

# San Pasqual Union Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

<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>	Shannon Hargrave
<b>E-mail Address</b>	<a href="mailto:spusd@sanpasqualunion.net">spusd@sanpasqualunion.net</a>
<b>Web Site</b>	<a href="http://www.sanpasqualunion.net">www.sanpasqualunion.net</a>
<b>CDS Code</b>	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 2016-17)

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. 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. Our campus is rich with a library that has a fireplace, a reading silo, and over 20,000 books! At the heart of our campus is our Saint's Plaza and Red Barn that host celebrations, athletic events, drama productions, and music programs. San Pasqual's modern facilities include 29 classrooms, including two science labs, an art room, multi-purpose barn/gym, professional development room, 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 between our school and families. 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. When compared with other schools, our scores reflect academic excellence well above the county and state averages.

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.

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. Students and teachers have equal access to technology tools and are supported with continuous staff development, coaching and technical assistance.

The District employs 66 faculty members and has a student enrollment of approximately 550. Student demographics are 63.6% White, 25.1% Hispanic or Latino, and 11.3% Other. 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." 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](http://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 2015-16)

Grade Level	Number of Students
Kindergarten	59
Grade 1	49
Grade 2	55
Grade 3	53
Grade 4	66
Grade 5	65
Grade 6	69
Grade 7	58
Grade 8	84
<b>Total Enrollment</b>	<b>558</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	2.2
Filipino	1.3
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0
White	63.6
Two or More Races	5.6
Socioeconomically Disadvantaged	17.4
English Learners	12.2
Students with Disabilities	7.5
Foster Youth	1.3

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	31	31	31
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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 2016-17)

Year and month in which data were collected: January 2017

### 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 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 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 coordinator 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 McDougal-Littell series in addition to supplemental Common Core curriculum. All teachers augment these series with identified grade level novels that include 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 1-8 provide additional reading instruction in enrichment/intervention groups that target fluency and comprehension. During the 2016-2017 school year, K-8 piloted several ELA materials.

### 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.

### 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 Foresman 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.

Subject	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	Engage New York for Grades K-5. Grades 6-8 use College Preparatory Mathematics (CPM) Common Core curriculum. (2014-2015)	Yes	0%
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 16 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 ten buildings, of which five are portables. The District facilities team spent \$14,624 on general repairs to our buildings in the 2015-2016 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 2017), 2016-2017 school year, we have spent \$14,548 on general repairs to include HVACs, roofs, and plumbing. Prop 39 energy upgrades occur as needed.

## School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			All systems are inspected weekly and repairs made as needed on a daily basis.
<b>Interior:</b> Interior Surfaces	X			Internal surfaces are inspected, replaced or repaired on a regular basis.
<b>Cleanliness:</b> 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.
<b>Electrical:</b> Electrical	X			Electrical systems are inspected and repaired on a regular basis.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Restrooms, sinks/fountains are inspected weekly and repaired or replaced as needed.
<b>Safety:</b> 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.
<b>Structural:</b> Structural Damage, Roofs	X			Structural inspection is done on a regular basis and repairs are made promptly as needed.
<b>External:</b> 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 2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	63	69	63	69	44	48
<b>Mathematics</b>	56	56	56	56	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	55	54	98.2	61.1
	<b>4</b>	68	66	97.1	72.7
	<b>5</b>	64	62	96.9	72.6
	<b>6</b>	69	69	100.0	62.3
	<b>7</b>	60	59	98.3	69.5
	<b>8</b>	85	84	98.8	71.4
<b>Male</b>	<b>3</b>	23	23	100.0	65.2
	<b>4</b>	34	34	100.0	67.7
	<b>5</b>	33	31	93.9	61.3
	<b>6</b>	36	36	100.0	61.1
	<b>7</b>	27	27	100.0	59.3
	<b>8</b>	41	41	100.0	70.7
<b>Female</b>	<b>3</b>	32	31	96.9	58.1
	<b>4</b>	34	32	94.1	78.1
	<b>5</b>	31	31	100.0	83.9
	<b>6</b>	33	33	100.0	63.6
	<b>7</b>	33	32	97.0	78.1
	<b>8</b>	44	43	97.7	72.1
<b>Hispanic or Latino</b>	<b>3</b>	15	15	100.0	46.7
	<b>4</b>	14	14	100.0	64.3
	<b>5</b>	15	15	100.0	40.0
	<b>6</b>	24	24	100.0	37.5
	<b>7</b>	13	13	100.0	46.1
	<b>8</b>	21	21	100.0	33.3
<b>White</b>	<b>3</b>	35	34	97.1	64.7
	<b>4</b>	44	42	95.5	71.4
	<b>5</b>	41	41	100.0	85.4
	<b>6</b>	41	41	100.0	75.6
	<b>7</b>	39	38	97.4	76.3
	<b>8</b>	56	56	100.0	82.1
<b>Socioeconomically Disadvantaged</b>	<b>4</b>	11	11	100.0	63.6
	<b>6</b>	16	16	100.0	25.0
	<b>8</b>	19	19	100.0	47.4

