

# San Pasqual Union Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

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

<b>District Contact Information</b>	
<b>District Name</b>	San Pasqual Union Elementary School District
<b>Phone Number</b>	(760) 745-4931
<b>Superintendent</b>	Mark Burroughs
<b>E-mail Address</b>	mark.burroughs@sanpasqualunion.net
<b>Web Site</b>	www.sanpasqualunion.net

### **School Description and Mission Statement (School Year 2018-19)**

San Pasqual Union School reflects all that is good in San Diego’s past, present, and future. As our one-school district celebrates its 100-year anniversary, we are reminded to honor our rich past while embracing a future of limitless opportunity. Born from a 2-room schoolhouse in the heart of Escondido’s San Pasqual Valley and growing into our current 27-acre campus, San Pasqual Union School provides a quaint and inviting backdrop for inspired teaching and learning. The modern facilities of San Pasqual Union include 29 classrooms with an art room, two science labs, an 18,000-book library, a kitchen, and the towering red “Barn” which serves as our gymnasium and theater. Our Board Room, affectionately known as Trussell Hall, is a replica of our original schoolhouse and appropriately bears the name of one of our founding educators. Additionally, the grounds of San Pasqual Union, including 18 acres of athletic fields, playgrounds, and gardens, are impeccably maintained to provide ample opportunities for outdoor learning and play.

San Pasqual Union maintains a rigorous academic program in which students consistently perform above state and county averages. Teachers work collaboratively to prepare engaging lessons and utilize student data to drive instruction. Core academic programs are enriched via elementary rotations (which include science, technology, physical education, and music) and middle school exploratory wheels (with each wheel offering courses in the arts, world languages, and technology). Student experiences are enhanced through strong partnerships with our families and the communities. Volunteer groups such as the Parent Teacher Organization (PTO), SP School Foundation, Red Barn Arts, SAGE garden, School Site Council (SSC), and our District English Language Advisory Committee (DELAC) volunteer time, raise much needed funds, and sponsor school events to enrich the learning experiences for all our children. Further, our partnership with the San Diego Zoo Safari Park provides unique opportunities for applied learning and hands-on research as students are directly connected with the conservancy efforts of experts in the field.

Both students and staff are encouraged to S.O.A.R., demonstrating that they are Safe, On-task, Accepting, and Respectful/Responsible in words and deeds. Consistent with having all Saints SOAR, we are building students of character through the six core pillars of trustworthiness, respect, responsibility, fairness, caring, and citizenship. These pillars promote our overarching mission to ensure all children receive an education that builds the character, confidence, knowledge, and skills to prepare them to be competent life-long learners who can achieve individual excellence.

To learn more about the San Pasqual Union School District, please visit:

[www.sanpasqualunion.net](http://www.sanpasqualunion.net)

<https://www.caschooldashboard.org/#/Details/3768353000000/3/EquityReport>

<https://www.greatschools.org/california/escondido/6276-San-Pasqual-Union-Elementary-School/>

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	75
Grade 1	57
Grade 2	67
Grade 3	59
Grade 4	62
Grade 5	57
Grade 6	69
Grade 7	70
Grade 8	71
<b>Total Enrollment</b>	<b>587</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.7
Asian	1.5
Filipino	0.7
Hispanic or Latino	28.3
Native Hawaiian or Pacific Islander	0.0
White	57.8
Socioeconomically Disadvantaged	22.8
English Learners	12.1
Students with Disabilities	9.0
Foster Youth	1.7

## 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
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	32	33	33	33
<b>Without Full Credential</b>	1	1	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	1	1

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	1
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 2018-19)

**Year and month in which data were collected:** November 2018

### ENGLISH LANGUAGE ARTS (Reading and Writing)

Grade K-5 teachers use Journeys by Houghton Mifflin for English/Language Arts. Grade 6-8 teachers use Collections by Houghton Mifflin for English/Language Arts series. Both of these programs were recently adopted. All teachers augment these series with identified grade level novels that include writing, vocabulary and oral language development. TK-8 teachers use Six Traits Writing and Spelling City. All TK-8 teachers receive ongoing professional development and support.

### MATHEMATICS

Grade K-5 teachers use the Engage New York program. Grades 6-8 use College Preparatory Mathematics (CPM) curriculum. Instruction is focused on collaborative strategies, critical thinking, and building both conceptual knowledge and procedural fluency. Teachers differentiate instruction as needed to support all learners and supplement instruction as needed through the use of supplemental materials including online programs like Zearn and IXL. All TK-8 teachers receive ongoing professional development and support. Grades 6-8 participate in STEAM classes integrating project based learning across disciplines.

