

Escondido Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

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.

2025-26 School Contact Information

School Name	Escondido Elementary School
Street	890 Escondido Road
City, State, Zip	Stanford, CA 94305
Phone Number	(650) 856-1337
Principal	Leslie Crane
Email Address	lcrane@pausd.org
School Website	https://escondido.pausd.org/
Grade Span	K-5
County-District-School (CDS) Code	43-69641-6048250

2025-26 District Contact Information

District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
District Website	www.pausd.org

2025-26 School Description and Mission Statement

Escondido Vision: Our students will thrive in a global community and make a positive impact on the world. (Updated Fall, 2025)

Mission Statement: It is the mission of Escondido school to ensure high levels of academic and social emotional learning for every student. (Updated Fall, 2025)

Students are served through District-wide programs as described in the District's Local Control Accountability Plan (LCAP). The School Improvement Plan (SIP) represents Escondido's allocation of resources towards unique school-level needs as determined by the review of student outcome data and stakeholder input. Escondido is aligned with the PAUSD Promise Goals listed below:

This year's School Site Council will be updating Escondido's School Improvement Plan by April 1, 2026. However, here are the SIP goals from the 24/25 school year:

PAUSD Promise Goal #1: Early Literacy

The percentage of students scoring a 3 and 4 on the CAASPP or 1-3 years below grade level on the i-Ready assessment in ELA will increase by 5 to 10 percentage points, each year, with the aim of closing the achievement gap in four years. Student groups meeting benchmark will maintain or exceed grade-level end-of-year achievement in reading as measured by i-Ready and CAASPP scores.

Title 1:

SED, EL, Hispanic, and HUR student groups not at benchmark will make at least one year of growth to make progress toward reaching end-of-year grade-level benchmarks, and 5 to 10 percentage points over the next 4 years to reduce the achievement gap. SED, EL, Hispanic, and HUR student groups meeting benchmark will maintain or exceed grade-level end-of-year in reading as measured by i-Ready.

PAUSD Promise Goal #2: Equity and Excellence

Escondido has recognized the ever-increasing diversity showing up in our student and staff population. We have a site Equity Team to help build capacity in our teachers and staff which in turn, will positively support our students in the classroom. We will

2025-26 School Description and Mission Statement

use the activities that our Equity Team will create to build our overall knowledge and practices in order to create a positive all-inclusive school for students, staff and families.

Title 1:
Student's Sense of Belonging at school will increase from 63% to 75% or higher by June 2025.
Adult's Cultural Awareness and Action (Student Focus) on campus will increase from 42% to 50% or higher by June 2025.

PAUSD Promise Goal #3: Mental Health & Wellness
Increase student respect for one another from 53% to 63% or higher by June 2025. Students will identify 3 trusted adults on campus that they can go to for support and camaraderie during the 2024-25 school year.

Title 1: N/A

PAUSD Promise Goal #4: Healthy Attendance
Escondido's 2023-24 K-5th Grade student attendance rates will increase from 95.2% to 97% by the end of June 2025.

Title 1:
The percentage of students labeled as Satisfactory, Manageable and Chronic will decrease by 10% or more by June 2025.

PAUSD Promise Goal #5: Serve & Celebrate Others
Promote service to others within the school system to improve mental health and emphasize the importance of human connection. Encourage students and staff to volunteer in settings beyond the classroom, with no expectation of reward.
Baseline Year: 75% of the student body will participate in at least one volunteer or community connection activity by the end of June 2025.

Title 1:
N/A

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	85
Grade 2	70
Grade 3	76
Grade 4	69
Grade 5	64
Total Enrollment	432

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	20.8
Black or African American	3.2
Filipino	0.2
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9
White	33.3
English Learners	23.1
Homeless	0.5
Socioeconomically Disadvantaged	21.3
Students with Disabilities	10

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.

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)	32.9	98.8	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.2	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	0	0	41.7	6.08	15831.9	5.67
Total Teaching Positions	33.3	100	687.8	100	279044.8	100

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.

2022-23 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)	29.1	100	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	0	0	22.5	3.42	14303.8	5.15
Total Teaching Positions	29.1	100	659.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	27.1	96.45	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	1	3.55	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	1.98	13705.8	4.91
Total Teaching Positions	28.1	100	654.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.40	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2025-26 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on this 14th day of October 2025

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	0
Mathematics	Bridges Mathematics - 2017	0
Science	Twig Science California, Twig Education, 2021.	0
History-Social Science	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	0

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

School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. . In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Department monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero-tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

School Facility Conditions and Planned Improvements

The Escondido Elementary School main campus was originally constructed in 1960. The buildings on campus have been renovated and added to over the years with additional rooms added in 1961 and 1967. A modernization project was completed in 2001 that constructed four new classrooms and renovated the Library. There are also eight portable classrooms on campus that have been added at various times between 1998 and 2014.

