual required trainings in mandatory reporting, bloodborne pathogens, germ management, sexual harassment, suicide prevention, and bully prevention.