

San Pasqual Union Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	K-8
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 (Most Recent Year)

Shouts of "Saints Soar!" exemplify the dynamic collaboration of strong leadership, community partnership, student achievement, and inspired teaching. San Pasqual Union School 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. San Pasqual Union School was designed to meet the needs of a growing and thriving community. In 2000, the district built a \$15 million, 26-acre facility. Our school is rich with a library that has a fireplace, a reading silo, and over 14,000 books! At the heart of our campus is our red barn that hosts celebrations, athletic events, drama productions, and music programs. San Pasqual's modern facilities include a science lab, art room, and garden. Our grounds are spacious and our campus has separate areas for our elementary and middle school students.

San Pasqual Union School strives to build long-term relationships between our school and families. Together, we are committed to providing a nurturing, inspiring, and rigorous educational program for all students. As we embrace the new Common Core Standards, our teachers are working collaboratively to develop curriculum to engage students in critical thinking. We continue to be committed to the development of strong self-esteem and physical fitness. We understand the need for technology to play a greater role in our future. Our focus is to empower students with technology and put them in touch with 21st century skills. Through the combined efforts of parents, teachers, staff, and the San Pasqual Community, every child can experience academic success and an assortment of enrichment activities and experiences that will help them realize their full potential.

We are proud of our traditions and our academic achievements. Our 2013 Academic Performance Index (API) score was 882. When compared with schools within the state, our standardized test scores reflect academic excellence above the county and state average. Our students enjoy well-equipped classrooms, dedicated teachers, and varied activities to meet the needs of our entire student population. It is the students, teachers, and staff, as well as our supportive parent community that make our school very special. Our goal is to help students develop the capacity to live with dignity and purpose, make sound judgments, act responsibly, and become active and productive individuals. Together we want to provide lifelong learning, creative and critical thinking, personal academic achievement, and an appreciation for individual differences. We strive to foster "a civic-minded citizen in our democratic society."

We are a PLC at SP! San Pasqual Union School operates as a Professional Learning Community (PLC). We are on a journey that is "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." As a PLC, our faculty and administration adhere to the following tenets: 1) A focus on learning, 2) A collaborative culture with a focus on learning for all, 3) Collective inquiry into best practice and current reality, 4) Action Orientation - learning by doing, 5) A commitment to continuous improvement, and 6) results orientation. Teachers at SPU are being trained in these elements of a high-functioning PLC and are granted time during Thursday minimum days to collaborate with teammates in order to plan for both individual and collective academic achievement. Our motto at SPU is TEAM work ~ Together Everyone Achieves More.

All SPUSD 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.

MISSION:

San Pasqual Union School 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.

VISION:

San Pasqual Union School 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 both academic achievement and future success.

VALUES:

Visionary Leadership/Teaching: San Pasqual Union leads and teaches with passion, imagination, and inspiration every day to create connections, strategies, and methods that will stimulate innovation, build knowledge, and achieve excellence.

Data-Driven, Learning-Centered Education: SPU students are our focus and shared responsibility. High expectations lead to learning by all in an environment that is personalized, active, and meaningful. We make decisions using reliable and relevant data to drive instruction to address the needs and expectations of all.

Valuing Community, Faculty, Staff, Parents, Guardians, and Students: All San Pasqual Union stakeholders will be treated in an equal, fair, firm, and consistent manner as we promote, celebrate, and reward the accomplishments of those who make positive contributions to the school system.

Social Responsibility: San Pasqual Union staff make a commitment to each other and work collaboratively. We are ethical, professional, and both fiscally and personally accountable to all stakeholders. We communicate effectively.

It is through the cooperative efforts of students, parents, teachers, and staff that San Pasqual Union School will continue to soar to success and make academic improvements. To learn more about our school, please visit our website at www.sanpasqualunion.net, or call our office at 760-745-4931.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	51
Grade 1	49
Grade 2	55
Grade 3	63
Grade 4	67
Grade 5	68
Grade 6	53
Grade 7	81
Grade 8	66
Total Enrollment	553

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	1.4
Hispanic or Latino	24.6
White	65.8
Two or More Races	3.8
Socioeconomically Disadvantaged	18.3
English Learners	12.8
Students with Disabilities	8
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2014

Special Education Program

We provide a continuum of special education services for students who have physical, communicative, or learning challenges and disabilities. 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 students' current level of performance and setting goals to address student needs. Annual assessments measure academic progress each student has made toward their individual goals. Our Student Study Team meets 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 teacher guides the instruction to our English Learners through an updated curriculum program as well as through the para-professionals. Individual and small group instruction is provided to support students on a regular basis.