In 2024 a new classroom wing with two classrooms was completed and in 2025 a new Administration and Multipurpose building was built. The fire alarm system on campus has also been replaced with a new Gamewell system in 2024. Replacement of the old gas-fired heating systems with new air conditioning units for the existing classrooms was completed in 2025. A play structure will be replaced during summer 2026.

As of October 2025, Escondido has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Escondido Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 20 hours daily.

Year and month of the most recent FIT report

5/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		GIRLS RESTROOM: 4. HOLE IN CEILING 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 12. CRACK IN INTERIOR WALL LIBRARY: 4. CEILING TILES HAVE WATER STAINS 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED ROOM 1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE 7. LIGHT DIFFUSER IS BROKEN 10. EVACUATION MAP IS NOT POSTED ROOM 12: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILE IS LOOSE. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED ROOM 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. EXTERIOR ELECTRICAL COVER IS BROKEN ROOM 2: 4. CEILING TILES ARE LOOSE 11. PAINT IS PEELING ON INTERIOR WALL ROOM 21: 4. WALLPAPER IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER 11. IMPROPERLY STORED CLEANING SUPPLIES 14. RAMP IS RUSTED ROOM 22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 7.

School Facility Conditions and Planned Improvements

			<p>ELECTRICAL COVERS ARE BROKEN 10. EVACUATION MAP IS NOT POSTED ROOM 23: 4. CEILING TILES ARE TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES ROOM 25: 4. CEILING TILE IS LOOSE. CEILING TILE T-BAR IS MISSING 10. EVACUATION MAP IS NOT POSTED ROOM 3: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. MULTIPLE LIGHTBULBS ARE OUT 10. EVACUATION MAP IS NOT POSTED ROOM 5: 4. FLOOR TILES ARE BROKEN AT ENTRY 7. ETHERNET COVER IS MISSING 10. EVACUATION MAP IS NOT POSTED ROOM 6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP 11. IMPROPERLY STORED CLEANING SUPPLIES ROOM 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILES ARE LOOSE 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>:</p> <p>LIBRARY OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH ROOM 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. EXTENSION CORD IS BEING PERMANENTLY USED 10. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED) ROOM 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOTPOSTED 11. IMPROPERLY STORED CLEANING SUPPLIES ROOM 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES 12. DRY ROT ON SIDING ROOM 21: 4. WALLPAPER IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER 11. IMPROPERLY STORED CLEANING SUPPLIES 14. RAMP IS RUSTED ROOM 22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. ELECTRICAL COVERS ARE BROKEN 10. EVACUATION MAP IS NOT POSTED ROOM 23: 4. CEILING TILES ARE TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES ROOM 24: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED. EAVES ARE RUSTED ROOM 26: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED 12. DRY ROT ON EXTERIOR WALL ROOM 3: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER</p>

School Facility Conditions and Planned Improvements

			<p>STAINS 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. MULTIPLE LIGHTBULBS ARE OUT 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES</p> <p>ROOM 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILES ARE LOOSE 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. ELECTRICAL COVER IS MISSING IN CEILING</p>
Electrical	X		<p>L-7: 7. EXTENSION CORD IS BEING PERMANENTLY USED 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/28/2023)</p> <p>ROOM 1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE 7. LIGHT DIFFUSER IS BROKEN 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. EXTENSION CORD IS BEING PERMANENTLY USED 10. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>ROOM 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. EXTERIOR ELECTRICAL COVER IS BROKEN</p> <p>ROOM 22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. ELECTRICAL COVERS ARE BROKEN 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 3: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. MULTIPLE LIGHTBULBS ARE OUT 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 5: 4. FLOOR TILES ARE BROKEN AT ENTRY 7. ETHERNET COVER IS MISSING 10. EVACUATION MAP IS NOT POSTED</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. ELECTRICAL COVER IS MISSING IN CEILING</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 11. PAINT IS PEELING ON INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 12. CRACK IN INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. RESTROOM IS SINGLE USE 11. PAINT IS PEELING ON INTERIOR WALL</p> <p>GIRLS RESTROOM: 4. HOLE IN CEILING 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 12. CRACK IN INTERIOR WALL</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>ADMINISTRATION: 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/28/2023)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 11. PAINT IS PEELING ON INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. RESTROOM IS SINGLE USE 11. PAINT IS PEELING ON INTERIOR WALL</p> <p>E-1: 10. EVACUATION MAP IS NOT POSTED. FIRE SPRINKLER ESCUTCHEON IS MISSING</p> <p>L-6: 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/28/2023). EVACUATION MAP IS NOT POSTED 15. DOOR CLOSER COVER IS MISSING (WILLIAMS NOTICE IS NOT POSTED)</p> <p>L-7: 7. EXTENSION CORD IS BEING PERMANENTLY USED 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/28/2023)</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED</p> <p>ROOM 1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE 7. LIGHT DIFFUSER IS BROKEN 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. EXTENSION CORD IS BEING PERMANENTLY USED 10. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>ROOM 12: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILE IS LOOSE. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 16: 10. EVACUATION MAP IS NOT POSTED 11. PAINT IS PEELING ON INTERIOR WALL</p> <p>ROOM 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED 11. IMPROPERLY STORED CLEANING SUPPLIES</p> <p>ROOM 2: 4. CEILING TILES ARE LOOSE 11. PAINT IS PEELING ON INTERIOR WALL</p> <p>ROOM 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES 12. DRY ROT ON SIDING</p> <p>ROOM 21: 4. WALLPAPER IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 10.</p>