### SCIENCE

Our science curriculum is aligned with Next Generation Science Standards (NGSS). Teachers integrate math, writing, and technology into the science curriculum. Teachers use STEM Scopes curriculum for 6-8, Mystery Science curriculum for K-5, and Gizmos and Brain Pop as supplementary curriculum. 2-5 students participate in weekly Science Lab rotations with a credentialed Science teacher. TK-8 students participate in STEAM activities, with our 6-8 students participating in a weekly STEAM class taught by math and science teachers.

### 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 resources, such as Scholastic and Social Studies Weekly to supplement instruction. Grades 6-8 use Glencoe, iCivics, Scholastic News, and other resources to support instruction. Our curriculum helps students understand the current conditions of their community, state, country, and world. Instruction emphasizes the central themes of liberty, responsible citizenship, and representative government. Children study how these ideas have evolved into institutions and practices that influence voters and leaders. San Pasqual Union prides itself in integrating the Arts into our social studies/history course offerings. Integrated art lessons are taught school-wide through teacher/parent teams (Red Barn Arts). These lessons are based on grade level standards and reflect the themes or standards being learned. In addition to the art lessons done in the classroom, students have many opportunities to learn about history through school produced musicals and plays led by our Visual and Performing Arts director.

### 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), Cloud Nine (Math), Touch Math, Touch Phonics, and Reading Mastery to meet individual student needs. In addition, the Special Education Team provides specific training to general education teachers to facilitate student learning. 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade, Journeys by Houghton Mifflin (adopted 12/17). 6th-8th Grade, Collections by Houghton Mifflin (adopted 6/18)	Yes	0%
Mathematics	K-5th Grade, Engage New York (adopted 8/16). 6th-8th Grade, College Preparatory Mathematics (adopted 7/14)	Yes	0%
Science	Mystery Science (approved 8/17), Brain Pop & Brain Pop Jr (approved 8/16), STEM Scopes (approved 8/17), and Gizmos (approved 8/17).	Yes	0%
History-Social Science	K-5th Grade, Pearson Scott Forsman; 6th-7th Grade, Glencoe; 8th Grade, Civics	Yes	0%
Foreign Language	ASL, Spanish, French		
Health	Family Life, SPARK		
Visual and Performing Arts	K-8th Grade, Scott Pearson Silver Burdett		

#### School Facility Conditions and Planned Improvements (Most Recent Year)

FIT: Overall rating: 100.00%, Exemplary (see attached inspection report)

The current San Pasqual Union School campus is nearly 20-years-old. As such, under the direction of the Governing Board, the Superintendent has made it a priority to fund deferred maintenance to offset the liability of anticipated and ongoing expenses. Corrective and preventative maintenance is prioritized to promote long-term savings. As part of the plan, the District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. During the 2017-2018 school year, the District spent \$15,987 on general repairs. Major projects funded through deferred maintenance included painting (\$30,333), bathroom renovations (\$28,655), and well repairs (\$1,527). The District maintains playground equipment, structures, blacktop, playgrounds, and grass fields as needed. Custodial staff maintains property in compliance with fire and safety requirements.

#### 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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 2018	
Overall Rating	Exemplary
	Exemplary

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	65.0	56.0	65.0	56.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	53.0	50.0	53.0	50.0	37.0	38.0

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	387	99.74	56.33
Male	185	185	100.00	50.81
Female	203	202	99.51	61.39
Black or African American	12	12	100.00	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	109	100.00	35.78
White	228	228	100.00	69.74
Two or More Races	23	22	95.65	54.55
Socioeconomically Disadvantaged	89	88	98.88	25.00
English Learners	61	61	100.00	22.95
Students with Disabilities	43	43	100.00	13.95
Foster Youth	16	15	93.75	6.67

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	387	99.74	50.39
Male	185	185	100	51.89
Female	203	202	99.51	49.01
Black or African American	12	12	100	25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	109	100	31.19
White	228	228	100	59.65
Two or More Races	23	22	95.65	77.27
Socioeconomically Disadvantaged	89	88	98.88	25
English Learners	61	61	100	26.23
Students with Disabilities	43	43	100	13.95
Foster Youth	16	15	93.75	0

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.80	22.80	54.40
7	14.50	27.50	42.00

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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

San Pasqual Union School enjoys the active support of its parents and community members. Volunteers are a vital part of the school community and are encouraged to actively participate in all aspects of our academic, athletic, and enrichment programs. The Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), SP School Foundation, Red Barn Arts, Students Are Growing Everyday (SAGE) garden, Everyone a Reader (EAR), and the School Site Council (SSC) serve as essential community partners and raise the funds needed to sustain and grow many of our programs. In addition, these parent groups review and provide input to several of our school plans, including our Local Control Accountability Plan (LCAP) and Comprehensive School Safety Plan. As reflected in the 2017-2018 Healthy Kids Parent Survey, 96% of parents agree that the school encourages parents to be active partners. Additionally, 98% of parents agree that parents feel welcome at school events.



