

San Pasqual Union Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	San Pasqual Union Elementary School
Street	15305 Rockwood Road
City, State, Zip	Escondido, CA 92027
Phone Number	(760) 745-4931
Principal	Shannon Hargrave
E-mail Address	spusd@sanpasqualunion.net
Web Site	www.sanpasqualunion.net
CDS Code	37-68353-6040331

District Contact Information	
District Name	San Pasqual Union Elementary School District
Phone Number	(760) 745-4931
Superintendent	Shannon Hargrave
E-mail Address	shannon.hargrave@sanpasqualunion.net
Web Site	www.sanpasqualunion.net

School Description and Mission Statement (School Year 2017-18)

Shouts of "Saints Soar!" exemplify the dynamic collaboration of strong leadership, community partnership, student achievement, and inspired teaching. San Pasqual Union School (SPU) reflects all that is best in Escondido's past, present, and promise. Nestled in the San Pasqual Valley, the architecture of the facility hearkens to a time when community members were summoned to the barn for celebrations and festivities. SPU provides a setting for interactive educational programs, assemblies and school/community events. Our 'farm-like' setting celebrates our California heritage and inspires the SPU staff to foster a well-rounded, well-planned, healthy and positive learning environment. The school was designed to meet the needs of a growing and thriving community. In 2000, the district built a \$15 million, 27-acre facility. At the heart of our campus is our Saint's Plaza and Red Barn that host celebrations, athletic events, drama productions, and music programs. SPU's modern facilities include 29 classrooms, including two science labs, an art room, multi-purpose barn/gym, library, teacher workroom/lounge, and conference rooms. Our grounds are spacious with 18-acres of athletic fields, playgrounds, and two gardens.

San Pasqual Union School strives to build long-term relationships with families and the community. Together, we are committed to providing a nurturing, inspiring, and rigorous educational program for all students. We embrace Common Core State Standards and teachers work collaboratively to develop pacing guides and curriculum to engage students in critical thinking. We are proud of our traditions and our academic achievements. 2015-2016 SBAC/CAASPP State Assessment scores reported 69% of students in ELA and 55% in Math performed AT or ABOVE Proficient. 2016-2017 SBAC/CAASPP State Assessment scores reported 65% of students in ELA and 53% in Math performed AT or ABOVE Proficient. When compared with other schools, our scores reflect academic excellence well above the county and state averages. All students are provided learning opportunities outside the regular classroom, such as: garden, art room, science lab(s), VAPA, technology, and electives. This broad course of study contributes to student engagement and excellent attendance. Parent engagement is evident in the large involvement in school-wide activities, such as Art Day, Harvest Day & Night, Cinco de Mayo, Loved Ones Lunch, Grandparents Day, Holiday Celebration, and Dinner Theater.

SPU's commitment to dedicated physical education impacts our fitness and cognitive assessments, as well as physical and mental health. We have two credentialed physical education teachers, one who teaches elementary (K-5) and one for middle school (6-8). Our standards-based program promotes lifelong, safe physical activity designed to develop basic movement, physical fitness, rhythms and dance, sports, as well as social and emotional skills. All students K-8 are active with moderate-to-vigorous physical activities provided through PE, recess, and before and after school interscholastic athletic programs.

The District employs 77 faculty members and has a student enrollment of approximately 587. Student demographics are 57.4% White, 28.3% Hispanic or Latino, and 14.3% Other. Of these students, 71 or 12.1% are English Learners, 53 or 9.0% are Special Education, 119 or 20.3% are Socioeconomically Disadvantaged, and 8 or 1.4% are Foster Youth. Students and staff are encouraged to S.O.A.R. ~ Self-Control, On-task, Acceptance, Respect. Consistent with having our Saints SOAR, we believe in building people of character. Six core ethical values form the foundation of our efforts to teach children how to be people of character today and throughout their life. Students are taught these values daily ~ trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students who exemplify these traits are honored throughout the year. Our Mission "is to ensure all children receive an education that builds character, confidence, knowledge, and skills to prepare them to be competent life-long learners who can achieve individual excellence." Our Vision "is committed to improving the academic achievement, responsibility, and accountability of all students by establishing high academic and social expectations. Students, staff, and community work collaboratively to achieve common goals. Our school provides a safe environment that inspires enthusiasm, passion, and dedication. San Pasqual Union upholds high character expectations as a cornerstone to academic achievement and future success."