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	55	54	98.2	57.4
	4	68	66	97.1	53.0
	5	64	62	96.9	51.6
	6	69	69	100.0	44.9
	7	60	59	98.3	62.7
	8	60	59	98.3	62.7
<b>Male</b>	3	23	23	100.0	69.6
	4	34	34	100.0	61.8
	5	33	31	93.9	51.6
	6	36	36	100.0	47.2
	7	27	27	100.0	55.6
	8	27	27	100.0	55.6
<b>Female</b>	3	32	31	96.9	48.4
	4	34	32	94.1	43.8
	5	31	31	100.0	51.6
	6	33	33	100.0	42.4
	7	33	32	97.0	68.8
	8	33	32	97.0	68.8
<b>Hispanic or Latino</b>	3	15	15	100.0	33.3
	4	14	14	100.0	35.7
	5	15	15	100.0	33.3
	6	24	24	100.0	29.2
	7	13	13	100.0	53.9
	8	13	13	100.0	53.9
<b>White</b>	3	35	34	97.1	61.8
	4	44	42	95.5	54.8
	5	41	41	100.0	63.4
	6	41	41	100.0	56.1
	7	39	38	97.4	65.8
	8	39	38	97.4	65.8
<b>Socioeconomically Disadvantaged</b>	4	11	11	100.0	27.3
	6	16	16	100.0	12.5

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	84	75	73	84	75	73	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	149	147	98.7	72.8
<b>Male</b>	74	73	98.7	74.0
<b>Female</b>	75	74	98.7	71.6
<b>Hispanic or Latino</b>	36	36	100.0	44.4
<b>White</b>	97	97	100.0	83.5
<b>Socioeconomically Disadvantaged</b>	28	28	100.0	46.4
<b>Students with Disabilities</b>	15	15	100.0	26.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	7.9	36.5	33.3
<b>7</b>	12.1	22.4	50

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 (School Year 2016-17)

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 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 SPSA, the LCAP and the Safety Plan to the governing board, and reviews federally funded 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.

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 marquis, In-Touch and on our website at [www.sanpasqualunion.net](http://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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.8	1.4	1.1	4.8	1.4	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

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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 April 2016) 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 9 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 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). Student supports through Vista Hill mental health services, 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 2016-17)

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	2013-14				2014-15				2015-16			
	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	19	3			20	2	1		20	2	1	
1	21		1		20	2			20	2		
2	23		2		22		2		22		2	
3	23		3		25		3		25		3	
4	23		3		27		2		27		2	
5	25		1		27		3		27		3	
6	28		13	1	28	1	11	2	28	1	11	2
Other	23		2									

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	2013-14				2014-15				2015-16			
	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		18	11	7	
Mathematics	31	2	1	1	18	6	2		18	6	2	
Science					24	2	4		24	2	4	
Social Science					19	5	4		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 2015-16)**

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	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,405	\$1,842	\$6,563	\$63,617
District	N/A	N/A	\$6,563	\$63,617
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	15.6	4.3

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,322	\$41,085
Mid-Range Teacher Salary	\$61,062	\$59,415
Highest Teacher Salary	\$88,411	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$135,200	\$116,069
Percent of Budget for Teacher Salaries	42%	33%
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)**

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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 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. 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.