School Facility Conditions and Planned Improvements

			<p>EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER 11. IMPROPERLY STORED CLEANING SUPPLIES 14. RAMP IS RUSTED</p> <p>ROOM 22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. ELECTRICAL COVERS ARE BROKEN 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 23: 4. CEILING TILES ARE TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES</p> <p>ROOM 25: 4. CEILING TILE IS LOOSE. CEILING TILE T-BAR IS MISSING 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 26: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED 12. DRY ROT ON EXTERIOR WALL</p> <p>ROOM 3: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. MULTIPLE LIGHTBULBS ARE OUT 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 5: 4. FLOOR TILES ARE BROKEN AT ENTRY 7. ETHERNET COVER IS MISSING 10. EVACUATION MAP IS NOT POSTED</p> <p>ROOM 6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP 11. IMPROPERLY STORED CLEANING SUPPLIES</p> <p>ROOM 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES</p> <p>ROOM 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILES ARE LOOSE 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 12. CRACK IN INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>GIRLS RESTROOM: 4. HOLE IN CEILING 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 12. CRACK IN INTERIOR WALL</p> <p>ROOM 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH 11. IMPROPERLY STORED CLEANING SUPPLIES 12. DRY ROT ON SIDING</p> <p>ROOM 24: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED. EAVES ARE RUSTED</p> <p>ROOM 26: 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED 12. DRY ROT ON EXTERIOR WALL</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>L-6: 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/28/2023). EVACUATION MAP IS NOT POSTED 15. DOOR CLOSER COVER IS MISSING (WILLIAMS NOTICE IS NOT POSTED)</p>

School Facility Conditions and Planned Improvements

ROOM 21: 4. WALLPAPER IS TORN 5. UNSECURED ITEMS ARE STORED TOO HIGH 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER 11. IMPROPERLY STORED CLEANING SUPPLIES 14. RAMP IS RUSTED

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	76	76	80	82	47	48
Mathematics (grades 3-8 and 11)	72	79	78	79	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	217	202	93.09	6.91	75.74
Female	109	102	93.58	6.42	78.43
Male	108	100	92.59	7.41	73.00
American Indian or Alaska Native	0	0	0	0	0
Asian	49	41	83.67	16.33	85.37
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	73	68	93.15	6.85	55.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	81.82

White	75	73	97.33	2.67	90.41
English Learners	29	19	65.52	34.48	21.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	40	88.89	11.11	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	62.96

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	217	211	97.24	2.76	78.67
Female	109	109	100.00	0.00	78.90
Male	108	102	94.44	5.56	78.43
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	89.80
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	73	69	94.52	5.48	60.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	81.82
White	75	73	97.33	2.67	89.04
English Learners	29	29	100.00	0.00	41.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	45	43	95.56	4.44	51.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	44.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	68	75.86	71.76	72.15	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	58	93.55	6.45	75.86
Female	35	35	100.00	0.00	77.14
Male	27	23	85.19	14.81	73.91
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	17	89.47	10.53	70.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	91.30
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	98.4%	100.0%	100.0%

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.