It is through the cooperative efforts of students, parents, teachers, and staff that San Pasqual Union School continues to SOAR to success and make academic improvements. To learn more about our school, please visit our website at www.sanpasqualunion.net, call our office at 760-745-4931, or go to <http://www.ed-data.org/school/San-Diego/San-Pasqual-Union-Elementary/San-Pasqual-Union-Elementary>.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	69
Grade 1	61
Grade 2	58
Grade 3	55
Grade 4	55
Grade 5	65
Grade 6	64
Grade 7	67
Grade 8	59
Total Enrollment	553

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	0.7
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0
White	61.7
Two or More Races	6.5
Socioeconomically Disadvantaged	15.7
English Learners	13.6
Students with Disabilities	8.5
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	32	34	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

SPECIAL EDUCATION PROGRAM

We provide a continuum of special education services for students who have physical, communicative, or learning challenges and disabilities. San Pasqual implements Lindamood Bell, SEEING STARS (reading) and Cloud Nine (Math), Touch Math, Touch Phonics and Reading Mastery to meet student needs. In collaboration with parents and guardians, we determine the programs and services best suited for each student and outline them in an Individual Education Program (IEP). This process includes identifying the student's current level of performance and setting goals to address their needs. Annual assessments measure academic progress each student has made toward their individual goals. Our Student Success Team and 504 Team meet to discuss other student needs.

ENGLISH LEARNER PROGRAM

Through our English Language Development strategies, English Learners receive instruction that focuses on English acquisition. We provide instruction and programs to support students towards proficiency and support them in all academic areas. All students have access to district core curriculum. Our part-time ELD coordinator guides the instruction to our English Learners through an updated curriculum program as well as through the para-professionals (currently piloting Houghton Mifflin Escalate English). Individual and small group instruction is provided to support students on a regular basis. Both designated and integrated ELD are integral parts of our program

ENGLISH LANGUAGE ARTS (Reading and Writing)

Grade K-5 teachers use Journeys by Houghton Mifflin for English/Language Arts (adopted December 2017). Grade 6-8 teachers use Collections by Houghton Mifflin for English/Language Arts series (pilot 2017-2018 with anticipated adoption in June 2018). All teachers augment these series with identified grade level novels that include writing, vocabulary and oral language development. K-8 teachers use Six Traits Writing, Writing by Design, and Spelling City. All K-8 teachers receive professional development and support throughout the school year. Grades 1-8 provide additional reading instruction in enrichment/intervention groups that target fluency and comprehension.

MATHEMATICS

Grade K-5 teachers use the Engage New York program and supplement other materials as needed. Grades 1-8 provide additional math instruction in enrichment/intervention groups that provide opportunities for re-teaching and re-assessing. Grades 6-8 use College Preparatory Mathematics (CPM) Common Core curriculum. Instruction is focused on collaborative strategies and critical thinking. All K-8 teachers receive professional development and support throughout the school year.

SCIENCE

Our science curriculum is aligned with the California Content Standards and supplement Common Core lessons to include instruction in physical science, earth science, and life science. Teachers integrate math, literature, and technology into the science curriculum. Teachers use Scholastic Resources, Mystery Science, Brain Pop Jr, STEM Scopes, and Gizmos as supplementary curriculum. K-5 students participate in weekly Science Lab rotations with a credentialed Science teacher. K-8 students participate in PBL and STEAM activities. Middle School (6-8) Science teachers plan hands on experiments and work collaboratively with Math and ELA teachers to enhance the Science experience.

