San Pasqual Union School District

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	San Pasqual Union School District
Street	15305 Rockwood Road
City, State, Zip	Escondido, CA 92027
Phone Number	(760) 745-4931
Principal	Mark Burroughs
Email Address	mark.burroughs@sanpasqualunion.net
School Website	www.sanpasqualunion.net
Grade Span	K-8
County-District-School (CDS) Code	37-68353-6040331

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

San Pasqual Union School reflects the spirit of San Diego's past, present, and future. As our one-school district recently celebrated its 100th anniversary, we were reminded to honor our rich history while embracing a future filled with possibility. From its beginnings as a two-room schoolhouse in the heart of Escondido's San Pasqual Valley to our current 27-acre campus, San Pasqual Union continues to provide a welcoming and inspiring environment for teaching and learning. Our facilities include 29 classrooms, a science lab, a fully equipped kitchen, and an 18,000-volume library. The iconic red "Barn" serves as both gymnasium and theater, while our Boardroom (Trussell Hall) replicates the original schoolhouse and honors one of our founding educators. The 18 acres of athletic fields, playgrounds, and gardens offer abundant opportunities for outdoor learning, exploration, and play.

2025-26 School Description and Mission Statement

San Pasqual Union maintains a rigorous and engaging academic program where students consistently perform above state and county averages. Teachers collaborate to design meaningful instruction driven by student data and best practices. Our dedicated Parent Teacher Organization (PTO), Red Barn Arts (RBA), SP School Foundation, School Site Council (SSC), and District English Learner Advisory Committee (DELAC) volunteer their time and raise funds to support enrichment programs and student services. Our longstanding partnership with the San Diego Zoo Safari Park further enhances learning through hands-on research and authentic connections with wildlife conservation experts.

Guided by the principles of S.A.I.N.T.S., our staff strives to be Student-centered while fostering Academic excellence, Intentional practice, Nurturing relationships, Transparent communication, and Strength in community. Students are encouraged to S.O.A.R. by being Safe, On-task, Accepting, and Respectful/Responsible in all that they do. Through the six core pillars of character—trustworthiness, respect, responsibility, fairness, caring, and citizenship—we ensure every child receives an education that builds confidence, knowledge, and integrity. San Pasqual Union School prepares students to be lifelong learners and compassionate citizens ready to achieve excellence in a dynamic world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	51
Grade 2	57
Grade 3	55
Grade 4	54
Grade 5	71
Grade 6	63
Grade 7	55
Grade 8	50
Total Enrollment	548

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	0.5
Asian	2.7
Black or African American	0.9
Hispanic or Latino	37.4
Two or More Races	7.5
White	49.1
English Learners	10.2
Foster Youth	0.5
Homeless	10
Migrant	0.7
Socioeconomically Disadvantaged	26.1
Students with Disabilities	9.9

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)	25.1	87.37	25.1	87.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	10.86	3.1	10.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.73	0.5	1.73	15831.9	5.67
Total Teaching Positions	28.8	100	28.8	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)	22.6	83.41	22.6	83.41	231142.4	83.24
Intern Credential Holders Properly Assigned	0.7	2.76	0.7	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.69	1	3.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.69	1	3.69	11746.9	4.23
Unknown/Incomplete/NA	1.7	6.45	1.7	6.45	14303.8	5.15
Total Teaching Positions	27.1	100	27.1	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)	25.1	86.27	25.1	86.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	10.3	3	10.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.72	0.5	1.72	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.72	0.5	1.72	13705.8	4.91
Total Teaching Positions	29.1	100	29.1	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	1
Misassignments	3.10	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	1	3

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	1	0
Local Assignment Options	0.00	0	0.5
Total Out-of-Field Teachers	0.00	1	0.5

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)	0.00	1	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	1	1.6

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

As noted below, all curriculum currently in use is from the most recent adoption cycle.

Year and month in which the data were collected	November 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	K-5th Grade, Journeys by Houghton Mifflin (adopted 2017). 6th-8th Grade, Collections by Houghton Mifflin (adopted 2018)	0%
Mathematics	K-8th Grade, iReady Mathematics, California Edition (adopted 2025).	0%
Science	K-5 Houghton Mifflin Science Dimensions (adopted 2021); 6-8 STEM Scopes (adopted 2017)	0%
History-Social Science	K-5 Studies Weekly (adopted 2024). 6th-8th Grade, McGraw Hill CA Impact (adopted 2023)	0%
Foreign Language	8th Grade, TPT Spanish Curriculum for Middle School (approved 2022)	
Health	5-8 Prevention Plus (approved 2025)	
Visual and Performing Arts	K-8th Grade, Scott Pearson Silver Burdett	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

The San Pasqual Union School campus, now approximately 25 years old, continues to be well-maintained through careful planning and investment. Under the direction of the Governing Board, the District has made it a priority to address deferred maintenance needs proactively to reduce long-term costs and preserve the integrity of school facilities. Preventive and corrective maintenance projects are systematically prioritized to ensure a safe, efficient, and high-quality learning environment.