Reading and Writing

Grade K-5 teachers use Houghton Mifflin for English/Language Arts instruction to supplement Common Core materials. Grade 6-8 teachers use McDougul-Litell series in addition to supplemental Common Core curriculum. All teachers supplement these series with identified grade level novels that include enriching writing, vocabulary and oral language development. All K-8 teachers receive professional development and support through California State University San Marcos Writing Project for "6 Traits Writing". Grades 1-5 provide additional reading instruction in enrichment/intervention groups that target fluency and comprehension.

Mathematics

Grade K-5 teachers use the Macmillan/McGraw-Hill Math Program to supplement Common core materials. Lessons in this program rely on drill and practice techniques, hands-on manipulatives, and problem-solving strategies. Grades 1-5 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.

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. Grade K-5 teachers use Pearson Scott Forsman and grade 6-8 teachers use Prentice Hall. K-8 students participate in PBL and STEAM activities. The Science teachers at grades 6-8 plan hands on experiments 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. 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading:A Legacy of Literature (2003) K-5th grade McDougal-Littel (2002) 6th-8th grade	Yes	0%
Mathematics	Macmillan/McGraw-Hill Mathematics K-5th grade (2009-2010) Grades 6-8 use College Preparatory Mathematics (CPM) Common Core curriculum. (2014-2015)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson Scott Forsman (2008) K-5th grade Pearson Prentice Hall (2008) 6th-8th grade	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)

The San Pasqual Union School is designed to create an optimal learning environment that accommodates the educational needs of all our students. Custodians clean and maintain the school and grounds. District personnel provide maintenance and landscaping upkeep to help our school be safe, orderly, clean, and appealing at all times. Maintenance of school restroom facilities for students, staff, and guests are a high priority for the maintenance and custodial staff. The goal is to keep our facilities in 100 percent working order. 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 ten buildings, of which four are portables. Together they accommodate a capacity of approximately 600 to 700 people. Our 26-acre site is technologically modern and outfitted with fiber optics in every building and classroom. Our library serves the community with over 14,000 books. We offer drama and music programs housed in a huge multipurpose (Barn) room complete with sound, lighting, and staging. The district facilities team spent \$7,620 on repairs to our buildings in the 2014-2015 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures. The staff and student restrooms in our school contain 58 toilets, all of which are in excellent working condition.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
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/Varmin infestation and request preventative 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			Restroom and fountain hardware 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.
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 is done on a yearly basis or as needed.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	63	63	44
Mathematics	56	56	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	61	98.4	15	20	26	39
	4	64	64	100.0	13	27	27	34
	5	70	68	97.1	21	18	34	28
	6	58	54	93.1	19	26	35	19
	7	85	84	98.8	10	24	45	21
	8	71	67	94.4	6	30	39	25
Male	3		31	50.0	16	19	26	39
	4		32	50.0	19	31	25	25
	5		36	51.4	25	14	39	22
	6		27	46.6	26	33	26	11
	7		41	48.2	15	24	34	27
	8		34	47.9	9	32	35	24
Female	3		30	48.4	13	20	27	40
	4		32	50.0	6	22	28	44
	5		32	45.7	16	22	28	34
	6		27	46.6	11	19	44	26
	7		43	50.6	5	23	56	16
	8		33	46.5	3	27	42	27