HISTORY/SOCIAL SCIENCE

Our history/social science curriculum is aligned with the California Content Standards and use supplemental Common Core materials. Grade K-5 teachers use Pearson Scott Forsman and Grades 6-8 use Glencoe. Teachers use other resources, such as Scholastic to supplement instruction. Our curriculum helps students understand the current conditions of their community, state, country, and world. Students realize the reasons for optimism and the reasons for concern. They learn the ideas central to liberty, responsible citizenship, and representative government, and they study how these ideas have evolved into institutions and practices that influence voters and leaders. Our character development program enriches students experiences for increasing awareness that builds ethical citizens.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys by Houghton Mifflin (2017) K-5th grade (adopted 12/17). Collections by Houghton Mifflin (2017-2018) 6th-8th grade (pilot).	Yes	0%
Mathematics	Engage New York for Grades K-5. Grades 6-8 use College Preparatory Mathematics (CPM) Common Core curriculum. (2014-2015)	Yes	0%
Science	Scholastic Resources, Mystery Science, Brain Pop Jr, STEM Scopes, and Gizmos.	Yes	0%
History-Social Science	Pearson Scott Forsman (2006) K-5th grade Glencoe (2006) 6th-8th grade	Yes	0%
Visual and Performing Arts	Scott Pearson Silver Burdett K-8th grade	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

FIT: Overall rating: 99.43%, Exemplary

The San Pasqual Union School is 17 years old, therefore the District and the Governing Board has made it a priority to fund deferred maintenance due to the age of the campus. We make an effort to prioritize corrective and preventative maintenance for long-term savings. District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. Our custodial staff inspect the campus throughout the day to ensure the safety of students, staff, and visitors. The District maintains playground equipment, structures, blacktop, playgrounds, and grass fields as designated. Custodial staff maintains property in compliance with fire and safety requirements. Our maintenance crew work to ensure timely handling of needed facility repairs and immediate response to safety and health needs that arise. The campus includes eleven buildings, of which five are portables. The District facilities team spent \$21,600 on general repairs to our buildings in the 2016-2017 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures. To date (January 2018), 2017-2018 school year, we have spent \$4,489 on general repairs . Prop 39 energy upgrades for HVACs and lighting for a total of \$255,903 (2015-16 and 2016-17 school years).

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All systems are inspected weekly and repairs made as needed on a daily basis.
Interior: Interior Surfaces	X			Internal surfaces are inspected, replaced or repaired on a regular basis.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Retain outside vendor for Pest/Vermin infestation and request preventative treatment and service as needed on a regular basis.
Electrical: Electrical	X			Electrical systems are inspected and repaired on a regular basis.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Restrooms, sinks/fountains are inspected weekly and repaired or replaced as needed.
Safety: Fire Safety, Hazardous Materials	X			Fire safety and inspection, and removal of hazardous materials is done on a regular basis or as needed. Annual fire marshal inspection.
Structural: Structural Damage, Roofs	X			Structural inspection is done on a regular basis and repairs are made promptly as needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Painting and repair of exterior buildings as well as all playground equipment, windows, doors, gates, and fences are done on a yearly basis or as needed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	69	65	69	65	48	48
Mathematics (grades 3-8 and 11)	56	53	56	53	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	372	99.47	64.52
Male	180	178	98.89	58.99
Female	194	194	100	69.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	98	97	98.98	42.27
White	233	232	99.57	73.28
Two or More Races	23	23	100	73.91
Socioeconomically Disadvantaged	57	56	98.25	30.36
English Learners	55	54	98.18	33.33
Students with Disabilities	35	34	97.14	14.71
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	373	99.73	52.82
Male	180	179	99.44	55.31
Female	194	194	100	50.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	98	98	100	35.71
White	233	232	99.57	59.48
Two or More Races	23	23	100	73.91
Socioeconomically Disadvantaged	57	57	100	22.81
English Learners	55	55	100	18.18
Students with Disabilities	35	34	97.14	17.65
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75	73	75	73	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.6	24.6	63.1
7	17.5	19	46

