

2019 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 \(School Year 2019-20\)](#)

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

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
E-mail Address	mark.burroughs@sanpasqualunion.net
School Website	www.sanpasqualunion.net
CDS Code	37-68353-6040331

[District Contact Information \(School Year 2019-20\)](#)

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

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

School Description and Mission Statement (School Year 2019-20)

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.

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. Born from a 2-room schoolhouse in the heart of Escondido's San Pasqual Valley and growing 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 and play.

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. Core academic programs are enhanced via elementary enrichment (which includes STEM and music programs) and middle school exploratory wheels (with each wheel offering courses in the arts, world languages, and technology). Student experiences are enhanced through strong partnerships with our families and community. Volunteer groups such as the Parent Teacher Organization (PTO), SP School Foundation, Red Barn Arts, SAGE garden, School Site Council (SSC), and our District English Language Advisory Committee (DELAC) volunteer time, raise much needed funds, and sponsor school events to enrich the learning experience for all children. Further, our partnership with the San Diego Zoo Safari Park provides 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 2019-20)

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.

San Pasqual Union School enjoys the active support of its parents and community members. Volunteers are a vital part of the school community and are encouraged to actively participate in all aspects of our academic, athletic, and enrichment programs. 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) serve as 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 2019 Healthy Kids Parent Survey, 93% of parents feel that the school encourages parents to be active partners. Additionally,

96% of parents feel that parents feel welcome at school events.

In 2019, San Pasqual Union School updated our communications network, improving the District website (www.sanpasqualunion.net) and integrating it 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 created and maintains Instagram (@san_pasqual_saints), Twitter (@san_pasqual_union), and YouTube (San Pasqual Union School) social media accounts. Further, the District makes daily 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. Through all these methods, parents are encouraged to be active partners in school events and initiatives.

School Safety Plan (School Year 2019-20)

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.

San Pasqual Union School is a modern facility in 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. Certificated and classified staff supervise students before school, during recess/nutrition, lunch and after school. The District proactively promotes the six pillars of character within the Character Counts program. The District also hosts an annual "Expectations Expo" during which students are explicitly taught and encouraged to practice safe, on-task, accepting, and respectful behaviors. 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, and Positive Behavior Intervention Supports (PBIS). A school psychologist is available to provide counseling and academic support to students.

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, meets at least twice annually to review potential threats and make recommendations to improve plans, policies, and procedures. 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 assesses hazards, vulnerabilities, and resources; plans for risk reduction and disaster response; and creates preparedness plans for a variety of potential incidents. The District holds 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 2/12/19.

School Facility Conditions and Planned Improvements (School Year 2019-20)

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.

Year and month of the most recent FIT report: March 2019

This section should be kept to 1-2 paragraphs.

FIT: Overall rating: 100.00%, Exemplary

San Pasqual Union School 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. During the 2018-19 school year, the District spent \$24,470.53 on general repairs. Major projects funded through deferred maintenance included painting (\$27,330), asphalt repair/stripping (\$21,763), roof repairs (\$26,222), rain gutters (\$1520), water leak repair (\$26,941), and HVAC repair (\$3496). The District maintains playground equipment, structures, blacktop, playgrounds, and grass fields as needed. The District is proactive in compliance with all fire and safety requirements.

School Facility Good Repair Status (School Year 2019-20)

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.

System Inspected	Repair Status (the marks should match your most recent inspection)	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 will prepare a multi-year HVAC replacement plan for Board consideration.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Exemplary	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	33	32	32
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	0	0
Teaching Outside Subject Area of Competence 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).	0	1	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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners '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
Total Teacher Misassignments '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	1	0
Vacant Teacher Positions '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 2019-20)

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.

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

Year and month in which the data were collected: November 2019

This section should be kept to 1-2 paragraphs.

Textbooks and other instructional materials for students are listed below. As noted, there are currently sufficient textbooks and instructional materials for each student. The District is currently piloting science materials for TK-5th grade in the 2019-20 school year. A History-Social Science pilot is under consideration for the 2020-21 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade, Journeys by Houghton Mifflin (adopted 12/17). 6th-8th Grade, Collections by Houghton Mifflin (adopted 6/18)	Yes	0%
Mathematics	K-5th Grade, Engage New York (adopted 8/16). 6th-8th Grade, College Preparatory Mathematics (adopted 7/14)	Yes	0%
Science	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%
History-Social Science	K-5th Grade, Pearson Scott Forsman; 6th-7th Grade, Glencoe; 8th Grade, Civics	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	ASL, Spanish, French (supplemental)		
Health	Prevention Plus, SPARK		
Visual and Performing Arts	K-8th Grade, Scott Pearson Silver Burdett		
Science Laboratory Equipment (grades 9-12 schools only)	N/A		

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

[Expenditures per Pupil and School Site Teacher Salaries \(Fiscal Year 2017-18\)](#)

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 17-18.

The most recent data available from CDE is for fiscal year 2017-18. 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 17-18, 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 2018-19)

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 assist 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 18-19, 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 money each year to help offset the cost of programs, activities, field trips, assemblies, and other educational experiences.

Professional Development (2017-18, 2018-19 and 2019-20)

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 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	28	25	25

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 2017-18, 2018-19 and 2019-20.

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. In addition to three days of professional development offered at the start of the school year, for twenty-two school days per year, afternoons are devoted to District Professional Learning Community (PLC) meetings or staff meetings. Areas of focus include teacher clarity, the use of data to inform instructional practice, and school safety. Professional development opportunities are also provided for curriculum development, educational technology, character education, Specially Designed Academic Instruction in English (SDAIE), and English Language Development (ELD).