San Pasqual Union Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	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	Mark Burroughs
Email Address	mark.burroughs@sanpasqualunion.net
Website	www.sanpasqualunion.net
County-District-School (CDS) Code	37-68353-6040331

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

School Description and Mission Statement (School Year 2019-20)

San Pasqual Union School reflects all that is good in San Diego's past, present, and future. As our one-school district recently celebrated 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 enhanced via elementary enrichment (which includes STEM and music programs) 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 community. 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 experience for all 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. We build 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 excellence.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	59
Grade 2	55
Grade 3	69
Grade 4	58
Grade 5	66
Grade 6	57
Grade 7	71
Grade 8	67
Total Enrollment	584

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	1.4
Filipino	0.9
Hispanic or Latino	26.9
White	59.9
Two or More Races	6.7
Socioeconomically Disadvantaged	24.3
English Learners	10.4
Students with Disabilities	8.2
Foster Youth	2.2
Homeless	5.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	33	32	32
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Textbooks and other instructional materials for students are listed below. As noted, there are currently sufficient textbooks and instructional materials for each student. The District is currently piloting science materials for TK-5th grade in the 2019-20 school year. A History-Social Science pilot is under consideration for the 2020-21 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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).	No	0%
History-Social Science	K-5th Grade, Pearson Scott Forsman; 6th-7th Grade, Glencoe; 8th Grade, Civics	Yes	0%
Foreign Language	ASL, Spanish, French (supplemental)		
Health	Prevention Plus, 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

San Pasqual Union School 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 2018-19 school year, the District spent $24,470.53 on general repairs. Major projects funded through deferred maintenance included painting ($27,330), asphalt repair/striping ($21,763), roof repairs ($26,222), rain gutters ($1520), water leak repair ($26,941), and HVAC repair ($3496). The District maintains playground equipment, structures, blacktop, playgrounds, and grass fields as needed. The District is proactive in compliance with all 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

Year and month of the most recent FIT report: March 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	While still considered in good condition, the HVAC system requires increased maintenance and repair. The District will prepare a multi-year HVAC replacement plan for Board consideration.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	65	56	65	50	50
Mathematics (grades 3-8 and 11)	50	55	50	55	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	391	388	99.23	0.77	64.69
Male	184	182	98.91	1.09	65.38
Female	207	206	99.52	0.48	64.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	100	97.09	2.91	51.00
Native Hawaiian or Pacific Islander					
White	233	233	100.00	0.00	72.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	27	100.00	0.00	66.67
Socioeconomically Disadvantaged	103	102	99.03	0.97	42.16
English Learners	54	54	100.00	0.00	40.74
Students with Disabilities	36	34	94.44	5.56	20.59
Students Receiving Migrant Education Services					
Foster Youth	17	16	94.12	5.88	6.25
Homeless	22	22	100.00	0.00	40.91

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	391	387	98.98	1.02	55.18
Male	184	183	99.46	0.54	55.19
Female	207	204	98.55	1.45	55.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	100	97.09	2.91	38.00
Native Hawaiian or Pacific Islander					
White	233	232	99.57	0.43	62.77
Two or More Races	27	27	100.00	0.00	66.67
Socioeconomically Disadvantaged	103	102	99.03	0.97	34.65
English Learners	54	53	98.15	1.85	30.19
Students with Disabilities	36	34	94.44	5.56	14.71
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	17	17	100.00	0.00	12.50
Homeless	22	22	100.00	0.00	40.91

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.6	33.3	54.5
7	11.1	26.4	58.3

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

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 2019-20)

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 educational partners. Our parent partners raise the funds needed to sustain and grow vital programs. In addition, these parent groups review and provide input to our school plans, including our Local Control Accountability Plan (LCAP), Comprehensive School Safety Plan, and the School Accountability Report Card (SARC). As reflected in the 2019 Healthy Kids Parent Survey, 93% of parents feel that the school encourages parents to be active partners. Additionally, 96% of parents feel that parents feel welcome at school events.

In 2019, San Pasqual Union School updated our communications network, improving the District website (www.sanpasqualunion.net) and integrating it with a network of mass communications (email, phone, text, app, social media). In addition to hosting a school app (San Pasqual Union School, found in the App Store), the District created and maintains Instagram (@san_pasqual_saints), Twitter (@san_pasqual_union), and YouTube (San Pasqual Union School) social media accounts. Further, the District makes daily use of the PeachJar flyer distribution system (San Pasqual Union Elementary) to keep parents and the community informed of important announcements, school activities, and opportunities. Information is also provided to the parents via an electronic school marquee. Through all these methods, parents are encouraged to be active partners in school events and initiatives.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.5	2.0	1.5	3.5	2.0	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

San Pasqual Union School is a modern facility in a safe, clean environment conducive to learning. The 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 proactively promotes the six pillars of character within the Character Counts 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 school psychologist is available to provide counseling and academic support to students.

District safety plans and procedures are in place to ensure the safety of students, staff, and volunteers. A District Safety Committee, comprised of school staff and community members with law enforcement, public safety, military, and other relevant experience, meets at least twice annually to review potential threats and make 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 the school community of safety plan and procedures. San Pasqual Union assesses hazards, vulnerabilities, and resources; plans for risk reduction and disaster response; and creates preparedness plans for a variety of potential incidents. The District holds drills to practice, reflect, and improve. In addition, San Pasqual Union's safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The District's Comprehensive School Safety Plan is updated annually and aligns with the recommendations from the San Diego County Office of Education, Homeland Security, and public safety officials. The plan is vetted by School Site Council and was most recently approved by the Governing Board on 2/12/19.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		19	3	1		21	1	3	
1	20	2	1		19	3			20	3		
2	19	1	2		22		3		18	3		
3	18	1	2		20	3			23		3	
4	28		2		31		2		29		2	
5	33		1	1	19	1	2		33			2
6	24	3	11		29	2	2	10	29	7	8	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,721	$3421	$6,300	$71,530
District	N/A	N/A	$6,300	$71,530.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$64,941.00
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 2018-19)

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 Parent Teacher Organization (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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,427	$45,252
Mid-Range Teacher Salary	$66,718	$65,210

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	$96,599	$84,472
Average Principal Salary (Elementary)	$0	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$156,285	$124,686
Percent of Budget for Teacher Salaries	41%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	28	25	25

District funds are used to provide professional growth opportunities for all employees. Teachers meet regularly in grade-level teams to review student work, plan instruction, and collaborate to improve instructional effectiveness. Session topics are guided through input from the School Improvement Committee. In addition to three days of professional development offered at the start of the school year, for twenty-two school days per year, afternoons are devoted to District Professional Learning Community (PLC) meetings or staff meetings. Areas of focus include teacher clarity, the use of data to inform instructional practice, and school safety. Professional development opportunities are also provided for curriculum development, educational technology, character education, Specially Designed Academic Instruction in English (SDAIE), and English Language Development (ELD).