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

San Pasqual Union School (SPU) enjoys the active support of its parents and community members. The Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), San Pasqual Foundation, Red Barn Art, Students Are Growing Everyday (SAGE) Garden, SPU Athletics, and the School Site Council are vital community partners for our school. Over 150 parents and community members participate on campus and in classroom activities. Volunteers tutor our students in the Everyone A Reader Program. In addition, they assist us in raising funds for our school garden, visual and performing arts programs, physical education program, and provide field trip opportunities for all of our students. These parent groups review our Local Control Accountability Plan (LCAP) and Safety Plan to provide valuable input into its development.

Parent partners and community members spend numerous hours each week assisting our students and teachers in the Art Room, VAPA performances, SAGE Garden, library, classrooms, lunchtime activities, and our after school sports (Volleyball, Flag Football, Basketball, Soccer, Softball, Track, and Cross County). SPU has positive and productive parent and community relationships that are the infrastructure for our Little School in the Valley.

The School Site Council (SSC) assists the school in educational strategies, provides input and recommends the LCAP and the Safety Plan to the governing board, and reviews other programs. DELAC collaborates regularly with the ELD Coordinator on programs and services for English Learners and reviews and provides input for the LCAP. DELAC meetings inform parents on school programs, student academic performance, tests/assessments, home/school communications, and how to be connected and involved with the school.

The Healthy Kids Survey is administered annually. The 2016-2017 survey reported the majority of parents responded the school is a safe and clean place for their children. In addition, parents feel the school does a great job informing and involving parents. 95% of parents reported the school welcomes parent input and contributions and 94% feel the school encourages active parent involvement and partnership.

SPU communicates weekly via the electronic 'SOAR' newsletter to inform parents and community members of school activities and learning opportunities. Additional information is provided via our school marquee, In-Touch and on our website at www.sanpasqualunion.net. These resources provide consistent updated information on school events and student/family activities, programs, and academics. Our Student/Parent Handbook is a helpful resource to parents and community, explaining school programs and procedures, providing a clear understanding of our school rules/ guidelines, CA Education Codes, and how they can support their students at school.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.4	1.1	3.5	1.4	1.1	3.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

San Pasqual Union School (SPU) is a modern, state-of-the-art facility with a safe, clean environment that is conducive to productive learning. We enhance and update our comprehensive safety plan annually (latest adoption February 2017) to incorporate policies and procedures for injury and illness prevention for students and staff and to address campus threats. District safety plans and procedures are in place to ensure the safety of students, staff, and volunteers.

San Pasqual Union School Safety Committee: The District safety committee is comprised of school staff and community members. The committee welcomes diverse viewpoints and members have law enforcement, public safety, military, and/or other relevant experience. The committee, led by school administration, meets at least twice annually. The committee reviews potential threats and makes recommendations to improve plans, policies, and procedures.

Assessment of School Safety: The District uses the process of assessment, planning, physical protection, and response capacity development 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 school community of safety plan and procedures. SPU assesses hazards, vulnerabilities, and capacities and resources; plans and implements for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for disaster response; and creates preparedness plans and conducts regular drills for a variety of potential incidents. SPU practices, monitors, and improves by holding drills to practice, reflect, and improve. In addition, SPU's physical safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The school district's Comprehensive School Safety Plan is aligned with the recommendations from the San Diego County Office of Education, State Homeland Security, local emergency responders, and public safety officials. San Pasqual Union also uses the general response practices outlined in the National Incident Management System (NIMS).