As part of this effort, the District allocates funding each year for routine restricted maintenance as well as additional resources dedicated to deferred maintenance projects. This comprehensive approach supports the sustainability of campus infrastructure and helps offset the financial impact of anticipated and ongoing facility needs.

The following projects were completed within the last year.

School Facility Conditions and Planned Improvements

Playground Repairs/Replacement
Cost: $150,000
Funding Source: Capitol Projects

Pending projects include:

Gymnasium Floor Resurfacing
Estimated Completion Date: Pending
Estimated Cost: Pending
Funding Source: Pending

Year and month of the most recent FIT report	March 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			District recently replaced most HVAC units on campus.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The District maintains a clean campus via daily cleaning service through 2 full-time employees. The District contracts with outside agencies for pest control services.
Electrical	X			The District entered into a PPA solar energy agreement to reduce electrical costs. The project is expected to be completed in the spring of 2026.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			District recently replaced water fountains on lower playground.
Safety: Fire Safety, Hazardous Materials	X			As recommended by local fire officials, the District regularly clears brush to create fire breaks from buildings. The District also conducts annual inspections of fire sprinklers and extinguishers.
Structural: Structural Damage, Roofs	X			The District recently replaced well roofs on all buildings.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New playground equipment was installed in 2025. Primary entry fences were recently reinforced for campus safety and security.

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)	51	64	51	64	47	48
Mathematics (grades 3-8 and 11)	45	50	45	50	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	349	341	97.71	2.29	63.64
Female	196	191	97.45	2.55	68.59
Male	153	150	98.04	1.96	57.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	122	95.31	4.69	45.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	72.00
White	180	180	100.00	0.00	76.11
English Learners	29	22	75.86	24.14	31.82
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	25.93
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	89	96.74	3.26	47.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	33	91.67	8.33	48.48

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	349	345	98.85	1.15	50.14
Female	196	194	98.98	1.02	48.97
Male	153	151	98.69	1.31	51.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	125	97.66	2.34	38.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	56.00
White	180	180	100.00	0.00	57.78
English Learners	29	26	89.66	10.34	19.23
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	25.93
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	89	96.74	3.26	40.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	33	91.67	8.33	36.36

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)	35.77	41.88	35.77	41.88	30.73	32.52

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	117	117	100.00	0.00	41.88
Female	62	62	100.00	0.00	38.71
Male	55	55	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	52.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	37.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	36.36

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	83%	90%	91%	84%	97%
Grade 7	82%	91%	98%	95%	98%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Volunteers are an essential part of the San Pasqual Union School community and play an active role in supporting academic, athletic, enrichment, and intervention programs. Parents and guardians are encouraged to participate in a variety of ways, from classroom assistance to leadership in school committees. Active parent organizations include the Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), SP School Foundation, Red Barn Arts (RBA), School Site Council (SSC), and Watch D.O.G.S. (Dads of Great Students).

Our parent partners contribute significantly to the success of the school by raising funds for vital programs and campus improvement projects. They also collaborate with staff and administration to review and provide input on key planning documents, including the Local Control Accountability Plan (LCAP), Comprehensive School Safety Plan, and the School Accountability Report Card (SARC). Results from the 2025 Healthy Kids Parent Survey reflect this strong partnership. Specifically, 94% of parents report that the school encourages active involvement. In addition, 95% of parents attended at least one school or class event in the past year, and 72% volunteered in their child's classroom or elsewhere on campus.

To support clear and consistent communication, San Pasqual Union School maintains a comprehensive digital presence through its District website (www.sanpasqualunion.net) and mass communication systems for email, phone, and text outreach. The District also uses Instagram (@san_pasqual_saints), YouTube (San Pasqual Union School), and the PeachJar digital flyer system (San Pasqual Union Elementary) to keep families and the community informed about upcoming events and opportunities. Timely updates are provided through the electronic school marquee, while teachers share classroom-specific news through periodic newsletters to ensure families remain connected and informed.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	559	24	4.3
Female	297	296	13	4.4
Male	265	263	11	4.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	211	209	10	4.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	41	2	4.9
White	272	272	8	2.9
English Learners	61	61	5	8.2
Foster Youth	--	--	--	--
Homeless	58	57	4	7.0
Socioeconomically Disadvantaged	167	165	11	6.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	61	6	9.8

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
0.8	0.37	0.71	0.8	0.37	0.71	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	0.18	0	0	0.18	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	0.71	0.18
Female	0.34	0.00
Male	1.13	0.38
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.88	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.37	0.37
English Learners	1.64	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	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