San Pasqual Union communicates weekly to the school community via the electronic “Saints SOAR” newsletter. The “Saints SOAR”, in conjunction with our school website at [www.sanpasqualunion.net](http://www.sanpasqualunion.net), informs parents and community members of important announcements, school activities, and opportunities to become more involved in school events and initiatives. Periodic “all call” email and phone messages are sent to bring attention to upcoming items of interest. Additional information is provided to the community via our electronic school marquee.

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.1	3.5	2.0	1.1	3.5	2.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

San Pasqual Union School is a modern facility with a safe, clean environment that is conducive to learning. We enhance and update our comprehensive safety plan annually (latest adoption March 2018) to incorporate policies and procedures for emergencies. District safety plans and procedures are in place to ensure the safety of students, staff, and volunteers. The District Safety Committee is comprised of school staff and community members. The committee welcomes diverse viewpoints and community members have law enforcement, public safety, military, and other relevant experience. The committee meets at least twice annually, reviewing potential threats and making recommendations to improve plans, policies, and procedures.

The District uses the process of assessment, planning, physical protection, and response capacity designed to: 1) Protect students and staff from physical harm; 2) Minimize disruption and ensure the continuity of education for all children; 3) Develop and maintain a culture of safety; and 4) Inform school community of safety plan and procedures. SPU assesses hazards, vulnerabilities, and capacities and resources; plans for risk reduction and disaster response; and creates preparedness plans for a variety of potential incidents. SPU holds 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).

San Pasqual Union School 27-acre facility is completely fenced and locked. There are 15 security cameras that monitor and record activities 24 hours per day, 7 days per week at campus perimeter gates, main entrances, and other areas of campus. Certificated and classified staff supervise students before school, during recess/nutrition, lunch and after school. The District has adopted and proactively implements the ‘Character Counts’ with the Six Pillars of Character program. The District also hosts an annual “Expectations Expo” during which students are explicitly taught and encouraged to practice safe, on task, accepting, and respectful behaviors. The District has response protocols for situations and/or students who are at-risk or in crisis. Staff is trained in Trauma Informed Practice for Schools (TIPS), Restorative Practices, and Positive Behavior Intervention Supports (PBIS). A social worker intern and school psychologist are available to provide counseling and academic support to students.

**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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	20	3			23		3		19	3	1	
<b>1</b>	25		2		20	2	1		19	3		
<b>2</b>	22		2		19	1	2		22		3	
<b>3</b>	21		3		18	1	2		20	3		
<b>4</b>	26		2		28		2		31		2	
<b>5</b>	26		3		33		1	1	29		2	
<b>6</b>	24	5	10	1	24	3	11		29	2	2	9

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	20.0	8	6		18.0	8	6		19.0	10	4	2
<b>Mathematics</b>									20.0	5	1	1
<b>Science</b>	28.0		5		25.0	2	3		28.0	1	2	2
<b>Social Science</b>	28.0		5		25.0	2	3		26.0	2	2	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	part-time	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,959	\$3,787	\$6,172	\$69,552
District	N/A	N/A	\$6,172	\$69,552
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,128	\$63,218
Percent Difference: School Site and State	N/A	N/A	-14.4	9.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Our funding per student is calculated on the LCFF Base plus Supplemental Grant Funding. The Supplemental Grant Funds are targeted to meet the needs of our English Learners, Foster Youth, and Free and Reduced (low-income) students. The District receives no Concentration Grant Funds. Our PTO, SP School Foundation, Red Barn Arts, and SAGE Garden raise money each year to help offset the cost of programs, activities, field trips, assemblies, and other educational experiences.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,477	\$44,375
Mid-Range Teacher Salary	\$65,410	\$65,926
Highest Teacher Salary	\$94,705	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$151,000	\$121,894
Percent of Budget for Teacher Salaries	40.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

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. Approximately 20 school days per year, afternoons are devoted to District PLC meetings and staff meetings. Areas of focus for these meetings have included Professional Learning Communities, the use of data to inform instructional practice, and school safety. Other professional development opportunities are provided in curriculum development, educational technology, character education, and Specially Designed Academic Instruction in English (SDAIE)/English Language Development (ELD) teaching strategies. A full-time Reading Specialist and part-time English Language Development Coordinator support teacher instruction.