Strategies and Programs to Provide and Maintain a High Level of Safety: San Pasqual Union School 27-acre facility is completely fenced and locked. There are numerous security cameras that monitor and record activities 24 hours per day, 7 days per week at campus perimeter gates, main entrances, and other areas of campus. The school campus is monitored by the facilities and maintenance staff from 6:30 am to 9:00 pm. Certificated and classified staff supervise students before school, during recess/nutrition, lunch and after school. The District has adopted and proactively implements 'Character Counts' with the Six Pillars of Character. The District hosts and implements an annual 'Expectations Expo' where 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. Interventions are designed for students who many not respond to prevention efforts. Staff is trained in Trauma Informed Care, Restorative Justice, and Positive Behavior Intervention Supports (PBIS). A social worker intern and school psychologist are available to provide counseling and academic support to students.

County Office of Education, State Homeland Security, local emergency responders, and public safety officials will use the general response practices outlined in the National Incident Management System (NIMS)." Each classroom is equipped with emergency supplies, and our District provides emergency food and water supplies for our students and staff. We conduct regular safety inspections of all classrooms, office space, kitchen facilities, restrooms, grounds, and buildings.

Our school/district custodians make visual inspections of the campus throughout the day to ensure the safety of students, staff, and visitors. Campus supervision personnel provide campus security and parking lot traffic control for parent pick-up and for students walking home. SPU provides campus supervision before and after school, and during recess and lunch. Our school buses are inspected daily for safety and upkeep, and we conduct regular safety inspections with the Local and State agencies concerning transportation and bus safety. Our drivers are tested on a regular basis and comply with all local and state rules and regulations for safe transportation of each student. Students participate in bus safety and evacuation drills. San Pasqual meets with parents, community members, City of San Diego traffic control, law and fire service agencies to review and update our Safety Plan and to organize our parking lot traffic control.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		20	3			23		3	
1	20	2			25		2		20	2	1	
2	22		2		22		2		19	1	2	
3	25		3		21		3		18	1	2	
4	27		2		26		2		28		2	
5	27		3		26		3		33		1	1
6	28	1	11	2	24	5	10	1	24	3	11	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	part-time	N/A
Resource Specialist	0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,034	\$3,369	\$5,665	\$65,330
District	N/A	N/A	\$5,665	\$65,330
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	-13.8	5.5

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

Types of Services Funded (Fiscal Year 2016-17)

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. Our PTO, Foundation, Red Barn Art, and SAGE Garden raise money each year to help pay for programs, activities, field trips, assemblies, Physical Education K-8 program, and K-8 General/Choral Music Program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,094	\$42,598
Mid-Range Teacher Salary	\$63,505	\$62,232
Highest Teacher Salary	\$91,947	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$144,664	\$117,868
Percent of Budget for Teacher Salaries	41%	32%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

District funds are used to provide additional professional growth opportunities for all employees. Teachers meet regularly in grade-level teams to review student work, plan instruction, and share teaching strategies. Two Thursdays and one Wednesday afternoon a month are devoted to District PLC meetings, professional development, staff meetings, and/or grade level collaborative discussions. Our teachers have multiple subject and/or single subject teaching credentials, are highly qualified and teach in their subject matter area. This allows credentialed staff members to provide instruction across all subject areas. The District encourages teachers to observe classroom instruction of other colleagues in and out of the District. Teachers have the tools and resources necessary to offer students differentiated instruction based on advanced education, specialized training, and experience. We encourage teachers to work with one another and to use their expertise to help guide instruction. Professional development opportunities are provided in curriculum development, subject matter strategies with SDCOE, Educational Technology, Character Education, SDAIE/ELD teaching strategies, Professional Learning Communities, and opportunities to analyze student assessment data to improve instruction. A full-time Reading Specialist works with all K-8 students and supports teacher instruction. We provide classified support personnel including library services, instructional aide paraprofessionals, and mental health professionals as additional resources to support our students and teachers. We also employ occupational therapist and a speech therapist who are part-time and assist special needs students. A part-time Math Specialist works with all students K-8 and supports teacher instruction. In addition, this person acts in the capacity of assessment and data coordinator.