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		4	6.5	--	--	--	--
	4		2	3.1	--	--	--	--
	5		1	1.4	--	--	--	--
	6		1	1.7	--	--	--	--
	7		1	1.2	--	--	--	--
	8		2	2.8	--	--	--	--
American Indian or Alaska Native	4		1	1.6	--	--	--	--
Asian	3		1	1.6	--	--	--	--
	5		2	2.9	--	--	--	--
	6		2	3.4	--	--	--	--
	7		1	1.2	--	--	--	--
	8		2	2.8	--	--	--	--
Filipino	3		1	1.6	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	2.9	--	--	--	--
	6		1	1.7	--	--	--	--
	7		1	1.2	--	--	--	--
	8		1	1.4	--	--	--	--
Hispanic or Latino	3		13	21.0	31	23	15	31
	4		15	23.4	27	27	33	13
	5		22	31.4	36	23	27	14
	6		12	20.7	33	25	17	17
	7		18	21.2	39	39	22	0
	8		15	21.1	20	47	33	0
White	3		41	66.1	10	17	32	41
	4		42	65.6	5	26	24	45
	5		41	58.6	15	12	37	37
	6		36	62.1	11	25	42	22
	7		58	68.2	2	19	52	28
	8		45	63.4	2	27	44	27
Two or More Races	3		1	1.6	--	--	--	--
	4		3	4.7	--	--	--	--
	6		2	3.4	--	--	--	--
	7		5	5.9	--	--	--	--
	8		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		7	11.3	--	--	--	--
	4		15	23.4	33	20	27	20
	5		14	20.0	43	36	21	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		8	13.8	--	--	--	--
	7		13	15.3	38	15	46	0
	8		16	22.5	25	38	25	13
English Learners	3		4	6.5	--	--	--	--
	4		6	9.4	--	--	--	--
	5		9	12.9	--	--	--	--
	6		6	10.3	--	--	--	--
	7		6	7.1	--	--	--	--
	8		4	5.6	--	--	--	--
Students with Disabilities	3		2	3.2	--	--	--	--
	4		7	10.9	--	--	--	--
	5		9	12.9	--	--	--	--
	6		4	6.9	--	--	--	--
	7		6	7.1	--	--	--	--
	8		9	12.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	61	98.4	10	28	41	21
	4	64	64	100.0	11	41	33	16
	5	70	68	97.1	26	32	22	19
	6	58	54	93.1	24	31	30	15
	7	85	84	98.8	13	18	31	38
	8	71	67	94.4	18	19	30	33
Male	3		31	50.0	10	23	45	23
	4		32	50.0	16	31	34	19
	5		36	51.4	28	25	19	28
	6		27	46.6	37	33	26	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		41	48.2	10	20	32	39
	8		34	47.9	21	21	29	29
Female	3		30	48.4	10	33	37	20
	4		32	50.0	6	50	31	13
	5		32	45.7	25	41	25	9
	6		27	46.6	11	30	33	26
	7		43	50.6	16	16	30	37
	8		33	46.5	15	18	30	36
Black or African American	3		4	6.5	--	--	--	--
	4		2	3.1	--	--	--	--
	5		1	1.4	--	--	--	--
	6		1	1.7	--	--	--	--
	7		1	1.2	--	--	--	--
	8		2	2.8	--	--	--	--
American Indian or Alaska Native	4		1	1.6	--	--	--	--
Asian	3		1	1.6	--	--	--	--
	5		2	2.9	--	--	--	--
	6		2	3.4	--	--	--	--
	7		1	1.2	--	--	--	--
	8		2	2.8	--	--	--	--
Filipino	3		1	1.6	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	2.9	--	--	--	--
	6		1	1.7	--	--	--	--
	7		1	1.2	--	--	--	--
	8		1	1.4	--	--	--	--
Hispanic or Latino	3		13	21.0	23	46	23	8
	4		15	23.4	20	53	20	7
	5		22	31.4	36	41	14	9
	6		12	20.7	42	33	17	8
	7		18	21.2	28	28	33	11
	8		15	21.1	33	47	13	7
White	3		41	66.1	5	22	46	27
	4		42	65.6	7	33	38	21
	5		41	58.6	20	29	29	22
	6		36	62.1	14	31	36	19
	7		58	68.2	7	17	31	45
	8		45	63.4	13	13	33	40