2025-26 Opportunities for Parental Involvement

At Escondido, we feel parents are their children's first and most important teachers. Parents volunteer more than 23,000 hours of their time per year. Most parents belong to the Escondido PTA (Parent Teacher Association). Parents provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our classrooms or provide noon activities. This year parents and staff will host a variety of school activities such as our Dia de los Muertos, Book Fair, International Fair, Family Math Night, School-wide spirit weeks, and Science Fair to name a few. The PTA edits and distributes our school eNews and initiates and raises funds to support a wide variety of school enhancement and enrichment programs (e.g., parent education and supplemental classroom materials). This year the PTA continues to support the school by partnering with the Palo Alto Junior Museum Hands-on Science program, noon-time sports activities, and field trips for the school. Parents can also help underwrite the costs of school programs and additional staff via donations to PTA and Partners in Education (PiE). Three parents and three staff members are members of our School Site Council, an elected group that helps develop the school plan, yearly goals, and budget. Others represent Escondido at District-level committees such as the District English Learner Advisory Committee (DELAC) and PTA Council. For more information, please contact our PTA President, Rachael Mondino, at president@escondidopta.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	462	49	10.6
Female	235	230	16	7.0
Male	235	232	33	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	109	106	14	13.2
Black or African American	14	14	1	7.1
Filipino	--	--	--	--
Hispanic or Latino	153	151	18	11.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	39	1	2.6
White	152	150	15	10.0
English Learners	121	120	18	15.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	103	103	15	14.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	63	10	15.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.69	1.26	0.43	1.09	1.57	1.48	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Escondido School rules are be safe, be responsible, be respectful. This year, the school's Guiding Coalition created "Escondido's Expected Social Behaviors" Matrix for the following: How to behave in the classroom, at recess, at the lunch tables and in the restroom. Teachers supervise our playground before school and at recess, and we have a minimum of six-noon supervisors at during lunch time. The school has an anti-bullying policy. Escondido is engaged in the Second Step and Bullying Prevention Unity Programs and Productive Play to foster social/emotional development and effective problem-solving skills to implement this policy.

Students contribute in many ways to our school. The school has established a Student Council, grades 3-5 and a Green Team to promote recycling. Fifth-grade students also serve as co-captains in the Noon Sports Program for students in grades 3-5. Students at various grade levels participate in pedestrian, bicycle, and personal safety programs presented by the Palo Alto Fire and Police Departments. All grades participate in a buddy program that pairs older students with younger students to create a connected and supportive community.

Emergency preparedness is a priority. We have a disaster plan which includes: storing equipment and supplies, holding regular earthquake, fire, and lockdown drills, and discussing with students what they should do in an emergency. Each classroom is equipped with a portable emergency preparedness kit. The school also houses a CERT emergency shed with several days' worth of supplies for a major disaster.

As prescribed by State law, a School Safety Plan is reviewed annually. The plan is derived from needs that surface during annual surveys to parents, staff, and students and by observations of the Principal. Goals, objectives, and activities in the plan address the school's physical and social environment and culture. The Safety Plan was last reviewed fully in the early spring of 2025 and is due to be revised by March 2026. The Safety Plans address a) the integrity of the physical plant and safety needs related to buildings and grounds, b) emergency preparedness goals for the site, and c) goals for the social/emotional development of students.

We will follow the safety plan that is currently in place, approved, and described above, until we revise it in March, 2026.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	21	2	2	
2	20	3		
3	20	2	1	
4	22		3	
5	20	2	1	
6	0	0	0	0
Other	20	1	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	2	3	0
1	19	3	1	0
2	24	0	2	0
3	22	0	2	0
4	20	1	1	0
5	23	0	2	0
6	0	0	0	0
Other	21	2	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	0	0
1	21	1	3	0
2	20	2	1	0
3	22	1	2	0
4	20	1	2	0
5	18	3	0	0
Other	20	1	1	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	16,470.75	1,670.12	14,800.63	138,460.06
District	N/A	N/A	15,699.45	\$137,128
Percent Difference - School Site and District	N/A	N/A	-5.9	1.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	28.2	32.2

Fiscal Year 2024-25 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the

Fiscal Year 2024-25 Types of Services Funded

PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$79,548	\$62,145
Mid-Range Teacher Salary	\$126,630	\$97,088
Highest Teacher Salary	\$160,509	\$120,436
Average Principal Salary (Elementary)	\$198,810	\$151,343
Average Principal Salary (Middle)	\$215,810	\$159,514
Average Principal Salary (High)	\$229,184	\$177,261
Superintendent Salary	\$393,184	\$294,805
Percent of Budget for Teacher Salaries	32.79%	29.95%
Percent of Budget for Administrative Salaries	5.02%	5.4%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12