San Pasqual Union School provides a safe, clean, and supportive environment that fosters learning and student well-being. The 27-acre campus is fully fenced and secured, with 25 security cameras monitoring key areas—such as entrances, gates, and common spaces—24 hours a day, seven days a week. The District maintains clear response protocols for students who may be at risk or in crisis, ensuring timely and coordinated support. Staff members are trained in Trauma-Informed Practices for Schools (TIPS), Restorative Practices, Positive Behavior Intervention Supports (PBIS), and Crisis Prevention and Intervention (CPI). A full-time school psychologist and counselor provide counseling and family support services, while Kagan Cooperative Learning provides consistent Social Emotional Learning (SEL) support for all students. The school's S.O.A.R. expectations and Six Pillars of Character program further reinforce a culture of respect, responsibility, and safety.

District safety plans and procedures are designed to protect students, staff, and visitors through proactive measures and collaboration with community partners. San Pasqual Union administrators are founding members of the Escondido School Leaders Safety Consortium—a partnership among local school leaders and first responders that meets regularly to address emerging safety challenges and develop best practices. Through this consortium, the District works closely with law enforcement, fire services, and the Sandy Hook Promise (SHP) Foundation, gaining access to the Say Something anonymous reporting system and the Start with Hello program, both of which promote early intervention and connectedness.

The District's Comprehensive School Safety Plan (CSSP) emphasizes prevention, preparedness, physical protection, and response capacity. It aims to: (1) protect students and staff from harm; (2) minimize disruption and maintain educational continuity; (3) promote a culture of safety; and (4) keep the community informed of safety procedures. Monthly safety drills are conducted to review and strengthen emergency response practices. All campus visitors are screened through the Raptor Visitor Management System, which issues identification badges to ensure secure access. The CSSP is updated annually in alignment with recommendations from the San Diego County Office of Education, Homeland Security, first responders, and other safety experts. The plan is reviewed by the School Site Council and was most recently approved by the Governing Board on February 11, 2025.

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	16	4	0	0
1	18	3	0	0
2	22	0	2	0
3	27	2	0	1
4	28	0	2	0
5	29	0	2	0
6	24	2	10	1
Other	0	0	0	0

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	19	2	0	0
1	21	1	1	0
2	18	3	0	0
3	23	0	2	0
4	26	0	2	0
5	27	0	2	0
6	27	1	12	0
Other	19	1	1	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	19	3		
1	20	1	1	
2	24		2	
3	18	3		
4	27		2	
5	24		3	
6	27	2	7	5
Other	20	1		

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	N/A

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

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	$14,376	$4,314	$10,063	$81,573
District	N/A	N/A	$10,063	$81,573
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-10.2	-4.5

Fiscal Year 2024-25 Types of Services Funded

Per-pupil funding for San Pasqual Union School is determined through the state's Local Control Funding Formula (LCFF), which includes a Base Grant for all students and Supplemental Grant funds to support the unique needs of English Learners, Foster Youth, and Socio-Economically Disadvantaged students. The District does not receive Concentration Grant funding.

Supplemental funds are strategically used to provide academic intervention, language development support, counseling services, and access to enrichment opportunities that promote equity and improve student outcomes.

In addition to state and federal funding, the Parent Teacher Organization (PTO) and the SP School Foundation play a vital role in enhancing educational programs by raising funds for campus improvements, instructional materials, field trips, assemblies, and other student-centered activities and experiences.

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	$58,390	$55,248
Mid-Range Teacher Salary	$80,445	$80,746
Highest Teacher Salary	$116,474	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$180,000	$155,954
Percent of Budget for Teacher Salaries	33.5%	25.26%
Percent of Budget for Administrative Salaries	6.08%	6.12%

Professional Development

The District provides funding to support ongoing professional growth for all staff. Teachers regularly collaborate in grade-level teams to review student work, plan instruction, and share strategies to improve teaching effectiveness. Professional development topics are guided by input from Instructional Leadership Teams (ILTs), ensuring that training aligns with school goals and student needs. Each teacher receives five full days of professional development annually, scheduled before, during, and after the school year.

In addition, District Professional Learning Community (PLC) meetings are held bi-monthly, supplemented by periodic staff meetings and other collaborative opportunities. Focus areas include instructional strategies to clarify learning intentions and outcomes, vertical articulation across grade levels, effective use of student data, and school safety practices.

All staff also participate in required annual training on key compliance and safety topics, including mandated reporting, bloodborne pathogens, sexual harassment prevention, suicide prevention, and bullying prevention. These combined efforts ensure that staff are well-prepared to provide high-quality instruction in a safe, supportive, and data-informed learning environment.

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	5	5	5