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		1	1.6	--	--	--	--
	4		3	4.7	--	--	--	--
	6		2	3.4	--	--	--	--
	7		5	5.9	--	--	--	--
	8		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		7	11.3	--	--	--	--
	4		15	23.4	33	40	20	7
	5		14	20.0	50	43	7	0
	6		8	13.8	--	--	--	--
	7		13	15.3	46	15	23	15
	8		16	22.5	38	38	19	6
English Learners	3		4	6.5	--	--	--	--
	4		6	9.4	--	--	--	--
	5		9	12.9	--	--	--	--
	6		6	10.3	--	--	--	--
	7		6	7.1	--	--	--	--
	8		4	5.6	--	--	--	--
Students with Disabilities	3		2	3.2	--	--	--	--
	4		7	10.9	--	--	--	--
	5		9	12.9	--	--	--	--
	6		4	6.9	--	--	--	--
	7		6	7.1	--	--	--	--
	8		9	12.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	76	84	75	76	84	75	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Students at the School	75
Male	78
Female	72
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	45
White	87
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.80	26.50	51.50
7	17.50	25.00	50.00

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 Parental Involvement State Priority (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 (Most Recent Year)

San Pasqual Union School (SPU) enjoys the active support of its parents and community members. The Parent Teacher Association (PTA), 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 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 provide valuable input into its development. In addition, parent and community volunteers tutor our students in the Everyone a Reader Program.

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 Intramural 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 SSDP and the LCAP to the governing board; and reviews federally funded programs. The District English Learner Advisory Committee (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.

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 Blackboard Connect 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 School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.33	4.84	1.40	3.31	4.81	1.40	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our classroom teachers and classified personnel work with students to keep them safe at school and to make responsible choices. A Behavior Mental Health Specialist (Vista Hill), Social Worker Intern(s) (USC), and School Psychologist are available to provide both academic, counseling, and mental health support. Our Character Counts curriculum includes timely, positive, and upbeat messages to help our students be people of character. Grades K-5 participate in a monthly Patriotic SOAR assembly to celebrate our students and to honor our country. Grades 6-8 participate in weekly activities/assemblies to focus on character attributes and traits. All teachers emphasize character throughout their daily lessons. SPU takes an active approach with anti-bully assemblies and programs. We raise our flag in a school-wide ceremony, sing patriotic songs, and review the character trait for the month. District personnel practice and receive on-going training in Trauma Informed Care (TIC), Positive Behavior Intervention Supports (PBIS), and Restorative Practices. Anonymous Alerts and WeTip programs are available for student and parent use. The Healthy Kids Survey is implemented and results are shared with staff and parent groups.

Our school 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 5/12/15) 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. We have regular emergency drills (fire, lockdown, disaster, earthquake, intruder). Assessment of School Safety from approved plan: "San Pasqual uses the process of assessment and 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 parents of safety plan and procedures. SPU assesses hazards, vulnerabilities, capacities and resources; plans and implements for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for disaster response; create preparedness plans and conduct regular drills for a variety of potential incidents. SPU practices, monitors, and improves by holding drills to practice, reflect, and update. In addition, San Pasqual Union School's physical safety plan includes measures such as volunteer clearance, visitor check-in and identification badges. The school district 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 and 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	1	2		19	3			20	2	1	
1	18	1	2		21		1		20	2		
2	19	3			23		2		22		2	
3	23		3		23		3		25		3	
4	24		2		23		3		27		2	
5	24		3		25		1		27		3	
6	33		1	1	28		13	1	28	1	11	2
Other					23		2					

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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+
English									18	11	7	
Mathematics					31	2	1	1	18	6	2	
Science									24	2	4	
Social Science									19	5	4	

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 2014-15)

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	part-time	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	part-time	N/A
Resource Specialist	3	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,953	\$2,083	\$5,870	\$61,636
District	N/A	N/A	\$5,870	\$61,636
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	9.8	4.2

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

Types of Services Funded (Fiscal Year 2014-15)

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 PTA, 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,720	\$39,948
Mid-Range Teacher Salary	\$58,855	\$57,401
Highest Teacher Salary	\$85,215	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$130,000	\$112,657
Percent of Budget for Teacher Salaries	42%	35%
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. Twice a month, teachers meet in grade-level teams to review student work, plan instruction, and share teaching strategies. Two Thursday afternoons 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, 6 Traits Writing with CSUSM, 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 students K-8 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.