

## 2020 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

### [School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

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

### [District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

<b>District Name</b>	San Pasqual Union Elementary School District
<b>Street</b>	15305 Rockwood Road
<b>City, State, Zip</b>	Escondido, CA 92027
<b>Phone Number</b>	(760) 745-4931
<b>Superintendent</b>	Mark Burroughs
<b>Web Site</b>	www.sanpasqualunion.net
<b>E-mail Address</b>	mark.burroughs@sanpasqualunion.net

### School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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 were 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.

### Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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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](http://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.

### **School Safety Plan (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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San Pasqual Union School is a safe, clean environment conducive to learning. The 27-acre facility is completely fenced and locked. There are 16 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. Additional, 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. The complete, updated plan is located on the District's website.

### [School Facility Conditions and Planned Improvements \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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

This section should be kept to 1-2 paragraphs.

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: Title IV

**School Facility Good Repair Status (School Year 2020-21)**

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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

**This data should match the most recent inspection/FIT report for your school.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	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.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	In response to COVID, the District enhanced sanitation efforts, including the hiring of additional personnel and the deployment of electrostatics and aqueous ozone sprayers.
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	The District installed 2 water bottle filling stations and is considering replacing water fountains with additional stations.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	The District regularly clears brush and creates fire breaks from buildings.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	In August 2020, the District repaired the roof on the multipurpose room (Barn).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Exemplary</b>	

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	33	32	29	29
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	1	1
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> '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.	1	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** November 2020

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5th Grade, Journeys by Houghton Mifflin (adopted 12/17). 6th-8th Grade, Collections by Houghton Mifflin (adopted 6/18)	Yes	0%
<b>Mathematics</b>	K-5th Grade, Engage New York (adopted 8/16). 6th-8th Grade, College Preparatory Mathematics (adopted 7/14)	Yes	0%
<b>Science</b>	Mystery Science (approved 8/17), Brain Pop & Brain Pop Jr (approved 8/16), STEM Scopes (approved 8/17), and Gizmos (approved 8/17).	No	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	K-5th Grade, Pearson Scott Forsman; 6th-7th Grade, Glencoe; 8th Grade, Civics	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>	K-5 SPARK, 6-8 Prevention Plus		
<b>Visual and Performing Arts</b>	K-8th Grade, Scott Pearson Silver Burdett		
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	N/A		

◆ means data is not required. The fields are intentionally not provided.



**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)**

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,721	\$3421	\$6,300	\$71,530
District	♦	♦	\$6,300	
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦		
Percent Difference: School Site and State	♦	♦	-14.4	9.5

♦ means data is not required. The fields are intentionally not provided.

**Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

**Types of Services Funded (Fiscal Year 2019-20)**

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

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.

### Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

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

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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, and bully prevention.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

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